



CBC ST JOHN'S, PARKLANDS	
Document number	
Co-ordinating Manager	HEAD OF COLLEGE
Status	GUIDELINES
Date approved	
Date for next review	
POLICY TITLE	H. SOCIAL MEDIA POLICY
Document name	
Contact	RYK BRINK
Approved by	
Date last amended	2021/11/04
Related policies	Counselling Policy, Sexual harassment Policy

1. PREAMBLE

In the spirit of the Catholic and Christian ethos of the College it is of paramount importance that the same principles that regulate our written and verbal communication with one another govern our communication in conduct and on social media.

2. FOCUS AND SCOPE

This Policy applies to all teachers, administrators, parents and all sectors of the College.

3. DEFINITIONS

- 3.1. Public social media include by definition: Web sites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the public or consumers e.g. Myspace, Facebook, Twitter, LinkedIn, Flickr, YouTube, blog sites, etc.).
- 3.2. "Social Media" includes the various online technology tools that enable people to communicate easily over the internet to share information and resources. Social media can include text, audio, video, images, podcasts, and other multimedia communications. These websites not only provide information, but also allows for interaction during this informational exchange through user-generated content.
- 3.3. "Technology" includes computers, notebooks, the Internet, telephones, cellular telephones, personal digital assistants, pagers, MP3/4 players, iPod's, USB drives, wireless access points (routers), or any wireless communication device.

4. LEGISLATION

This Policy is governed by the Cybercrimes Act of 2020 which has the following objectives:

- 4.1 To create offences and impose penalties which have bearing on cybercrime.
- 4.2 To criminalise the distribution of data messages which are harmful-
- 4.3 To provide for interim protection orders around these messages. and
- 4.4 To further regulate jurisdiction in cybercrime.
- 4.5 Under this Act, malicious communications is understood as the following:



4.5.1 A data message which incites damage to property or violence. Any person who discloses by means of an electronics communication service, a data message to a person, group of persons or the public with the intention to incite:

4.5.1.1 The causing of any damage to property belonging to a person or a group of persons is an offense.

4.5.1.2 a data message which threatens a person with:

- damage to property belonging to that person or a related person, or
- violence against that person or a related person

This extends to messages which threaten a group of people with damage to property or violence.

4.5.2 This section includes the "reasonable person test" which states that a message will be malicious if a "reasonable person" would perceive the data message as a threat.

4.5.3 Disclosure of an intimate image: Any person (Person A) who unlawfully and intentionally discloses by means of an electronic communications service, a data message of another person (Person B) without their consent is guilty of an offence.

4.5.3.1 Person B includes: The person who can be identified as being displayed in the data message, irrespective of the fact that the person cannot be identified as being displayed in the data message; or any person who can be identified from other information as being displayed in the data message.

4.5.3.2 The Act defines an intimate image as a depiction of a person which is real or simulated, and made by any means in which Person B is nude, or the genital organs or anal region of Person B is displayed, or if Person B is a female person or intersex person, their breasts are displayed; or the covered genital or anal region of Person B, or if Person B is a female person, transgender person or intersex person, their covered breasts are displayed.

4.5.4 Privacy: A message will be considered an offense if Person B retains a reasonable expectation of privacy at the time that the data message was made in a manner that violates or offends the sexual integrity or dignity of B, or amounts to sexual exploitation.

5. POLICY STATEMENT

4.1 When teachers are using or allowing the use of social media in College work either in classrooms or as required work outside of classrooms, they should regard participation in such online media as an extension of their classrooms and anything which is permitted in class is acceptable online, and anything which would be unacceptable in a classroom should also be unacceptable online. Any bullying, insulting, racial or sexist language, or derogatory or offensive comment is forbidden, as is any practice which is at odds with the College's values and ethos.

4.2 Nothing should take place online which might bring the College into disrepute.

4.3 Staff, parents or students should not abuse any privileged or confidential information they might have access to in any way in private social networking media.

4.4 Teachers should not befriend on Facebook or Instagram any of their students who are still at College. Where staff, parents or students are engaging in online activities outside of direct classroom, they must remember that publications on social media are by their very nature public documents, and appropriate care needs to be taken when using them.



- 4.5 Where staff are identified with the College and are engaged in inappropriate fashion, the College can intervene to prevent reputational damage to the College. Such abuse of the media could result in disciplinary action.
- 4.6 Where students are identified with the College, and are engaging in inappropriate fashion, the College will intervene to prevent damage either to the College or to the individuals involved.
- 4.7 When students conduct themselves inappropriately without being identified as connected with the College, parents must accept their roles in managing the private activities of their children. They should not expect the College to police the private and out of College activities of students of the College; but the College might choose to intervene in such situations if it is in the best interest of the students.
- 4.8 WhatsApp groups: The following WhatsApp groups are permissible and must be managed as follows:
 - 4.8.1 One class group per register class with the register teacher as the group administrator. The Grade Head must also be on the group and must be a group administrator. Subject teachers for this specific class may also be added to the group.
 - 4.8.2 One parent group per grade with the Grade Head as the group administrator. This group is purely for communication purposes. Only the Grade Head can post on this group. Parents with specific requests or enquiries must direct it to the Grade Head personally. Teachers may not be part of private parent groups. All communication with parents must be done in person or through formal groups.
 - 4.8.3 One group per culture/service group or sports team with the Organiser as the group administrator. Coach Lee-Anne Friedland and Mr van der Merwe must be part of this group.
 - 4.8.4 Formal staff groups for each school, with the principal as group administrator, for the purpose of official communication.
 - 4.8.5 Informal staff groups may be formed with the consent of the school principal. All members of the MMT must be added to this group.

6. GUIDELINES

These guidelines for students are provided as support and guidance to ensure that practices do not result in transgressions of policy.

- 6.1 Be responsible for whatever you write. Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.
- 6.2 Be cautious about publishing photographs, providing personal details including surname, phone numbers, addresses, birthdates, and pictures.
- 6.3 Where there is a possibility that you may be identified with CBC St. John's, Parklands, you should act in a manner which is consistent with the general ethos and values of the College and does not bring the College into disrepute.
- 6.4 Follow the College's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, but if you do, bear in mind that you represent your College, your family and friends associated with you in general and that good manners, chivalry and proper conduct apply.

7. GUIDELINES FOR THE USE OF SOCIAL NETWORKING SITES BY PROFESSIONAL STAFF.



- 6.1 Do not accept students as friends on personal social networking sites: decline any student-initiated friend requests, and do not initiate on-line friendships with students, unless they are past students with whom you have a good relationship.
- 6.2 Remember that people classified as "friends" have the ability to download and share your information with others.
- 6.3 Post only what you want the world to see. Imagine your colleagues, your students, or their parents visiting your site. It is not like posting something to your web site or blog and then realizing that a story or photo should be taken down. On a social networking site, once you post something it may be available, even after it is removed from the site.
- 6.4 Do not discuss students or co-workers or publicly criticize College policies or personnel.
- 6.5 Be aware of your profile's security and privacy settings. At a minimum, educators should have all privacy settings set to "only friends". "Friends of friends" and "Networks and Friends" open your content to a large group of unknown people. Your privacy and that of your family may be at risk.
- 6.6 Do not say or do anything that you would not say or do as a teacher in the classroom. (Remember that all online communications are stored and can be monitored.)
- 6.7 Have a clear statement of purpose and outcomes for the use of the networking tool.
- 6.8 Establish a code of conduct for all network participants.
- 6.9 Exercise caution with regards to exaggeration, colourful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.
- 6.10 Discern whether a particular posting puts your effectiveness as a teacher at risk.
- 6.11 Due to security risks, be cautious when installing the external applications that work with the social networking site. Examples of these sites are calendar programs and games.
- 6.12 Run updated malware protection to avoid infections of spyware and adware that social networking sites might place on your computer.
- 6.13 Be careful not to fall for phishing scams that arrive via email or on your Facebook wall, providing a link for you to click, which leads to a fake login page.
- 6.14 If a staff member learns of information, on the social networking site that falls under the mandatory reporting guidelines, they must report it.
- 6.15 It is your responsibility. What you write is ultimately your responsibility. If it seems inappropriate, use caution. If you are about to publish something that makes you even the slightest bit uncomfortable, do not shrug it off and hit 'send.' Take time to review these guidelines and try to figure out what is bothering you and fix it. If you are still unsure, you might want to discuss it with someone. Ultimately, what you publish is your responsibility.
- 6.16 What you publish is widely accessible and will be around for a long time, so consider the content carefully.
- 6.17 Trademark, copyright, and fair use requirements must be respected.
- 6.18 Peer and subject online groups: In the case of peer networks used for academic purposes, teachers should disclose the existence of such groups to the to the MMT and grant them access to it.
- 6.19 Be transparent. Your honesty - or dishonesty - will be quickly noticed in the social media environment. If you are posting about your work, use your real name and identify your employment.
- 6.20 Respect your audience and your co-workers. Always express ideas and opinions in a respectful manner. Make sure your communications are in good taste. Do not denigrate or insult others, including other Colleagues or competitors. Remember that our communities reflect a diverse set of customs, values and points of view. Be respectful. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory.



- 6.21 Be sensitive about linking to content. Redirecting to another site may imply an endorsement of its content.
- 6.22 Perception can be reality. In online networks, the lines between public and private, personal and professional are blurred. If you chose to join or engage with students and families in a social media context, do so in a professional manner, ever mindful that in the minds of students, families, colleagues and the public, you are a CBC Teacher. Be sure that all content associated with you is consistent with your work and with the College ethos and professional standards.
- 6.23 Are you adding value? There are millions of words out there. The best way to get yours read is to write things that people will value.
- 6.24 Keep your cool. One of the aims of social media is to create dialogue, and people will not always agree on an issue. When confronted with a difference of opinion, stay cool. If you make an error, be up front about your mistake and correct it quickly. Express your points in a clear, logical way. **Do not** pick fights, and correct mistakes when needed. Sometimes, It is to ignore a comment and not give it credibility by acknowledging it with a response.
- 6.25 Be careful with personal information. Make full use of privacy settings. Know how to disable anonymous postings and use moderating tools on your social media site(s). Astute criminals can piece together information you provide on different sites and then use it to impersonate you or someone you know, or even re-set your passwords.
- 6.26 Be a positive role model. The line between professional and personal relationships is blurred within a social media context. Teachers have a responsibility to maintain appropriate teacher-student relationships, whether on or off duty. Both case law and public expectations hold educational employees to a higher standard of conduct than the public.
- 6.27 Don't forget your day job. You should make sure that your online activities do not interfere with your job.