Acceptable Use of the Internet (Parents/Carers)



Welley Road Wraysbury, Staines TW19 5DJ

Headteacher: Mrs A Fox

Produced by: Alison Fox

Approved by: SMT

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No Limits to Learning!

Please complete and return to the school office

Acceptable use of the internet: agreement for parents and carers	
Name of child:	
Online channels are an important way for parents/carers to communicate. The school uses email and Twitter. There are other forms of communication: • PTFA official Facebook page • Wraysbury News	
Parents/carers also set up independent channels to help them stay on top of what is happening in their child's class. For example, class/year Facebook groups, email groups, or chats (through apps such as WhatsApp).	
Everyone appreciates the value of these forms of communication, however parents and carers are reminded that uploading inappropriate images, video, sounds or text could cause upset, threaten the safety of or offend members of the local or school community.	
When communicating with the school via official communication channels, or using private/independent channels to talk about the school, I will: • Be respectful towards members of staff, and the school, at all times • Be respectful of other parents/carers and children • Direct any complaints or concerns through the school's complaints policy, so they can be dealt with in line with school policy	
 I will not: Use private groups, the school's Facebook page, or personal social media to complain about or criticise the school or members of staff. This is not constructive and the school cannot improve or address issues if they aren't raised in an appropriate way Use private groups, the school's Facebook page, or personal social media to complain about, or try to resolve, a behaviour issue involving other pupils. I will contact the school and speak to the appropriate member of staff if I'm aware of a specific behaviour issue or incident Upload or share school photos or videos on social media of any child other than my own. 	
Signed:	Date:
Name of Parent/Carer	