



RADLEY

**Guidelines for Social Media and Other
Digital Resources**

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Guidelines for Digital Resources

Web resources have grown organically in recent years and will continue so to do.

Facebook, Twitter, Instagram, LinkedIn, YouTube, Blogger, Flickr et al represent both resources in themselves and the component parts of bigger entities in the form of widgets, plug-ins, feeds and the like. In many cases, digital contributions will be a small part of a much more significant resource (Wikipedia, comments on media sites, contributions to public consultation).

Public-facing resources are exactly that: 'public-facing'. Increasingly such resources are also channels of communication with the inevitable potential for conflict and misunderstanding that goes with any communication channel.

1. Legal - Decent - Honest

For many years the Advertising Standards Authority has promoted the tag line 'Legal - Decent - Honest' which probably offers as good a starting point as any.

2. Reputation

No digital resource must bring the College into disrepute. Opinions need to be clearly distinguished from official statements and policy.

3. Registration

All public-facing Digital Resources should be 'registered' with IT before these go 'live'.

"People - Place - Purpose" is essentially what is needed. Who is driving this and why? Who is responsible for the content and the presentation? Where will this resource be published (and re-published)? What is the intended URL? What is the aim?

At least in part, the 'registration' process is also a consultation exercise. Is this the best way? Is anything similar already being done? Who else can help?

Note that, in a crisis, we will want to take the resource off-line immediately - so it may also make sense to give IT admin rights. At the very least ensure that they know the password...

4. Ability - Authority - Accountability

All Radley resources require an 'adult in charge' who is duly authorised and clearly accountable. The adult in charge should be able to manage the resource, happy to take any credit when due and prepared to take responsibility when things go wrong.

5. Content and Intellectual Property (IP)

'Content is king' but it may also cost you a king's ransom. No digital resource should make unauthorised use of someone else's intellectual property. Soundtracks, photographs, cartoons, etc. appear to be a common stumbling block. Be wary of 'giving away' our own IP.

6. Design: Look - Feel - Attitude

Design sends a message. Website design should aim to represent Radley's look, feel and ethos. The 'attitude' of the resource reflects on the College; this matters.

A key requirement for any site is that its association with the College should be clear. Think about colours, logos, fonts, etc

The differing nature of digital resources and web tools mean that no design specification can be prescriptive. Ask yourself whether your resource presents Radley in a recognisable and (mildly) flattering manner.

Bear in mind that your resource will probably need to meet the requirements of the Disability Discrimination Act.

7. Spelling, Punctuation and Grammar

We are, first and foremost, a school; spelling, punctuation and grammar are important.

8. Links

Resources should link back to the main College website wherever practical. Links to resources beyond Radley's control need to be given some thought. Embedded resources that are pulled in from third-party sites needs to meet all the guidelines listed here.

9. Advertising

Advertising and Affilliate Links are probably best avoided.

10. Comments

Think twice before allowing Comments. If Comments are allowed on a site then they should usually be pre-moderated. Where pre-moderation is impractical or impossible then 'conversations' need to be monitored and managed with both firm resolve and a light touch. Look out for abusive language, bullying, sexism, racism, etc. Think very hard about reputational issues.

11. Safeguarding

Safeguarding issues need to be carefully considered. Think twice before putting boys' names with pictures in such a way as to make them easily identifiable. Avoid publishing Pupils' personal data wherever practical: names, dates, addresses, telephone numbers, etc. Bear in mind that small amounts of data can eventually add up to something more substantial.

Conclusion

If in doubt, ask.

If you are still in doubt, then it is probably best not to proceed further...