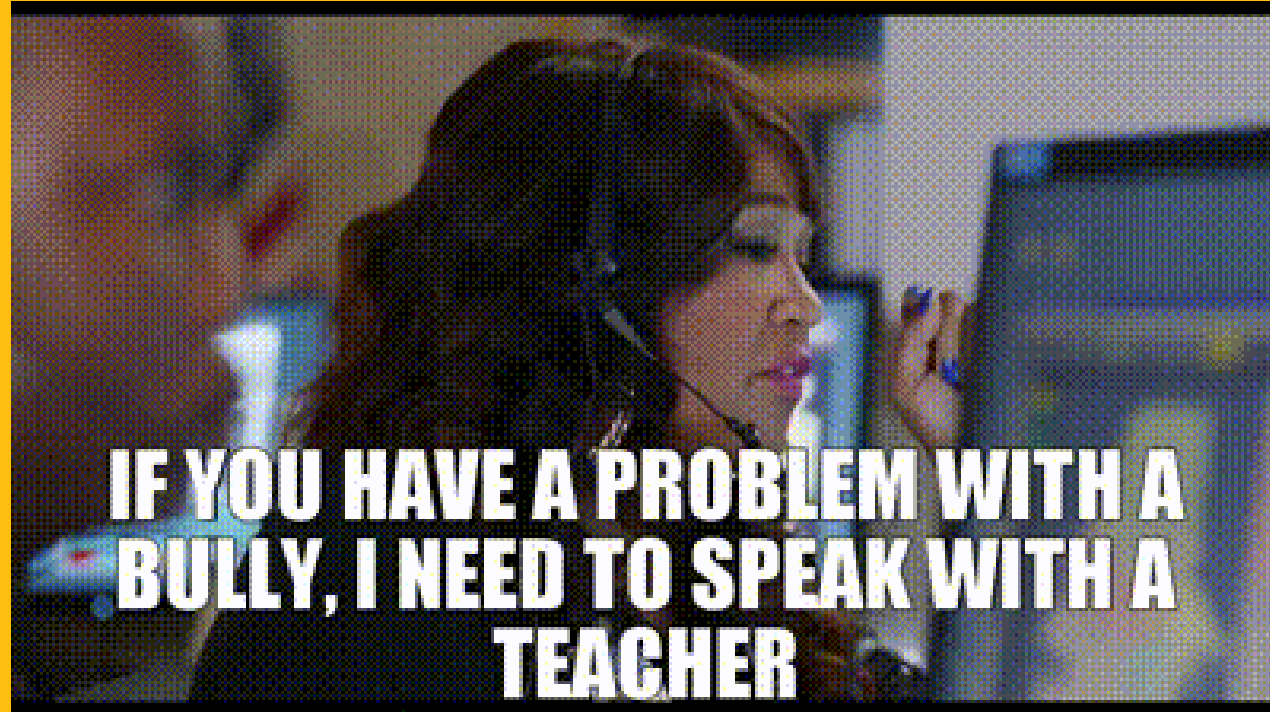


## Bullying and Social Media

**PRESENTED BY: Colette Visser**  
DATE: 10 November 2022



DIE VERANDERING IN ONDERWYS  
THE CHANGE IN EDUCATION



# Which one fits best for you?





# The good old days...



## CHALLENGE: Acronym for H.O.D.!



**SAOU**

# Revision: I already know this...

## Bullying

- Repeatedly
- Aim
- Power
- Cyber – easy, anonymous
- \*Fear of punishment
- Most common type of cyberbullying = mean, hurtful comments (stickers, WhatsApp Groups)

## Is Cyberbullying 'worse'?

- Same effects
- Worsen the negative consequences
- Anonymity continuously,
- Wide audience
- Everyday



# Conflict vs Bully



## Conflict

Conflict is normal – part of life (everywhere you go, will go).

Used to learn skills, build relationships



## Bullying

Bullying – bully does not want to talk, negotiate, no skill building or improvement of relationship.

VERY IMPORTANT – power imbalance, child takes pleasure



# **Why must schools intervene with bullying/cyberbullying? Why must the H.O.D. do everything?/**

- Hurts
- Empower learners (skills, knowledge)
- Responsibility towards learners to assist, develop holistically
- Parents and children need to be educated, sometimes don't know better

**Cyberbullying poses a new management and leadership challenge for schools  
Brings to the attention of educators the importance of classroom policies,  
computer lab rules and duties in relation to learner safety against any form of  
violence (particularly cyberbullying) that may occur within the school environment.**

**Whole school approach**

# You're favourite word: SASSA

- **Section 8 of the South African Schools Act 84 of 1996**
  - School Governing Bodies (SGBs) = **policy and discipline**
  - Principals responsible for **the day-to-day running of school**
  - SGBs must adopt a **code of conduct** for **after consultation with learners, parents and educators** and also promote the best interest of the schools and strive to ensure their development through the provision of quality education.
  - Is silent about the impact of crime and violence in the schools BUT it place the responsibility of **promoting and maintaining a culture of teaching and learning** on the **principal, educators and the SGBs**



# Starting point: Whole school approach

- **Communicate**
- **Define bully** to you school – comprehensive. Teachers, parents, learners (don't assume they know)
- **Assess** your school - survey, meetings, talk to teachers, sport coaches, parent-meetings, support staff – what is the bullying in your school/need?
- Get **staff** to make a shared vision, commitments, values, resources, understand the need to work together  
SCHOOL CULTURE
- Then: **Policy** development or build on policies that already exist

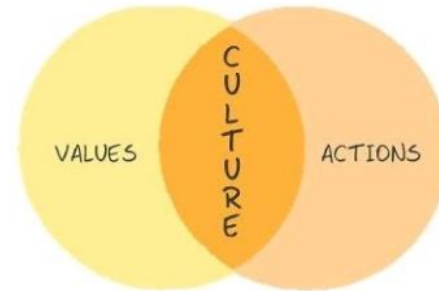


- Interventions need to be directed at the entire school context (learners, educators, principals, parents, school governing bodies and external school members)
- ONLY THEN = Change beliefs, behaviours and social norms, and to create a supportive and trusting school environment that has access to external support structures.
- **Schools further provide the ideal entry point for the prevention of violence since they have the potential to reach the homes of the learners they teach and access parents both directly (through holding meetings) or indirectly (through educating children)**



# Whole school approach: Value driven schools

- Value-driven school = built on values of respect, responsibility, care etc. = will change school culture (whole school)
- Focus is on values that can have a more lasting impact because it is internally driven, where rules are more externally driven
- Have a line/motto
- Teachers are models, have to be in line with the value and culture of the school

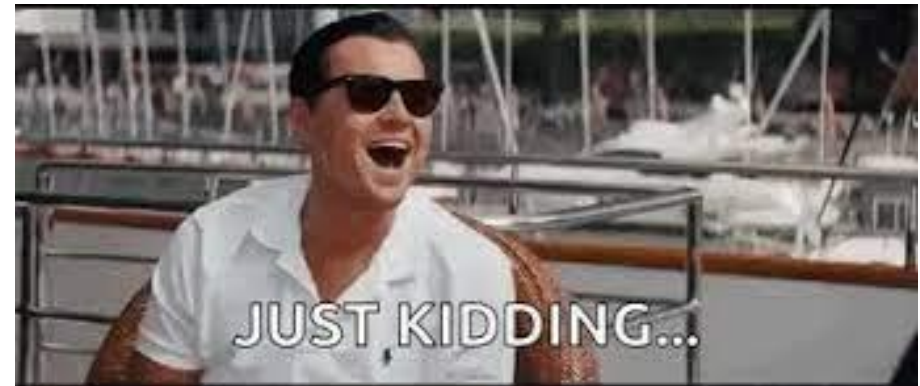


"When the things you say and the things you do are in alignment with what you actually believe, a thriving culture emerges."

- SIMON SINEK

# Survey

How many people  
online today have  
had policy  
development training?



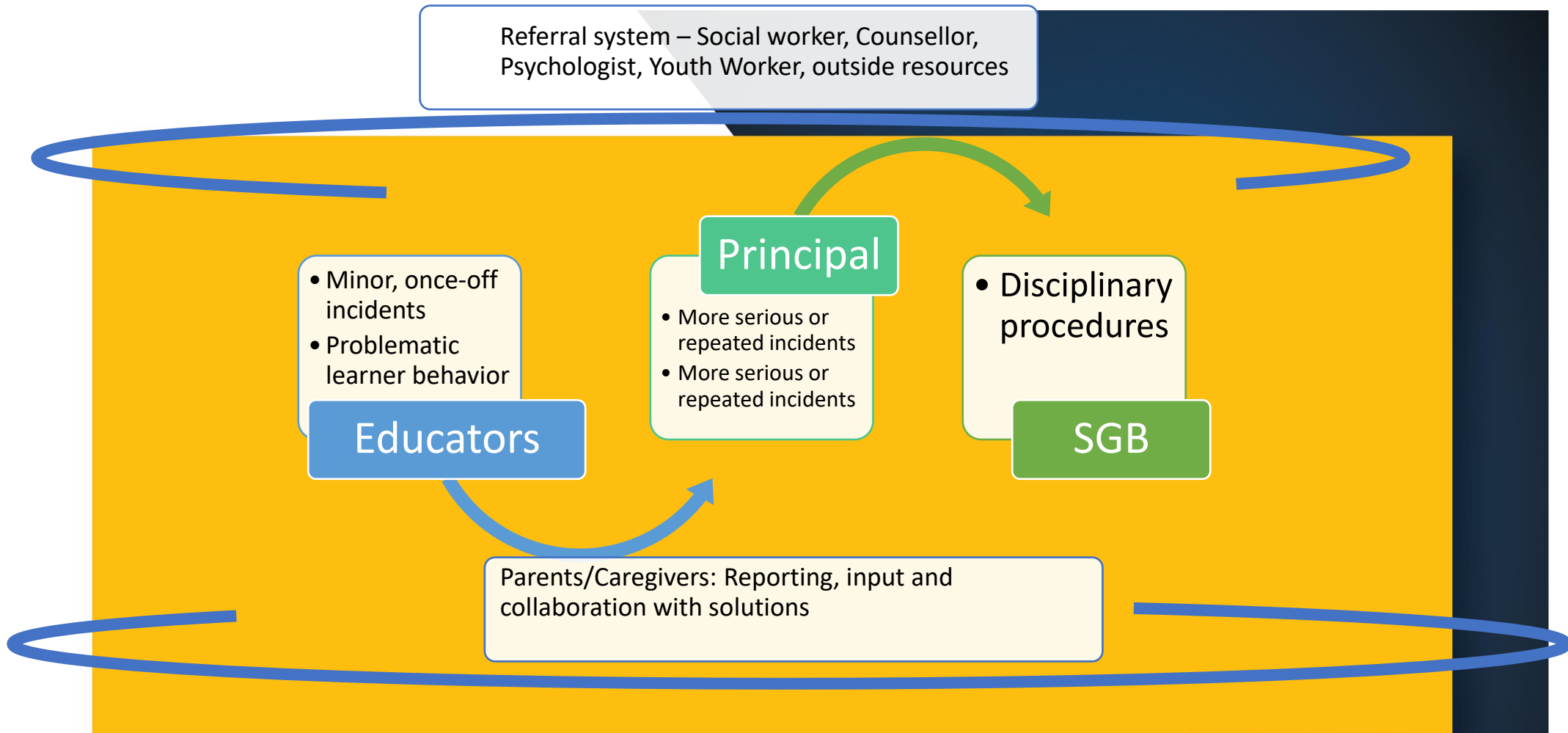


## Policies or building on existing policies

- Code of conduct (add on existing one, add cyberbullying)
- Clearly outline roles and responsibilities, procedures, report, response protocols, consequence (whole school)
- Publicise and enforce rules and policies – formally introduce (hall, parents, letter)  
\*not once off
- Implementation of the policy – **will require continued promotion, support, and commitment from staff, learners, parents**
- Ongoing training – new staff
- Pledge (or incorporate in new one) (Fedsas)
- Monitor and evaluate (yearly)

This will empower you and your staff and give you a roadmap on how to manage situations

# Role players at school involved in the whole school approach



# Example of responding at school

1. **Intervene** (separate the learners)
2. **Get the facts** – speak to participants and witnesses separately
3. **Explain** – why is this wrong. Link to policy and guidelines
4. **Teach** – bystanders
5. **Act** – intervene, assess the situation, call the caregiver if necessary. Refer to intervention (what does school policy say)
6. **Monitor** – if continues, disciplinary steps (what does the policy say).

# Tips for the exam

## (aka additional tips)

- Intervention first before e.g. Expulsion \*restorative justice/discipline\*
- Accountability and underlying factors
- Anti-bully program and victim empowerment (not in the same group/session)
- If does not work then punitive methods can be used
- If school cannot assist with interventions (e.g. social worker, psychologist, youth worker) refer to outside source – SET UP A REFERRAL SYSTEM
- Increase supervision in hot spots where bullying occurs - bullying thrives in locations where adults are not present (whole school approach, culture driven school)



# 5 laws to stay out of trouble



1. The South African Schools Act 84 of 1996 (SASA)
2. The Children's Act 38 of 2005
3. The Child Justice Act 75 of 200
4. The Protection from Harassment Act 17 of 2011
5. Cybercrimes Act 19 of 2020

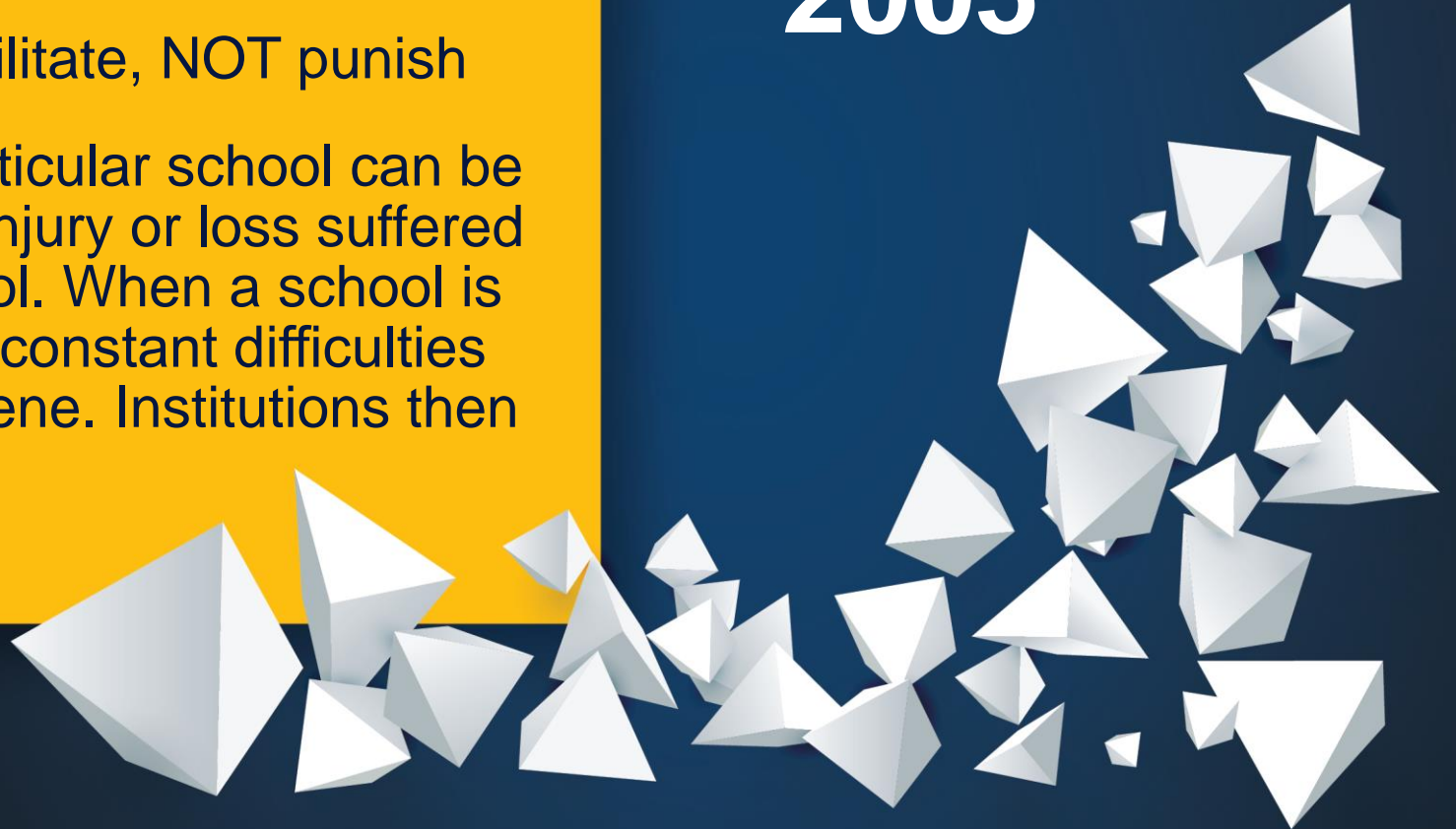
# The South African Schools Act 84 of 1996 (SASA)

- Public schools' governing bodies **must** compile a code of conduct
- School **enforces** the code of conduct
- Must have **specific procedures** in place to deal with cases of bullying and appropriate **punishment**



# The Children's Act 38 of 2005

- Protection children against abuse and neglect
- Court
- Restorative justice
- Bullies = accountable, rehabilitate, NOT punish
- This Act and SASA = the particular school can be held liable for any damage, injury or loss suffered by a learner in a public school. When a school is aware of a specific learner's constant difficulties with bullies but fails to intervene. Institutions then face paying out for damages



# The Child Justice Act 75 of 2008

- Build on CA
- Restorative Justice
- Criminal element
- Separate criminal justice system for children
- Act divides persons into three categories
  - Children below 10
  - Children 10 and older but younger than 18
  - Young people under 18 years of age but under 21 years
- Before considering the perpetrators criminal responsibility, one need to establish whether the child has criminal capacity



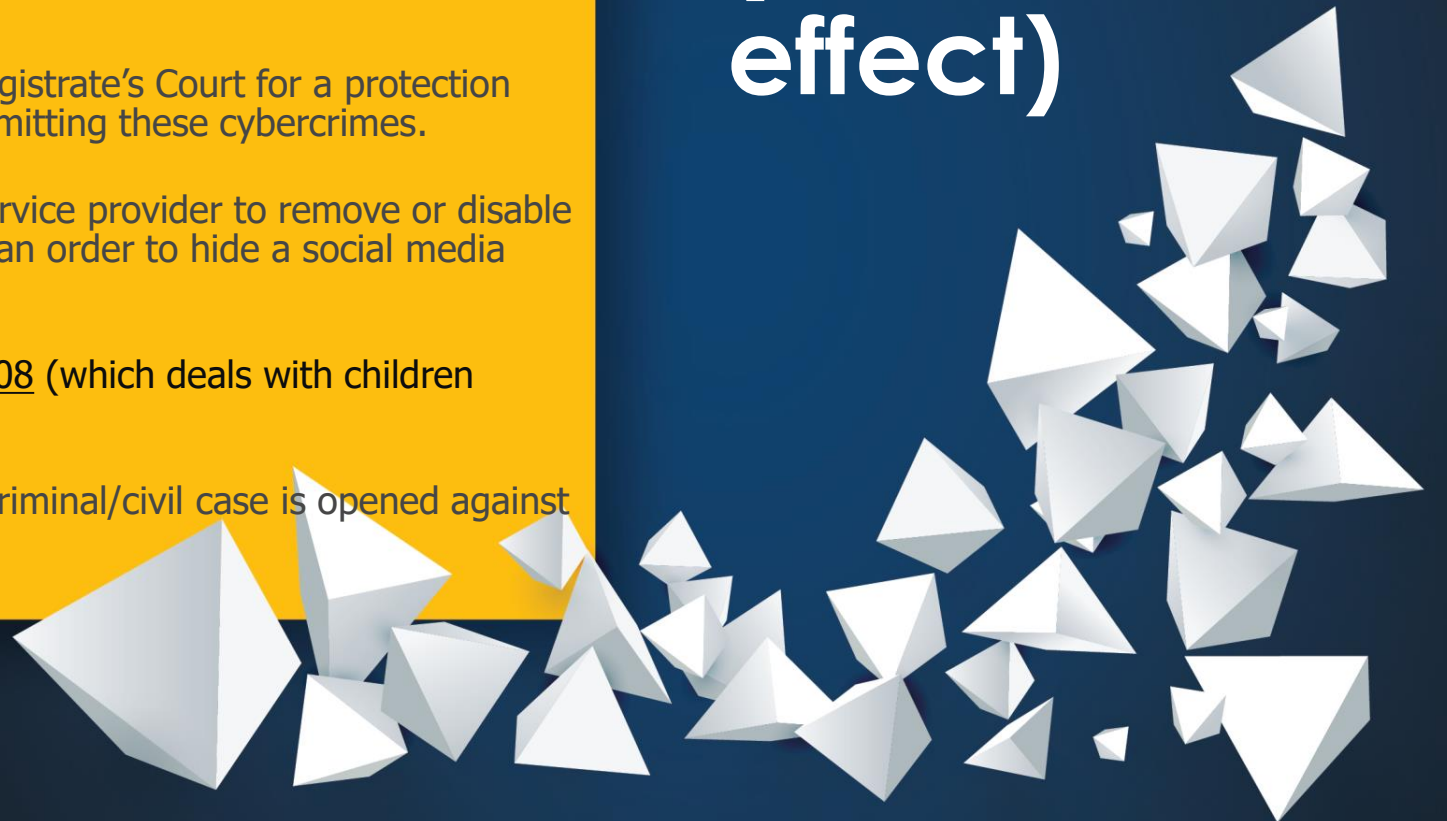


# The Protection from Harassment Act 17 of 2011

- Apply
- Parent or legal guardian
- Section 2(4) of the Protection from Harassment Act states that a child may apply for a protection order without the assistance of his or her parents.
- If issued, the bully can not continue to harass the victim or ask anyone else to do so on his or her behalf.
- Depending on the circumstances, a court could also order a bully to attend therapy for the sake of rehabilitation and not becoming a repeat offender.

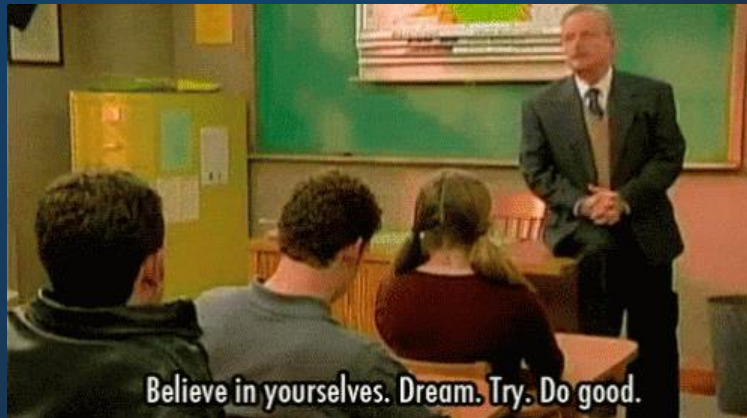
# Cybercrimes Act 19 of 2020 (not yet in effect)

- 26 May 2021
- Criminalises a variety of cybercrimes
- Direct criminal consequences
- Guilty = may be sentenced to a fine and/or imprisonment that does not exceed three years
- The Act also provides = can also apply at a Magistrate's Court for a protection order to prevent the accused person from committing these cybercrimes.
- Magistrate's Act can also order an electronic service provider to remove or disable access to the message or image, for example, an order to hide a social media post
- also form part of the Child Justice Act 75 of 2008 (which deals with children involved in criminal activities)
- Evidence = evidence of the cyberbullying if a criminal/civil case is opened against the perpetrator



# Do you feel empowered?

- ✓ Legislation
- ✓ Why schools should act
- ✓ What is bully, cyberbully
- ✓ Policy
- ✓ Action steps
- ✓ School culture
- ✓ **YOU CAN DO THIS**



**SAOU**

- Role
- Responsibility
- Heart
- Action steps
- Resources – ask for help

**You're love for teaching, passion and care is going to get you through this.**

**HOD**

Name: Colette Visser

Email:

[colettevisser0@gmail.com](mailto:colettevisser0@gmail.com) or  
[colettevisser@jimfouchehs.com](mailto:colettevisser@jimfouchehs.com)

**Questions?**

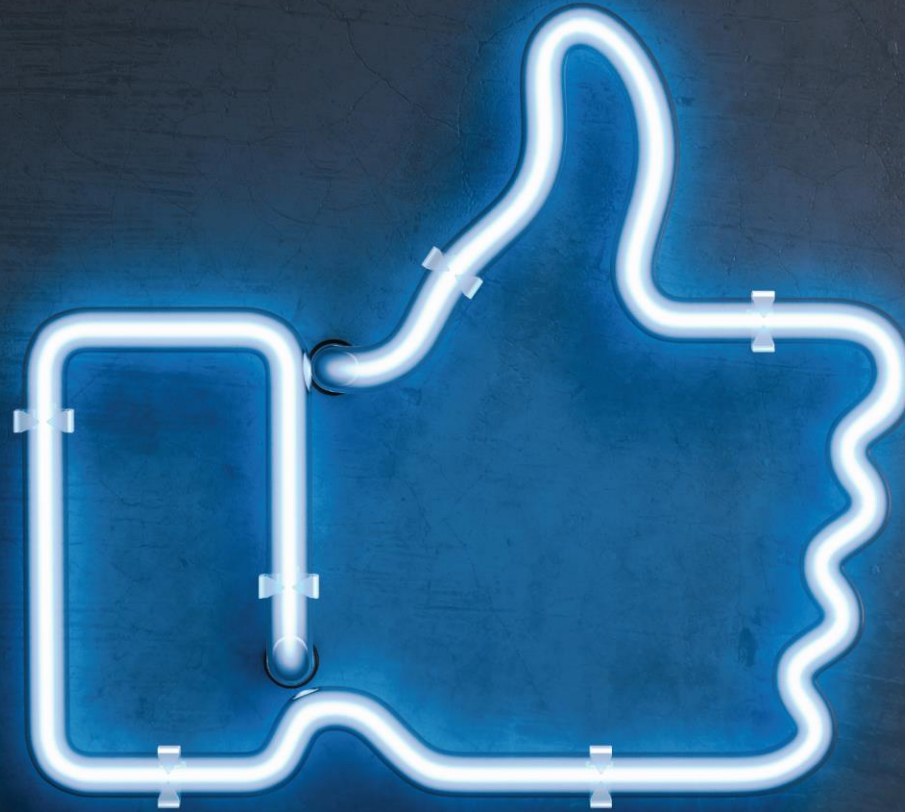


**SAOU**





# SAOU



012 033 1333



saou@saou.co.za



076 127 1921



SAOU National



saouteachers



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