TAFELBERG SCHOOL

SOCIAL MEDIA AND SOCIAL NETWORKING POLICY

1.   Definitions

The following words and terms bear the same meaning assigned to them in the Guidelines for Social Media and Social Networking:

"access" means the right, opportunity or means of funding, or retrieving information;

"learner" means any person enrolled at the school for the purpose of learning;

"cyberbullying" means wilful and repeated harm inflicted through the use of computers, cell phones and other digital devices;

"social media" means a collection of interactive online platforms and tools that individuals, groups and organisations use to share content, profiles, opinions, insights, experiences, perspectives and media. It allows for the creation and exchange of user-generated content; and

 "social networking site" means a web-based service that allows individuals to:
(a)   build a public or semi-public profile;
(b)   share contacts or friends with other users; and
(c)   view their lists of contacts or friends and those made by others within the system; the nature and nomenclature of these contacts or friends may vary from site to site.

2.   Legal framework

This policy is, among others, underpinned by:
Constitution of the Republic of South Africa, 1996
United Nations Convention on the Rights of the Child, 1989
South African Schools Act, 1996 (Act 84 of 1996)
Employment of Educators Act, 1998 (Act 76 of 1998)
Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)
Western Cape Government Social Media Policy, 2014
Electronic Communications Act, 2005 (Act 36 of 2005)
Films and Publications Act, 1996 (Act 65 of 1996)
Protection from Harassment Act, 2011 (Act 17 of 2011)
Criminal Procedure Act, 1977 (Act 51 of 1977)

Criminal Law (Sexual Offences and Related Matters) Amendment Act, 2007 (Act 32 of 2007)

Copyright Act, 1978 (Act 98 of 1978)

Children's Act, 2005 (Act 38 of 2005)

Regulation of Interception of Communications and Provision of Communication-Related Information Act, 2002 (Act 70 of 2002)

Guidelines on e-Safety in Schools, Department of Basic Education, 2010

3. Purpose

This policy seeks to:

(a) Regulate the use of social media and social networking at **Tafelberg School**

(b) Offer learners the opportunities that multimedia learning can provide in a responsible and respectful manner in order to enrich the teaching and learning environment in our school.

(c) Outline the responsibilities and behaviour expected of employees, learners and their parents, as users of social media and social networking, in particular, that:

(i) all members of **Tafelberg School** community and representatives of the school should take responsibility for the content written, recorded, displayed, posted or communicated online;

(ii) they should exercise good judgment and common sense at all times when contemplating any of the listed activities in sub-paragraph (i);

(iii) participation on social media and social networking sites may result in the violation of school rules and the learners' Code of Conduct, or be in contravention of existing laws; and

(iv) the use or participation in these sites should not negatively affect the name or impact on the reputation of the school.

4. Scope

This policy applies to all employees, learners and their parents at **Tafelberg School.**

5. Social media and social networking

Social media and social networking are used to:

(a) participate in online communication in order to share an interest and gain or share knowledge;

(b) share and collaborate on work or discussions and learn from one another;

(c) socialise by keeping in touch with existing friends;

(d) allow users to link up with each other quickly and effectively, especially in a professional/school environment;

(e) assist in lifelong learning and create communities of practice.

6. **Aspects for consideration in our school environment**

Employees, learners and their parents at **Tafelberg School** must give due consideration to the following when using social media and social networking sites:

(a) As with all online communication tools, the social media environment has to be managed so that it does not become all consuming.

(b) Cognisance must be taken of copyright law when sharing these media and that modifying any work, comment or posting without permission of the author can affect the reputation of the author and other parties. Permission should be obtained at all times.

(c) Privacy and circumspection apply as any communication forwarded to others and/or placed in the public domain must give credit to the source.

(d) Social media networks are often visible to people from the user's professional as well as personal life. This blurring of social and professional lines can result in embarrassing or otherwise inappropriate revelations, for instance when educators and learners, invite or connect on social media, they must be aware that aspects of their profile are visible to other learners and employees.

(e) Users should familiarise themselves with privacy settings and avoid sharing information they may not wish to be in the public domain.

(f) Users should avoid or take care not to share compromising images or inappropriate messages that may damage their or others reputation later on in life.

(g) Permission must be given and the list of "no photos on social media" must be checked before any images are posted.

7. **Responsibilities with regard to social media and social networking**

7.1 The school

The school must draw up and formally put in place a policy on the use of social media in order to:

(a) sensitise learners and employees to the appropriate etiquette for each online environment; educate learners on critical thinking skills and digital literacy to enable them to navigate safely through the online world;

(b) guide learners to understand the need to select the most suitable communication tools for their educational and social experiences;

(c) ensure that learners are aware of the potential negative effects of Internet use;

(d) teach learners in an age-appropriate manner about the risks and dangers involved in the use of social media, particularly when some of the risks and dangers occur both in the home and school context (i.e. cyberbullying);

(e) encourage learners to act responsibly and be aware of the consequences associated with the use of social media;

(f) specify when and for what purpose the use of social media platforms are acceptable;

(g)   ensure that online activities planned by educators only include age-appropriate sites;

(h)   guide learners to take responsibility and report inappropriate behaviour, or acts that may negatively affect the school and their fellow learners;

(i)   advise learners and employees of behaviour that may be inconsistent with the Code of Conduct for learners and sanctions that may be imposed if found guilty of misconduct or serious misconduct in terms of the code and of transgressions of applicable legislation in the case of employees;

(j)   outline a procedure for incidents which may have a potential for criminal accountability;

(k)   inform learners and employees about the policy and ensure that all have access to the policy; and

7.2   The Safe School Committee

(a)   A team within the Safe School Committee of **Tafelberg School** must manage e-Safety.

(b)   The team may comprise:
(i)   a member of the school management team;
(ii)   the network administrator;
(iii)   an IT educator;
(iv)   an educator – librarian/counsellor/life skills educator;
(v)   a representative from the governing body;
(vi)   a member of the representative council of learners;
(vii)   other appropriate specialists, where practicable.

(c)   The main responsibility of the team will be to develop, implement and enforce an acceptable social media policy, underpinned by the Code of Conduct for learners and employees at **Tafelberg School**, and to ensure that:
(i)   all role players at **Tafelberg School** are made aware of the content, the policy and consequences likely to flow from non-compliance;
(ii)   parents are encouraged to take necessary steps to ensure that learners comply with the policy within and outside school premises; and
(iii)   all stakeholders are informed of the types of incidents which may potentially attract sanctions and possible criminal accountability.

7.3   Responsibility of a learner

(a)   keep in mind the global scope of social media and qualify or limit their posts appropriately;

(b)   be cordial, honest, fair, thorough and transparent when using social media;

(c)   remember that although the use of social media may be easy, informal, fast and inexpensive, these electronic messages are permanent, transferable records that can affect the reputation of the school;

(d)   obtain permission for the use of third-party or employee intellectual property rights, including copyright, patents, trademarks and videos;

(e) know that it is against the law to:
    (i) become involved in identity theft;
    (ii) participate in hate or cult websites;
    (iii) buy or sell stolen goods on websites;
    (iv) divulge personal information or disclose confidential financial information regarding bank and credit cards by using unsecured bogus sites; and
    (v) publish compromising information which may harm another individual's reputation or dignity, harass or do something that they know could cause harm to another person, whether mental, psychological, or physical harm.

7.4 Responsibility of the employee (WCED and SGB)

(a) The employee must never have online communication on a one-on-one basis with a learner, but always in a group context, for education purposes and for information sharing.

(b) The employee must never invite or follow learners on social media, except on those sites which have been designed specifically for professional purposes in a group setting.

7.5 Responsibility of the educator (WCED and SGB)

The educator must:

(a) guide learners to understand that what is permissible in a classroom, is acceptable online; and anything that is impermissible in a classroom, is also unacceptable online;

(b) be aware that online activities may impact on their personal reputation, image and ability to interact with colleagues and learners;

(c) be professional and courteous when interacting with others online;

(d) respect the need for discretion and confidentiality with regard to personal information, and other sensitive information that may not be appropriate for public discussion;

(e) endeavour, within the bounds of reason, to remain neutral, objective and professional on issues presented and discussed by educational platforms or sites intended for educational purposes; and

(f) judiciously remove any material deemed offensive, inappropriate, off-topic, discourteous or otherwise annoying to other users.

8. Non-compliance

Non-compliance by learners and employees must be dealt with through the school's Code of Conduct for learners, the Employment of Educators Act, 1998 (Act 76 of 1998) and the Public Service Act, 1994 (Proclamation 103 of 1994).

9.   Short title

This policy shall be known as the Social media and social networking policy of Tafelberg School

10.   Amendments

The school governing body may from time to time amend, supplement, modify or alter this policy.

11.   Approval

This Policy for Tafelberg School was adopted by the Governing Body of Tafelberg School at a meeting held at the school on 2023/06/19

TITLE OF POLICY	Tafelberg School Social media and social networking Policy
POLICY NUMBER	#TBS011
DATE APPROVED BY SGB	2023/06/19
EFFECTIVE DATE	2023/06/19
EXPIRY DATE	This School Policy remains in force until amended or replaced <u>and</u> approved by the SGB.
REVIEW DATE	*The SGB will review this policy at least once during its term of office*
AMENDMENT HISTORY	

Addendum A:
Committee:

    (i)   a member of the school management team;
             W. Abrahams

    (ii)   the network administrator;
             W. Smith

    (iii)   an IT educator;
             C. Eloff

    (iv)   an educator – librarian/counsellor/life skills educator;
             A. Steenkamp

    (v)   a representative from the governing body;
             J. Lundie

    (vi)   a member of the representative council of learners;

    (vii)   other appropriate specialists, where practicable.

Addendum B:
Official Social Media Platforms used by Tafelberg School

Social media platform	Administrator
Website http://www.tafelbergschool.co.za/	W. Smith
Facebook Tafelberg School Page @TafelbergSchoolBothasig	J. Lundie B. Woods
Facebook Tafelberg School Alumni Group https://www.facebook.com/groups/1702681846619334/	J. Lundie B. Woods
Instagram @tafelbergschool.official	RCL rep J. Lundie
Whatsapp Staff group	J. Lundie LA Benecke LE Benecke
Dojo	C. McGee A. Edwards