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THE NATIONAL SCHOOL SAFETY FRAMEWORK

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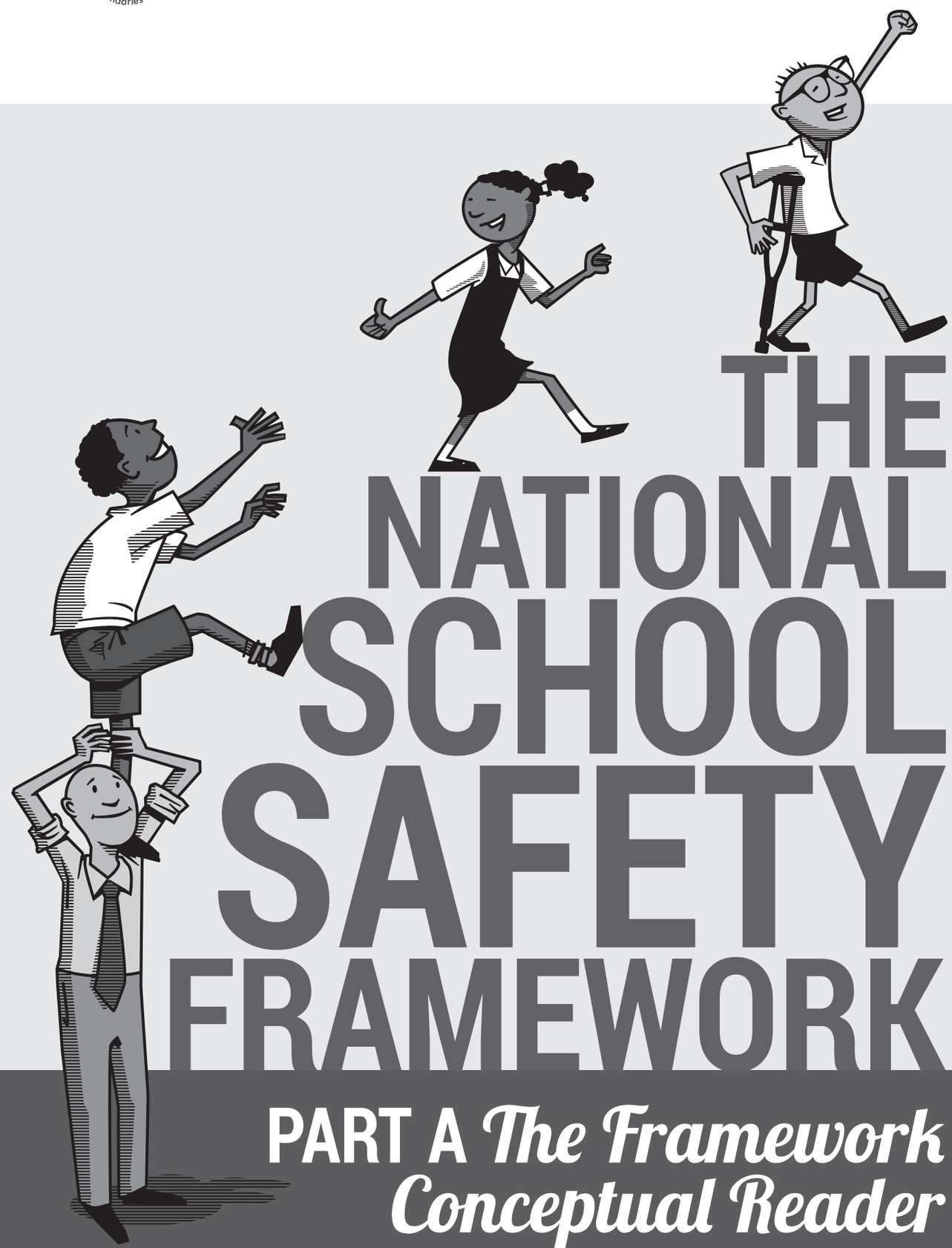


THE NATIONAL SCHOOL SAFETY FRAMEWORK

PART A *The Framework Conceptual Reader*

Foreword

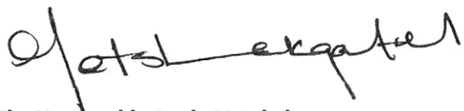
Education is one of the most important building blocks on which an equitable, inclusive and developmental society is built. In order for positive educational outcomes to be realised, certain preconditions need to exist. One of these preconditions, is that learners and educators are, and feel safe, in schools. As important is that any activities related to the lived experience of school, such as travelling to and from the school grounds, is also one in which learners and educators feel safe. Yet, in South Africa as in many other places, schools are often characterised by violence, by bullying and fear, impacting negatively not only on direct educational outcomes, but also on the healthy socialisation and development of children and young people.

The importance of safe school environments is made explicit in the National Development Plan (NDP), the South African Government's Vision for 2030. The NDP argues that "safety measures at school should enhance learning outcomes and not replicate prisons where learners are educated behind burglar guards and metal detectors." It is important that we recognise the need to balance long term solutions that work in the best interest of learners, while addressing more immediate short-term safety concerns.

The National School Safety Framework (NSSF) provides an important instrument through which minimum standards for safety at school can be established, implemented and monitored, and for which schools, districts and provinces can be held accountable. The Framework is premised on the assumption that each person in the school experiences safety in different ways, and has different safety needs, and it provides schools with the tools to identify what these experiences are, and the steps that need to be taken to address individual needs. At the same time, the Framework provides a systematic approach to ensuring that each member in the school body plays their role in creating and maintaining safe school spaces.

Of course, any Framework or tool provided to provinces, districts or directly to schools themselves, is only as good as the degree to which it is implemented and monitored over time. One key aspect of the Framework is that it provides all those involved in the school system with the resources to easily and continually collect data on key safety indicators, and to monitor this over time. Further, the Framework also includes the necessary tools for those responsible for oversight to ensure that schools implement the Framework, and that the Education Districts Offices provide the relevant support to schools in reaching the objectives set out in their safety plans.

The NSSF is just one step that we take in affirming our commitment to the rights of all children in South Africa, and to all those in the school community, to realising the vision set out in the National Development Plan, and to ensuring safe and equitable access to quality education for children throughout South Africa.



The Honourable Angie Motshekga
South African Minister of Basic Education

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1. Introduction

PURPOSE OF THE DOCUMENT

The Department of Basic Education (DBE) is committed to preventing, managing and responding to safety incidents and in so doing, creating a safe and supportive learning environment in all schools. The National School Safety Framework (NSSF) was, therefore, developed in order to provide an all-inclusive strategy to guide the national department as well as the provincial education departments in a coordinated effort to address the violence occurring within schools.

Safety within schools is not merely the absence of violence, but encompasses many other aspects critical to school safety that are not covered in this framework, such as health, infrastructure, occupational health, disaster risk management and curriculum design. It should be borne in mind, however, that the purpose of the NSSF is to focus only on the levels of violence that have been plaguing schools countrywide to provide a guide on managing the school to be a safer space, making sure the appropriate structures, policies and enabling environment is in place, as well as to direct school management and all within the school towards appropriate remedial and preventative interventions.

To this end, the overall aim of the Framework is *to create a safe, violence and threat-free, supportive learning environment for learners, educators, principals, school governing bodies and administration.* To achieve this, school and non-school stakeholders should understand the nature of violence as it affects learners, and should collaborate with one another in arriving at clear definitions of their roles and responses to school violence. In line with this, the broad objectives of this framework are to:

> Assist the school in understanding and identifying all security issues and threats;

> Guide schools to effectively respond to identified security issues and threats;

> Create reporting systems and manage reported incidents appropriately; and

> Help the school to monitor its progress over time.

The Framework does not present a radical new approach to school violence prevention, but instead, aims to consolidate existing school safety and violence prevention initiatives and strategies, and provides the thread that links them all together. A key feature of this document, is that it draws on the relationship between violence and other ecological factors relating to safe and caring schools by locating the school within its broader community.

This document is applicable to ALL schools, including special schools. The Framework tools have to be implemented by the schools themselves according to the special needs of the learners.

PROCESS OF THE DOCUMENT

This Framework is based on the Hlayiseka School Safety Toolkit, a brainchild of the Centre for Justice and Crime Prevention in collaboration with the then national Department of Education, and is the result of efforts to simplify the approach and tools used in the safety toolkit.

At the start of this process, a literature review was conducted to update the information contained in the Hlayiseka School Safety Toolkit and to prepare the document to respond to new and emerging forms of violence occurring within schools.

A number of factors emanating from the research, over and above the levels of violence themselves, gave cause for significant concern:

1 The classroom is the site where most forms of violence take place;

2 Corporal punishment, though banned, continues to be experienced by one half of secondary-school learners;

3 Bullying is experienced by more than 1 in 10 learners;

4 Most violence, of any form, is perpetrated by learners and peers from the school, rather than by young people or others from outside the school environment;

5 Sexual violence, in particular, remains common and is experienced at the hands of both fellow learners and educators; and

6 Learners receive very mixed messages when it comes to acceptance of, and approaches to violence, particularly messages provided by educators and principals.

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To better respond to these safety concerns, relevant national and international legislation and policies were also reviewed, as well as literature on what works and what does not work in school violence prevention.

Inputs on this Framework were obtained at several points throughout its development from the Department of Basic Education Senior Section Management, Provincial Coordinators for School Safety, as well as Department of Basic Education provincial and national state and non-state stakeholders.

STRUCTURE AND COMPOSITION OF THE FRAMEWORK

The NSSF is designed to provide a comprehensive document that can guide schools, districts and provinces on a common approach to achieving a safe and healthy school environment. It is also intended for national departments involved in any way in achieving a safe school environment, in order to ensure a common understanding of, and approach to, school safety. The Framework is intended to be accompanied by targeted training on the contents and implementation, while at the same time, being an accessible and easy-to-use resource for each and every school throughout South Africa.

Part A provides a conceptual framework for a common approach to school safety. It offers a common understanding of school violence, within a broader context of violence prevention and safe schools evidence-based practices. The importance of safe schools to the development of healthier communities is discussed, including the importance of risk and resilience factors, all of which are important to achieving safe schools. A common set of definitions is provided, together with an overview of a whole-school approach. Some of the common challenges that are faced by schools in achieving safety for both learners and educators are discussed, as is the role of police in achieving a safe school.

Part A is followed by Part B of the Framework, comprising the manual and implementation tools. This comprises several sub-sections:

1. A step-by-step guide on the implementation of the tools; and
2. The tools themselves, which are in turn, divided into several easy-to-use instruments:
    a) identifying readiness to implement the framework;
    b) engaging educators and non-educator staff in identifying, responding to, and evaluating interventions aimed at improving school safety;
    c) learners' experiences of crime and violence, and their suggestions to improve school safety; and
    d) a monitoring and evaluation tool for schools to use to assess progress.

Finally, the Framework includes a series of addendums, offering discrete, stand-alone training manuals and materials that cover specific aspects of school safety. These include:

a) The School Bullying module;
b) The Homophobia module;
c) The Xenophobia module; and
d) Additional gangs awareness material.

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2. Background – understanding violence in schools

"For many children, the biggest threat to their right to education is not discrimination or lack of access to schools, but violence within or near their schools that undermines their ability to learn, puts their physical and psychological well-being at risk, and often causes them to drop out of school entirely. Children's right to education entails not only the presence of schools and teachers, but also an environment that allows them to learn in safety." – Human Rights Watch

The right of children to education is arguably one of the most important of all human rights, creating as it does the opportunity to access a wealth of opportunities that might otherwise be denied. The issue is fundamental: all children have the right to education.[1] Education at a primary and secondary level provides both opportunity for self-advancement and access to market and employment opportunities, and is the single most powerful tool to lift people out of poverty.[2]

Where violence of any sort inhibits or prevents equitable access to education, young people's right to dignity and security, and to live in safety free of or from violence, is also inhibited.[3]

Violence in and near school is also one of the major contributing factors to non-enrolment, school dropout and non-completion. Even for those children who remain at school despite experiences of, or fear of violence, the ability to achieve within the classroom, and to perform academically, is likely to be compromised. Simply put, the quality of education is negatively affected. Violence thus negatively impacts on education in terms of access, retention and achievement.

A common definition of violence

The World Health Organization (WHO) defines violence as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation." It categorises violence into three typologies on the basis of the relationship between the offender and the victim:

Self-directed violence which refers to harm done to oneself and includes suicide; *interpersonal violence* which refers to violence perpetrated by one individual or a group of individuals against another person or group; and *collective violence* which refers to violence perpetrated by large groups such as states, organised political groups, militia groups or terrorist organisations.

School violence, more specifically, is typically defined as any acts of violence that take place inside an educational institution, when travelling to and from school or a school-related event, or during such an event. These school-based acts of violence can be both physical and non-physical and may or may not result in bodily or emotional harm to the victim. This violence typically takes the form of learner-on-learner, learner-on-educator, educator-on-educator, and educator-on-learner violence and severely disrupts the normal functioning of the schooling system.

Enhanced knowledge and understanding of the extent and nature of school violence, is fundamental to ensuring appropriate responses to violence occurring in schools by school management structures. This understanding should form the basis of provincial priorities and strategies and district-level support processes in schools.

THE SCHOOL AS A SITE OF VIOLENCE

School violence is rife in South Africa, with the national School Violence Study of 2008 showing that 15% of young people have experienced violence at school. In 2012, the School Violence Study found 20.2% of secondary-school learners to have been the victims of threats of violence, assault, sexual assault, including rape, and robbery. While classroom safety is a foregone conclusion for parents, classrooms were identified as the most common sites for violence in national studies conducted in both 2008 and 2012. Much of the violence occurring in schools is perpetrated by other learners, who are either classmates of the victims or other pupils at the schools. Educators are increasingly reporting losing control of classes and learners, as they are often not aware of alternatives to corporal punishment or are not equipped to implement these alternative disciplinary methods.

[1] Convention on the Rights of the Child (CRC); the Universal Declaration on Human Rights and the African Charter on the Rights and Welfare of the child.
[2] OSISA and Action Aid International, 2007. Making the grade: A model national policy for the prevention; management and elimination of violence against girls in schools online at http://www.actionaid.org/main.aspx?Page ID=200. Accessed 8 June 2008.
[3] Amnesty International, 2008. Safe schools: Every girl's right to stop violence against women; Alden Press. London.

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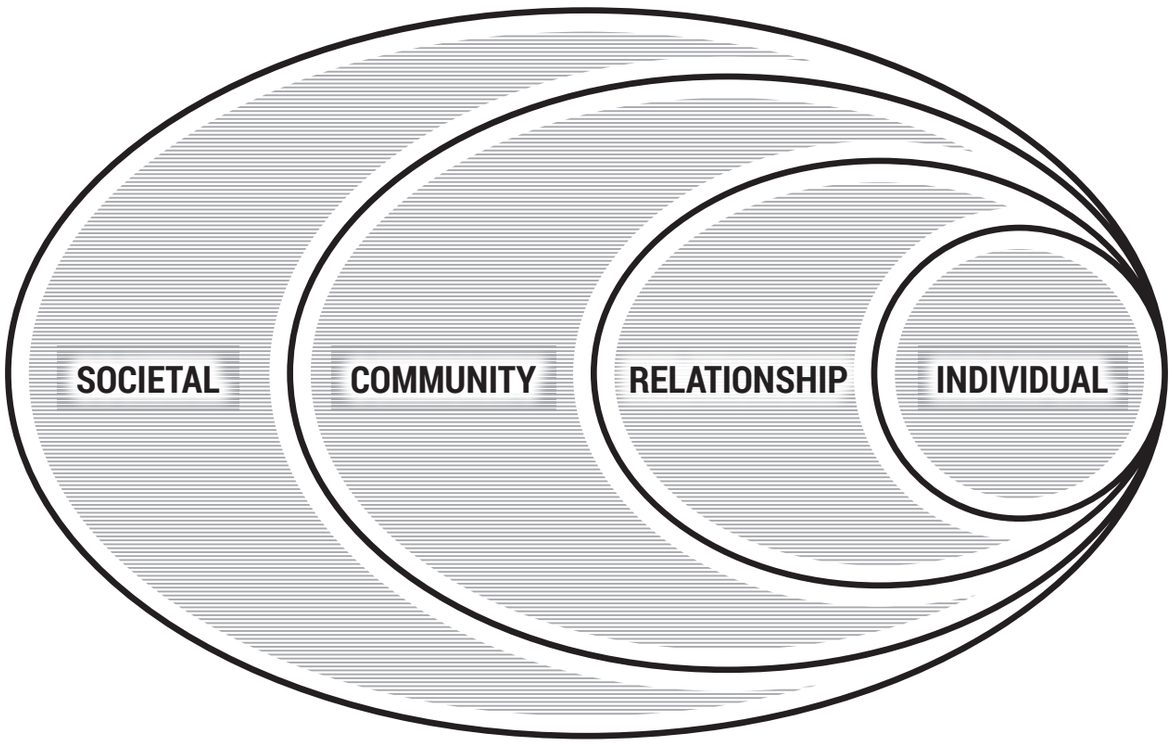
Experience and exposure to violence in any environment at a young age increase the risk of later victimisation, as well as perpetration of violence and other antisocial behaviour. Schools, if considered holistically, are environments where children not only acquire scholastic knowledge, but also where they learn to know, to be, to do and to live together. Violence in schools impacts negatively on all these processes, creating instead, a place where children learn fear and distrust, where they develop distorted perceptions of identity, self and worth, and where they acquire negative social capital, if the violence and safety-related threats are not effectively managed. Thus, school safety is a fundamental precondition for learning rather than being an addition.

AN ECOLOGICAL APPROACH – HOW SCHOOL SAFETY FITS INTO A BROADER APPROACH TO SAFETY AND WELLBEING

The four-level Ecological Risk Model provides a framework within which violence and its complex relationships can be understood and addressed. Its value lies in the fact that the theory recognises that there is an interplay between various individual, relational, community and societal factors. Violence in schools is therefore viewed as the result of an accumulation of risk factors that operate on these various levels. The combination of risk and protective factors is influenced by the external environment and impacts on how any individual adapts to their environment.

Prevention strategies that use the four-level ecological model as a framework ensure that multiple factors are addressed that place people at risk of either becoming a victim or perpetrator of violence.

Table 1: Risk and protective factors in respect of violence



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SETTING	RISK FACTORS	PROTECTIVE FACTORS
INDIVIDUAL LEVEL	- Biological vulnerability - Low self-esteem - Participation in behaviours that endanger health - Intellectual deterioration - Early or delayed puberty - Difficult temperament - Impulsiveness - Affective disorders - Attention deficit hyperactivity disorder (ADHD) - Aggressive or defiant behaviour in early childhood - Reaction to stress - Deficiencies in processing social information - Lack of skills to resolve social problems	- Spirituality/religion - Social skills - Above-average intelligence - Greater self-efficacy - Perceived importance of parents - Positive self-esteem

RELATIONSHIP LEVEL (FAMILY)	- Little instruction on parenting
	- Mental illnesses in the family
	- Family's participation in crimes
	- Parents' consumption of illegal substances
	- Maternal stress
	- Large family
	- Overcrowding
	- Poverty
	- Access to weapons
	- Authoritarian or permissive style of parenting
	- Family violence
		- Relationship with family
		- Presence of parents
		- Parents' values:
		  - with regard to schooling
		  - with regard to risky behaviour
		- Having a father and mother
		- Fewer siblings/space for children
		- Family unity
		- Parents' democratic teaching style (based on dialogue)

COMMUNITY LEVEL (SCHOOL)	- Retention in the same grade - Size of school - Absenteeism - Suspensions	- Close relationship with school - Better academic performance - Period spent in the same school - School policies
COMMUNITY LEVEL (FRIENDS)	- Being the subject of prejudice by friends - Perception of threats - Social isolation - Participation in cultures that stray from the norm	- Fair treatment by friends - Having friends who do not engage in risky behaviours - Friends with pro-social standards
SOCIAL LEVEL	- Arrests by age and type - Fertility rates in community, by ages - Unemployment rate by neighbourhood - Single-parent households/with female head of household - Age at time of emigration - Exposure to violent media - Exposure to youth-oriented advertising - Access to tobacco, alcohol, drugs or weapons - Watching television/videos	- Educational achievements by age - School enrolment for adolescents between the ages of 16 and 19 - Access to health-care services - Use of health-care services - Adult employment rates - Positive support systems - Religious institution - Access to good role models - Pro-social media

Source taken directly from: This table is a summary of available research conducted by Dr. Robert Blum cited in U.S. Department of Health and Human Services, National Adolescent Health Information Center (NAHIC). Improving the health of adolescents & young adults: A guide for states and communities. Atlanta, GA: 2004. It draws from Blum, R.W 2006. Risk & protective factors in the lives of youth: The Evidence base. Youth Development Notes. Volume 1, Number 4. Children & Youth Unit, Human Development Network, World Bank.

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THE IMPACT OF VIOLENCE ON LEARNERS AND EDUCATORS

Extensive research has highlighted a range of consequences associated with learner victimisation affecting the physical, emotional and academic aspects of learners' lives. These consequences all have a diminishing effect on learners' motivation and desire to excel academically at school – a factor that has been found to increase young people's resilience to becoming involved in criminal and delinquent behaviour. Violence affects the educators in similar ways; in fact, chronic exposure to school violence has even led to the identification of the "battered educator syndrome".

Table 2: Impact of violence on learners and educators

LEARNERS	*EDUCATORS*
The occurrence of physical pain and injuries	Stress reactions – increased anxiety, headaches
Feelings of fear and anxiety	Negative social behaviour
Depressive symptoms	Depressive symptoms
Feelings of low self-esteem	Reliance on unhealthy coping mechanisms
Social isolation from peers	Diminished social functioning
Trouble concentrating at school	Less supportive interpersonal relationships
High absentee and dropout rates	The presence of eating disorders
Poor academic performance	Decrease in academic achievement

Source: Leoschut, L, 2008. School violence: What makes learners vulnerable? Centre for Justice and Crime Prevention. Issue Paper No. 7. Shakoor, B.H., & Chalmers, D, 1991. Co-victimisation of African American children who witness violence: Effects on cognitive, emotional and behavior development. *Journal of the American Medical Association*, 83, 3, 233-238; Goldstein, A.P., & Conoley, JC (eds), 1997. School violence intervention: A practical handbook. New York, Guildford Press.

TYPES OF VIOLENCE OCCURRING IN SCHOOLS

This section provides a brief overview of some of the main types of violence that occur within schools, or that relate to the school experience. This list is not exhaustive, but rather provides a basic understanding of the most common forms of violence. In some instances, specific types of violence are addressedin stand-alone modules, attached to the NSSF. This is bullying and cyberbullying, xenophobia, homophobia and gang violence. .

Bullying

Bullying involves one or more people singling out and deliberately and repeatedly hurting or harming physically or mentally another person or group of people. Bullying targets one particular person or group repeatedly over a period of time; and always involve an imbalance of power. Bullies have more power than the person or people being bullied. This power may come from, amongst others, differences in age, physical strength, and status or popularity. Bullying can take different forms, which may sometimes happen concurrently, or may happen singly: physical, verbal, non-verbal, social, sexual and cyberbullying.

NOTE ***More on bullying and on bullying prevention can be found in the Bullying Training Handbook.***

What is the difference between bullying and teasing?

Teasing is different from bullying. People tease each other all the time. Young people tend to joke around with each other, call each other names, and often engage in physical horseplay. In most cases this is nothing to worry about. It becomes a concern when people are picked on over and over again in a one-sided way that causes emotional or physical pain. It is important to know the difference, as both learners and educators sometimes dismiss bullying as, "only teasing", when, in fact the "teasing" is causing physical and psychological harm. The difference between teasing and bullying lies in the relationship of the bully and victim, and in the intent of the interaction. Teasing tends to be good-natured; the intention is not to harm or make the other person feel bad. Teasing becomes bullying when a person deliberately sets out to hurt someone. Bullying usually, although not always, occurs between individuals who are not friends. There is also usually a power difference between the bully and the victim. For instance, the bully may be bigger, tougher, or physically stronger. They may also be able to intimidate others or have the influence to exclude people from their social group.

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Cyberbullying

Cyberbullying, and other forms of online violence, includes the sending or posting of harmful material online or via social media, including mobile platforms such as mobile phones, or engaging in other forms of social aggression using the Internet or other digital technologies. Damaging texts and images can be widely disseminated and impossible to fully remove. Online violence and cyberbullying can happen in any environment, and transgress the school boundaries. Young people are often reluctant to tell adults for fear of what is perceived as overreaction, restriction from online activities, and possible retaliation by the cyberbully.

Xenophobia

Xenophobia is a fear of what is foreign, including people from other countries. Xenophobia can also be defined as the attitudes, prejudices and behaviours that reject, exclude and vilify people because they are outsiders, and can be applied to a community, society or national identity. Xenophobia is about "othering" people: it divides the world into "good" and "bad" elements, usually "us" (the good, normal ones) and "them" (the ones who are different, the foreigners, the threat).

These divisions are based on existing racist, ethnic, religious, cultural or national prejudices. In this sense, xenophobia is no different from any other discrimination based on race or sex; the discrimination is simply directed towards people from other countries.

NOTE | ***More on xenophobia and the prevention of xenophobia in schools can be found in the Xenophobia module.***

Discrimination versus xenophobia

Discrimination is a term used to describe the unjust or differential treatment of people, especially on the grounds of race, age, sex, sexual orientation, disability, religion, etc., that results in harm. Xenophobia, on the other hand, refers to an intense or irrational dislike or fear of people or things that are considered strange or foreign.

Corporal punishment

Corporal punishment broadly refers to any physical act that hurts or harms a child and that is intended to serve as a form of discipline. This includes spanking, caning, beating, "corrective beating" or any other form of physical or degrading action inflicted on a learner. People often see "discipline" as the same thing as "punishment". They are not. Discipline actually refers to the practice of teaching or training a person to obey rules or a code of behaviour in the short and long term.

While punishment is meant to control children's behaviour, discipline is meant to develop their behaviour. Corporal punishment was abolished in South Africa in 1996.

What is positive discipline?

Since the goal of punishment is to inhibit unacceptable behaviour, people often use the terms "punishment" and "discipline" interchangeably. The two terms, however, mean different things. Discipline aims to teach a child the difference between acceptable and unacceptable behaviour through the process of teaching, firmness and reminders. The goal is to attain controlled, purposeful behaviour.

Sexual and gender-based violence

Sexual violence includes acts of rape and sexual harassment and involves any form of unwanted touching of genitals or any other part of the body that makes the young person feel uncomfortable. It may or may not include penetration. Sexual violence also includes one person forcing another to touch them, or anyone else, in a sexual way against their will, as well as including forcing someone to watch them, or others, having sex or engaging in sexual activity, or exposing a child to pictures of sexual activity. Sexual violence most commonly occurs between people of the opposite sex, and most commonly is perpetrated by males against females. However, sexual violence between young people of the same gender, and by females against males, is increasingly common and is increasingly reported.

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Assault and fighting

Assault consists of unlawfully and intentionally applying force to another person or inspiring a belief in another person that force is immediately to be applied to him or her.[4] Assault also takes the form of assault accompanied by grievous bodily harm and is committed specifically with the intention to cause serious bodily injury. An object or weapon such as a gun or stick is often used in this form of attack.

Gang-related violence

Gang-related violence refers to any form of violence (including assault, gender-based violence and bullying), that is related to involvement in, or related to, a formalised or informal collective of young people. Violence related to gang activity is often "retributive" (to get revenge on another gang or individual member) or, "instructive" (sending a message to another gang), but may also be used to generate or facilitate participation in the gang itself. Gang-related violence is also often related to issues of "turf" or the physical boundaries "owned by a gang", or to drugs, weapons or alcohol.

Homophobia

Homophobia refers to an irrational fear, aversion to, or discrimination against homosexuality or learners who are perceived as homosexuals. Homophobia is also a form of sexual and gender-based violence (see above), and, when it results in physical harm, can also be categorised as a hate crime.

NOTE | ***More on homophobia and how to address it in schools can be found in the Homophobia module.***

Important concluding note:

Learners who engage in one form of violence are more likely than others to engage in other forms of violence. All these types of violence are not mutually exclusive, and it is important that educators and learners can identify and report all these different forms of violent behaviour. Importantly, learners who engage in what are often perceived by adults to be less-important harmful practices, such as teasing (despite the fact that the damage to the child can be as detrimental), often escalate their behaviour to more physical forms of violence. No one form of violence should be considered more or less important than the other!

ROLE OF SCHOOLS IN VIOLENCE PREVENTION

School environments are crucial sites for preventing and reducing violence among children and the youth, for the following reasons:

- Schools provide access to children and youths who are at critical developmental points in their lives;
- Schools offer established sets of resources (i.e. infrastructure and networks) that could be used to support violence prevention initiatives;
- School environments contribute to the sustainability of violence prevention initiatives through complete duplication with new learners every five years; and
- Violence prevention initiatives in schools work to rebuild the status of schools within the communities in which they are located.

[4] Both definitions are taken directly from the SAPS at www.saps.gov.za/crimestop/common_offence_definitions.htm.

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Why are safe schools important for safe communities?

Schools are very important stakeholders in achieving communities that are safe for both children and adults.

Schools should be a safe place that promote learning at all levels	Schools are key socialising institutions that not only enable learners to develop academically, but also teach them how to form healthy and productive relationships. Schools thus serve as an excellent setting to implement safety and violence prevention programmes that can have long-term constructive effects on all learners.
Violence prevention efforts targeting schools are an integral part of the community's overall safety plan	As the individual is part of the broader society, the social values and attitudes of the community influence the behaviours of learners. Schools are in a great position to address many problematic attitudes and behaviours that support and perpetuate violence.
The relationship with the school is an effective strategy for preventing violence	Extensive research has shown that, if a learner has great positive experiences at school, this promotes constructive development and thus increases motivation and participation in class, increasing school attendance and completion rates.
Schools provide an efficient, timely and practical way to reduce crime and violence	If the school functions at optimal levels, it can be a great source in reaching large segments of the population, such as learners, family members, community members, and school support staff. Schools provide several services for learners many of which have elements of existing programmes offered in the community – this allows the school to be the starting point for adopting a more integrated approach to crime and violence prevention.
Schools allow one to target learners at an early age	Intervening at an early age is critical, as this is the stage where attitudes, values and behaviours develop rapidly. Early childhood development strives to create positive and healthy attitudes and decrease the reinforcement of unhealthy habits. Early aggression and behavioural problems tend to worsen over time and could develop into serious antisocial behaviours. It is thus essential to intervene early, because not only will this be more effective, but also reduce costs, as it is more challenging to try to change deep-seated patterns of maladaptive behaviours in older children.

Why are safe communities important for safe schools?

Just as safe schools are crucial to safe communities, research shows that safe communities are prerequisites for safe schools.

Schools are microcosms of the broader community in which they are located	Social issues that are widespread in communities are known to permeate the school environment to various degrees. The crimes and delinquent activities occurring within schools among learners often mimic those occurring in the broader community surrounding the schools. Children who are raised in homes and communities where their caregivers and significant others model violent and criminal behaviours receive the message that it is acceptable to engage in these behaviours. This puts them at considerable risk not only for victimisation, but also perpetration of like behaviours within the school environment.
Community crime and violence exposure heightens susceptibility to school violence	Research has pointed to a relationship between violence exposure in the home or community and violent victimisation at school. Given the point made above, susceptibility to victimisation in schools is heightened by virtue of the proximity to offenders in the school contexts.
Exposure to violence and the impact it has on emotional and behavioural development and learning	Exposure to family and community violence results in a number of deleterious outcomes for children and the youth. These outcomes are usually emotional, behavioural, cognitive and social in nature. Depression, poor cognitive abilities, and a poor self-image are common in children that have been subject to some form of violence either as direct victims or witnesses thereof, and undermines the normal developmental trajectory of children. This puts them at risk for bullying and other forms of victimisation at school.

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3. Policy mandate

The National School Safety Framework is located within a range of international and national laws and policies that recognise the necessity of the safety of learners and educators as a prerequisite for quality learning at school. This section outlines the international and national legislative and policy framework that guides the development and implementation of the National School Safety Framework.

INTERNATIONAL AND REGIONAL POLICIES

The Convention on the Rights of the Child (CRC)

This convention, ratified by South Africa on 16 June 1995, sets a global standard to ensure human rights for children aged 0 to 18 years. The convention addresses the particular needs of children and puts forward minimum standards for the protection of their rights. It is the first international treaty to guarantee civil and political rights, as well as economic, social and cultural rights of children (UN, 1989).

The African Charter on the Rights and Welfare of the Child (2000)

This charter, which was ratified by South Africa on 7 January 2000, addresses various rights and responsibilities of children, including rights to education, non-discrimination and health services. Article 16 of the Charter declares that state parties to the charter should take legislative, administrative, social and educational measures to protect the child from all forms of torture, inhumane or degrading treatment, and especially, physical or mental injury or abuse, neglect or maltreatment including sexual abuse (African Union, 1990).

The African Youth Charter

This charter, ratified by South Africa on 28 May 2009, makes explicit provision for the development of life skills to form part of the education curriculum. Article 2 of the Charter declares that all state parties should take appropriate measures to ensure that the youth are protected against all forms of discrimination. Furthermore, the Charter addresses the following areas for concrete actions for change; education, skills and competence development; employment and sustainable livelihoods; youth leadership and participation; health and welfare; peace and security; environment protection; and cultural and moral values (African Union, 2006).

NATIONAL POLICIES

The South African Constitution

The starting point of such policies is the South African Constitution, which enshrines the rights of children to an equitable education, and to live free of harm, in all environments. The South African Constitution is the supreme law of the country and cannot be superseded by any other law or government action. The Bill of Rights is a cornerstone of the Constitution and it affirms the democratic values of human dignity, equality and freedom. Chapter 2 of the Constitution (Bill of Rights) enshrines the right to basic education, right to life, right not to be unfairly discriminated against, right to privacy, right to bodily and psychological integrity, and the right of children to access basic health-care and social services (Constitution of the Republic of South Africa, 1996).

The Child Justice Act (No. 75 of 2008)

The Child Justice Act of 2008 provides a new procedural framework for dealing with children who are accused of committing criminal offences. The Act assumes a rights-based approach to children who come into contact with the law. It seeks to ensure children's accountability and respect for the fundamental freedoms of others, and through the use of diversion, alternative sentencing and restorative justice, prevent crime and promote public safety. Provision is made to redirect children between the ages of 10 and 18 years into diversion programmes, including substance abuse treatment programmes that attempt to reintegrate young offenders into family care, and to limit the stigma attached to crime.

The Children's Act (No. 38 of 2005)

The Children's Act of 2005 consolidates and reforms the laws on matters related to children. This Act gives effect to the rights of children to care and protection as contained in the Constitution. The objects of the Act include protection from maltreatment, neglect, abuse or degradation; protection from discrimination, exploitation and any other physical, emotional or moral harm or hazards; and, promotion of the protection, development and wellbeing of children.

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The Liquor Act (No. 59 of 2003)

This Act regulates the manufacturing, distribution and advertising of liquor. It allows for the establishment of a National Liquor Policy Council, which consults on national norms, standards, and policy for the liquor industry. The Act also prohibits the sale of alcohol to individuals under the age of 18 years (minors), and forbids alcohol advertising which targets minors. A person under the age of 16 years is also not allowed to be involved in any activity relating to the manufacture or distribution of alcohol, unless the person is undergoing training or a learnership.

The National School Health Policy and Implementation Guidelines (2003)

This policy aims to support educators and the school community in removing health-related barriers to learning, providing access to health services, and assisting with the delivery of health education and health promotion. It states that health promotion should incorporate areas such as life skills training and substance abuse education (DOH, 2002). The National School Health Policy and Implementation Guidelines are currently under review and are being transitioned to a more comprehensive and integrated response to school health services for all learners in the schooling system.

The National Development Plan (NDP)

The NDP argues that the safety of learners at school and in the community requires a well-coordinated approach between the education departments, police and local government. The plan maintains that in order to improve the quality of education, urgent action is required on the following fronts: management of the education system, competence and capacity of school principals, teacher performance, further education and training, higher education, and research and development.

EDUCATIONAL POLICIES AND ACTS

The South African Schools Act, (No. 84 of 1996)

The South African Schools Act of 1996 aims to redress past inequalities in educational provision and to provide an education of progressively high quality for all learners (DOE, 1996). It requires schools to adopt a code of conduct, that is dedicated to the improvement and maintenance of the quality of the learning process. The Code of Conduct of the Schools Act calls for the establishment of a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process.

The National Education Policy Act (No. 27 of 1996)

The Act stipulates that no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution. In terms of section 16(3) of the South African Schools Act (SASA), the principal has a primary responsibility to ensure that learners are not subjected to crimen injuria, assault, harassment, maltreatment, degradation, humiliation or intimidation from educators or other learners. Educators "have a 'duty of care' and must protect learners from violence because of their in loco parentis status" (Act 84 of 1996: 70).

The Employment of Educators Act (No. 76 of 1998)

This Act regulates the conditions of service, discipline, retirement and discharge of educators. The Act prescribes that teachers should exercise self-discipline, and refrain from improper physical contact with learners, and, that any educator must be dismissed if found guilty of committing an act of sexual assault on a learner, student or other employee and for having a sexual relationship with a learner of the school where he or she is employed. It furthermore calls for the mandatory dismissal of an educator found in possession of any intoxicating, illegal or stupefying substance while at work. An educator found to be under the influence of alcohol or drugs whilst at work will be subject to a disciplinary hearing and appropriate sanctions. An educator suffering from ill health as a result of alcohol or drug abuse may be sent for counselling or rehabilitation. However, employment may be terminated if the behaviour is repetitive.

The Regulations for Safety Measures at all Public Schools

These regulations declare that all public schools are dangerous weapon- and drug-free zones. No person may possess dangerous weapons or illegal drugs on public school premises, or enter the premises while under the influence of an illegal drug or alcohol. The regulations also make provision for the searching of school premises, or persons present on the premises, by a police officer, principal or delegate, if there is reasonable suspicion of possession of dangerous weapons or substances (DOE, 2001).

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The Regulations to Prohibit Initiation Practices in Schools (Government Gazette 24165, 2002: 68)

These regulations stress that appropriate measures must be taken to protect the learner from all forms of physical or mental violence, including sexual abuse, while in the care of any person who acts in loco parentis.

The Norms and Standards for Educators (Government Gazette 20844, 2000: 48)

The Norms and Standards list "community, citizenship and pastoral care" as one of the seven roles of educators in terms of which they must demonstrate a caring, ethical attitude, respect and professional behaviour towards learners.

The Policy Framework for the Management of Drug Abuse by Learners in Schools and in Public Further Education and Training Institutions

This policy intends to support learners who abuse substances, as well as staff and learners who are affected by substance abuse, and contribute to the effective prevention, management and treatment of drug use. It states that all South African schools should become tobacco, alcohol and drug-free zones. It also states that random drug testing is prohibited, and that drug testing should only be used where there is reasonable suspicion that a child is using drugs. It makes provision for preventive education via the Life Orientation curriculum (DOE, 2002).

The National Guidelines for the Management and Prevention of Drug Use and Abuse in all Public Schools and Further Education and Training Institutions

These guidelines provide a framework for how to operationalise the afore-mentioned policy framework. It provides direction as to the systems that should be put in place to address substance abuse in the schooling system. These include, amongst others, developing a policy with regard to the management of substance abuse by learners for each school, establishing Learner Support Teams (LST), creating links with community resources, and implementing procedures for incident management (DOE, n.d.). The guidelines further recognise the inclusion of drug education in the Learning Area of Life Orientation which is currently implemented in schools. A healthy, drug-free life is further encouraged through learners' participation in sport and cultural activities.

The Devices to be Used for Drug Testing and the Procedure to be Followed (2008)

This gazette lists the drug testing devices which can be used when testing learners for substances. It also outlines the procedures to be followed when testing learners for drugs. It must be noted that the guidelines specify that: learners may only be searched after fair and reasonable suspicion of substance use has been established; drug testing should only be conducted by a staff member of the same gender as the learner; the results of testing should be kept confidential; and learners should be referred to the appropriate resources for counselling or treatment if found to test positive for substance use (DOE, 2008). The intention of drug testing is therefore not punitive but to ensure that learners addicted to substances access the necessary treatment, care and support services. The list of approved devices for drug testing is as follows:

- Drug Detective Wipe Detection System for Surfaces;
- One Step Home Cocaine Test Strip;
- Multi-Drug Test;
- Quicktox Drug Screen Dipcard Test;
- Monitect Drug Screen Casette Test;
- Toxcup Drug Screen Cup Test;
- Multi Panel Drug Testing Device;
- Smart Check Drug Screen Test;
- Drug Smart Cup;
- A Vit Ar Oral Screen 4 or Drugometer.

The Implementation Protocol between the Department of Basic Education and the South African Police Services on prevention of crime and violence in all schools (2011)

In response to increasing levels of crime and violence in schools, in 2011, the Department of Basic Education and the South African Police Service signed an Implementation Protocol that "aims to promote safer schools and prevent the involvement of young people in crime". Drug and substance use is recognised as a key contributor to crime and violence in schools. The signing of the Implementation Protocol has resulted in schools being linked to local police stations and in setting up local reporting systems on school-based crime and violence. In addition, Safe Schools Committees have been established that work in partnership with local NGOs, local police, and district officials to implement crime prevention programmes in schools as well as community mobilisation interventions.

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4. Overarching principles

PRINCIPLES OF THE NATIONAL SCHOOL SAFETY FRAMEWORK

The objectives and the actions outlined in this Framework are guided by the following principles that will contribute towards furthering the school violence prevention work of the DBE.

- The safety, and feelings of safety, of all members of the school body is a prerequisite for positive learning outcomes, and for the wellbeing of children at school;
- There needs to be a **shared understanding** of the (safety and violence) problem by **all** those that constitute the school environment. This involves understanding the safety and security risks and how they affect the lives of everyone within the schooling environment;
- A **common approach** that is supported by **all** those that constitute the school body (including learners, educators, parents, and support staff) is required. This approach should allow for the integration of locally-specific or school-specific knowledge, experiences, challenges and variables with national, provincial and district policies, procedures and strategies;
- **Learners must be given a voice.** Young people need to be encouraged to establish forums within schools where they learn to give voice to, and take responsibility for, the issues that affect them. To ensure the success of a school's safety strategy, learners must be empowered to speak not only for themselves, but for others around them, and to develop the skills to keep themselves and those around them safe;
- The Framework must embody a **restorative approach**. A proactive instead of a punitive approach should be adopted. It is essential to move away from relying on punitive strategies that control and instil fear among learners. Steering away from these methods creates an environment that is conducive to learning, and implementing a restorative approach empowers learners, educators, school staff and parents to deal with conflict in more positive ways;
- A safe school is dependent on adequately trained and equipped educators and management. It is thus critical to **provide educators and management with training** that will assist them in identifying and dealing with safety and security threats;
- The achieving of safe schools, and the maintaining and management of gains made towards school safety, is dependent on **ongoing data collection and analysis**, and on the application of learning based on this analysis to school safety interventions at an individual school, district, provincial and national level; and
- The last principle is that of **partnerships**, between all elements of the school body, and between the school and the community in which it is located.

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THE WHOLE-SCHOOL APPROACH TO SCHOOL VIOLENCE PREVENTION

This document adopts what is termed a "whole-school approach" to school safety and includes practical school safety diagnostic tools that should be used by school learners, educators, principals and school governing bodies (SGBs). It also (in later segments) provides guidance on the practical steps to be taken in order to implement a "whole school approach", including the development of school safety plans, the engagement of key partners in the community, and monitoring and evaluation tools.

What is a whole-school approach?

The school is made up of several "components", namely, learners, educators, principals, school management teams, school governing bodies (SGBs), and parents or caregivers. Together, these components interact and exist within the greater system of the home and community. Only by dealing with all aspects of the system will violence ultimately be reduced and eradicated. This calls for a carefully targeted, coherent system of programmes and interventions that complement rather than duplicate each other. The success of the whole school approach to school safety also rests partly on each component being aware of its roles and responsibilities in this broader system.

The whole-school approach, along with each stakeholder's roles and responsibilities, is depicted in its entirety in Figure 1.

A whole-school approach to safety involves using multiple strategies that have a unifying purpose and reflect a common set of values. This requires the continuous support and dedication of school administrators, principals, educators, support staff, learners, caregivers, and school structures such as provincial-based safety teams and district-based safety teams, as well as a range of other community actors. It requires that all the components of the system work together to create a safe and supportive school climate where people feel they belong and where violence of any kind is not tolerated.

Figure 1: The whole-school approach to violence prevention

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Components of the whole-school approach

Establishing a positive ethos and environment

Each and every school needs to create an inclusive, respectful culture that promotes and protects respect for human rights. School management teams need to promote democratic management and decision-making at all levels. They must also function within a policy framework that is in line with South Africa's Constitution and legislation, and protects and promotes safety and respect for human rights.

Involving caregivers and communities

Schools need to work with caregivers to understand and address safety issues. Schools can also tap into and support activities within the broader community. Identifying and establishing linkages with relevant community stakeholders can help schools to provide specific and specialised interventions and support. It can also help to ensure that activities within schools and communities complement one another. The school will also know exactly what is needed by learners and educators and can therefore give priority to those interventions. The development of partnerships acknowledges that the school's primary function is that of teaching and learning, and that specialised expertise exists within the community that can enrich the school and its population.

Curriculum development

Schools need to develop and integrate teaching materials into existing curricula to support the achievement of a safe and respectful environment. Respect for human rights needs to be incorporated into all relevant curricula so as to equip children with the information and skills required to help create a safer school.

School violence prevention

From the risk factors put forward in the preceding section, it is clear that individuals learn how to act violently – and often this occurs from an early age mainly through experiences with families, friends, communities and schools. Since violent behaviour is learned, the good news is that it can always be unlearnt or prevented. To ensure that violent behaviour does not become entrenched in the behavioural and emotional repertoire of learners, we need to intervene and minimise the harmful effects and consequences of violence exposure. The key is thus to decrease risk factors – the factors that increase susceptibility to violent behaviour – while at the same time strengthening the resilience of children and communities to withstand the damaging effects of crime and violence. The multiple strategies comprising the whole-school approach to school violence prevention should reflect interventions on all three tiers of prevention, namely primary, secondary and tertiary prevention.

Primary prevention

Interventions pitched at this level aim to prevent any violent or criminal behaviour before it occurs. Thus, emphasis is placed on identifying learners at risk of violent, aggressive and delinquent behaviour, both victims and potential perpetrators, and identifying and implementing intervention programmes designed to mitigate these risks. Some examples include the early identification of learners' needs, provision of early childhood development (ECD) services, parent-skills training, awareness – raising initiatives, programmes for the prevention of bullying and conflict resolution, risk-reduction efforts, effective classroom management, and educator training on how to identify and respond to violence occurring within school.

Secondary prevention

The focus of this level is early detection and swift intervention to prevent progression of behaviour or to minimise the impact of behaviour on the school and its community. In other words, the goal of this level is to identify learners or other individuals at school who have already started displaying aggressive and other antisocial tendencies and intervene before they cause harm to themselves or others, or progresses to more serious violent behaviour.

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Tertiary prevention

This level of prevention is normally long-term and is undertaken with small numbers of learners that display serious maladaptive patterns/problematic behaviours or have been victimised. Thus, the focus of this level is therapeutic and/or rehabilitative measures to diminish the chances of being revictimised or possibly reoffending. Research has shown that the effectiveness of tertiary prevention is enhanced when primary and secondary prevention strategies are under way.

A whole-school approach to safety is a dynamic, constantly changing, and responsive way of dealing with safety. Remember that different people experience safety in different ways – somewhere that feels, or is safe for one learner, might not be for another – and these experiences change over time. Similarly, the safety needs or priorities of a school may also change, and so it is essential that a whole-school approach integrates ways of constantly monitoring and responding to these changes.

Underlying all this is evidence-based decision-making. It is important that strategies and intervention measures are informed by high-quality information to ensure responsive interventions. The collection and analysis of data on changes in the safety of educators and learners can also help schools to assess how well interventions are working, and if and where changes need to be made. A well-functioning monitoring and evaluation system can help schools to feel confident about their progress in achieving a safer school environment.

CHARACTERISTICS OF A SUCCESSFUL VIOLENCE PREVENTION INITIATIVE

- Targets all three levels of prevention;
- Starts as early as possible;
- Emphasis on common risk factors;
- Encourages and promotes safe, stable and enriching family relationships;
- Encourages the positive participation of adults;
- Aims to strengthen communities;
- Changes harmful cultural norms;
- Reduces income inequalities;
- Develop systems of criminal justice and social wellbeing;
- Improves the infrastructure of youth and municipal services.

Source adapted from: World Bank and Sustainable Development Department Latin America and the Caribbean Region, 2011. School-based violence prevention in urban communities of Latin America and the Caribbean.

MINIMUM REQUIREMENTS FOR SCHOOL SAFETY

This document puts forward the following as minimum requirements for school safety:

- Minimum school-level policies and procedures are implemented and enforced, and learners, educators and non-educator staff are all aware of the contents of these policies;
- Safety audits are undertaken annually to stay abreast of the issues affecting safety and contributing to violence within the school.
  - Safe schools develop through focused planning. This planning begins with a safety audit that identifies the strengths and risks of the school with regard to violence and safety. These audits provide information to school management about what is happening at their school and provides a useful information base necessary for the subsequent design and evaluation of meaningful locally-specific school safety plans and related interventions;
- Safety plans are formulated, adopted, submitted and revised annually to respond to the safety threats within the school.
  - Some of the more common responses to the safety threats typically encountered at schools include introducing certain physical aspects such as secure fences and gates, implementing good governance and management practices, ensuring school grounds and buildings are well-lit and well-maintained, and focusing on learner discipline and professional teacher conduct;
- There is constant engagement with community structures and actors that have specific roles to play in addressing violence occurring in the school.
  - Since violence has deep societal roots, creating a safe school is a community function. Schools cannot accomplish this on their own. They require the support of community stakeholders and should work to establish the necessary linkages with professional organisations and government institutions, non-governmental and community-based organisations, businesses, law enforcement agencies and care workers.

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> School safety committees are established and functional.

- The role of the school safety committee is to develop a comprehensive school safety and violence prevention plan. The safety committee leads the efforts to identify school safety needs, select appropriate interventions based on the needs identified, garner support from school and community stakeholders for the school safety plan, and monitor and evaluate the effectiveness of the school safety initiatives;

> Codes of conduct have been formulated and adopted.

- Codes of conduct for educators and learners are key to fostering a school climate characterised by respect, tolerance and cooperation. While important, codes of conduct alone, may not reduce the levels of violence occurring within schools. They are most effective when implemented alongside other physical and educative interventions that specifically target the safety-related threats identified during the safety audits;

> Reporting and response systems are developed, utilised, and reviewed continuously to improve reporting mechanisms.

- Both national school violence studies in South Africa have shown that learners are acutely aware of the violence occurring at their schools, even when they are not directly affected by it. Thus, they are important sources of information about what is happening within the school grounds. Many learners are, however, reluctant to report their experiences of violence and bullying. For this reason, it is important that schools encourage reporting and communicate to learners that reporting is in their best interest and are for purposes of support rather than punishment;

> Monthly recording and reporting systems have been established and utilised; and

> Referral systems are established and functional.

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5. The National School Safety Framework

INTRODUCING THE NATIONAL SCHOOL SAFETY FRAMEWORK

The Department of Basic Education (DBE) is committed to preventing, managing and responding to safety incidents, and, in so doing, creating a safe and supportive learning environment – learning environment that is characterised not only by good quality education, but is also safe and free from security and violent threats. Numerous aspects interact when it comes to ensuring a safe and supportive school environment that makes it possible for all children to develop their full potential, inevitably preparing them to become happy and productive citizens in South Africa. This document puts forward a National School Safety Framework that draws together all of the aspects or elements required for a safe and supportive learning environment by building the capacity of schools to manage itself in a way that actively enhances safety for all at schools.

It is important to note that the **National School Safety Framework is not a new initiative; rather the central goal is to integrate many of the existing school safety strategies and policies and to provide a more simplistic yet comprehensive approach to addressing the violence prevention needs of schools.** The user should bear in mind that the framework will not be an exclusionary or exclusive implementation tool, but will rather provide the framework to which local, specific and targeted interventions based on locally-identified needs, should be aligned. It will also include safety standards for schools that are expected at a school, district and provincial level, standardised data collection and built-in monitoring tools, as well as standardised indicators for which data should be collected and reported on.

VISION FOR SAFE SCHOOLS

The National School Safety Framework provides the basis for achieving a common vision for all schools in South Africa:

All schools in South Africa are safe, caring environments where all members of the school body, including learners, educators, support staff and parents, are and feel safe at all times.

STRATEGIC GOALS AND OBJECTIVES

The overall **goal** of the Framework is to create a safe, violence- and threat-free, supportive learning environment for learners, educators, principals, school governing bodies and administration, and, in so doing, retain learners in schools.

The main objectives of the Framework are to:

Assist the school in understanding and identifying all security issues and safety-related threats.	This is achieved by providing standard operational guidelines for provinces to conduct school safety audits and to implement more detailed safety plans at a provincial and local level and will include all aspects relating to school safety, including standardised school safety indicators. This increases the skills and confidence amongst teachers, school management teams, learners, principals and all other stakeholders to promote school safety coherently and effectively.
Guide schools to effectively respond to identified security issues and threats.	This is achieved by ensuring that security and access control measures are in place, as well as the necessary school safety policies and procedures, and that the whole school is aware of the procedures to follow if the appropriate measures are not implemented. This will ensure that school safety-related problems amongst educators and learners are effectively managed in order to enhance learning outcomes and learner retention.

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Create reporting systems and manage reported incidents appropriately.	This entails assisting the school to be able to report, record and manage safety incidents in line with policies, plans and procedures.
Help the school to monitor their progress over time.	Guidelines are provided to ensure that the school has a way to see whether the safety concerns are being adequately addressed. In this way, the Framework ensures that schools are safe environments that promote teaching and learning.

WHAT THE FRAMEWORK IS NOT

It is important to remember that this Framework is NOT intended to address the underlying behaviours, risk or protective factors that influence unsafe or safe schools. Rather, it is intended to formulate a common understanding of violence in relation to schools; to provide a guide on managing the school to be a safer space, making sure the appropriate structures, policies and enabling environment are in place; and to direct school management, and all within the school, towards appropriate remedial and preventative interventions.

THE PILLARS OF THE FRAMEWORK

The Framework consists of four pillars. These focus on creating a safe and responsive learning environment, early identification of threats and early intervention, reporting of school-based violence, and support and care.

Creating a safe and responsive learning environment

There are a number of factors that are crucial to achieving a learning environment that is conducive to the effective development and implementation of programmes to reduce and eliminate bullying and violence in schools. These include identifying and strengthening the school's protective factors, creating a functional school safety committee, developing and implementing targeted safety plans and protocols, effective school and classroom management practices, implementing and enforcing a school code of conduct, developing functional school governing bodies, and implementing evidence-based bullying and violence prevention programmes.

Early identification and early intervention

Threats of violence are widespread within schools. For this reason, school management needs to be aware of the early-warning signs of violence. However, just being aware of the warning signs is not sufficient in and of itself to effectively combat violence within schools. Schools need to have clear policies and procedures in place to respond to these threats. These policies and procedures need to be communicated to all within the school environment, particularly learners.

Reporting

Many learners are reluctant to report their experiences of bullying or violence to their educators, for several reasons. An accurate assessment of the levels of school violence is dependent on learner reports of violence. To promote this, learners need to understand that it is in their best interest to report any violence they may experience, to the school authorities. Schools should provide learners with options to report violence or other safety-related concerns they may have anonymously. Learners also need to be assured of their safety when reporting, and that their reports are taken seriously and acted upon.

Support and care

Schools should establish well-functioning referral systems to refer learners involved in violence at school, both as victims and perpetrators, to the appropriate resources for targeted support and care. Awareness should also be raised among learners and the rest of the school community about the counselling and other support services at their disposal.

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CHALLENGES IN ACHIEVING SCHOOL SAFETY

A number of challenges exist to creating a safe environment within schools. Some of these are specific and internal to the school and classroom, while some reflect challenges relating to violence prevention more generally and are outside of the school's control. While the focus in this section is largely on factors within the school's control, mention is also made of factors outside of the school's control, since it is still important to address these within the school.

INTERNAL CHALLENGES

Reporting and under-reporting

Children are arguably less likely to report some forms of violence than adults. The reasons for this are varied, from not considering the act, or the series of acts of violence to be important, to fear of further harm or revenge if it is found out that the victim reported to an adult. There is also often a stigma attached to reporting, particularly, but not only, for boys. In particular, all forms of bullying, teasing, xenophobia and homophobia are often not reported to adults. Under-reporting needs to be addressed by creating an atmosphere that allows learners to report when violence or safety threats have occurred, and to feel safe when reporting. This is discussed further in the Tools section of the Framework.

Identifying violence

Particularly given that bullying, and other forms of especially emotional violence, is often not reported, and may not result in physical injuries, it is also often difficult to identify when a learner is being victimised. This is even more so the older the learner is, as many of the warning signs of bullying, abuse and violence may be confused with normal adolescent development. Learning to identify the signs of bullying is an important step in dealing effectively with the violence, and in creating a positive school climate.

Dealing with children with learning difficulties/disabilities

Children who have learning difficulties/disabilities have been identified as being at greater risk of becoming victims of violence. In addition, identification of victimisation is also often more difficult with children with learning difficulties. The school staff need to assist in greatly minimising their risks, as well as providing the necessary mental or psychosocial help. The role of the school psychologist is particularly instrumental in this process.

Dealing with children with behavioural problems

Children who exhibit behavioural problems are often also at greater risk of perpetrating, but also falling victims to violence. Special effort is often required to offer appropriate support mechanisms to children with behavioural problems, while maintaining a classroom and school environment that is conducive to learning, so that there is no disruption of the learning environment for all children. Educators need to deal with misbehaviour firstly by understanding the child's behaviour. Positive ways to deal with conflict in the classroom (without resorting to corporal punishment) have to be taught and effectively implemented by the educator. This includes creating an environment conducive to learning.

EXTERNAL CHALLENGES

Some of the external challenges that may impact on school safety include poor parenting, high levels of family violence and conflict, parental substance abuse, high levels of community crime and violence, to name a few. All these impact on safety within schools by increasing the proximity of learners to would-be offenders and violent rolemodels. While the NSSF does not equip schools to address these external challenges directly, it does emphasise relationships with external governmental and non-governmental stakeholders to address these. See "The role of other stakeholders" for more detail.

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6. Support structures, roles and responsibilities

The roles and responsibilities of all DBE support structures in ensuring safe, caring and child-friendly schools are outlined in this section.

THE NATIONAL DEPARTMENT OF BASIC EDUCATION

The Department should take the lead in providing policies and guidelines for provinces pertaining to school safety, and will take overall responsibility for the monitoring and evaluation of programmes and initiatives to curb crime and violence in schools.

PROVINCIAL DEPARTMENTS OF EDUCATION

Provincial education departments must ensure that all schools are trained in and implement the National School Safety Framework. In line with the Framework, all schools must have a School Safety Committee, School Safety Policy, School Safety Plan, Emergency Plan, and a Code of Conduct for learners.

School-based reporting systems should be in place and shoul be strictly adhered to with regard to all incidences of crime and violence in schools. School-based reports must be submitted to the District Coordinators for School Safety, after which reports must be consolidated and forwarded to the Provincial School Safety Coordinator. A consolidated report from provinces must be submitted on a quarterly basis to the national Department of Basic Education, Directorate: Safety in Schools.

Provincial departments must ensure that schools, principals, School Management Teams (SMTs), School Governing Bodies (SGBs), educators and support staff are equipped to deal with the many challenges related to safety. Provinces must consider clustering schools to facilitate partnerships, communication and joint problem-solving.

SCHOOLS

The school system must ensure that provision is made for the following:

> **Life skills and values development:** self-esteem is central to a safe environment. Equipping young people through holistic education and training contributes extensively to a safe environment;

> **Maximum use of school time and after-hour activities:** the more hours a school uses for constructive activities, the less vulnerable it is to abuse;

> **Status of women/girls:** attitudes to women and girls must be explicit and violations must be dealt with consistently. There can be no safe school where girls are the target of violence or abuse. Structures and facilities must visibly acknowledge the need to respect and protect the rights of girls;

> **Healthy learning environment:** the school must take pride in itself as a healthy learning environment and encourage academic performance and holistic learning;

> **Sports:** sports provide a healthy and constructive way to spend time, exercise the body, develop team spirit and promote a healthy environment;

> **Codes of conduct for learners:** All schools must have functional codes of conduct for learners depicting appropriate behaviours;

> **Learner involvement in school governance:** Learner representation in school governance practices is mandatory; and

> **Mandatory reporting of all incidents of school crime and violence:** which include health, safety and security, as well as issues related to care and vulnerability of learners.

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SCHOOL COMMUNITY

All aspects of school life must embrace and reflect diversity. The school must therefore be an inviting place for learners, staff, parents and visitors. Staff members must make conscious and concerted efforts to help other members of the school community feel connected. In combating crime and violence in schools, concerted efforts must be made by the school to partner with parents and community members. The schools must be seen as part of the broader community, and what happens in the community has a major impact (be it positive or negative) on what happens in schools.

POLICY STATEMENTS

Provincial head of department

In terms of the Regulations for Safety Measures at Public Schools, the head of the provincial department of education takes the overall responsibility for safety within schools.

Provincial/regional/district

Provincial departments must develop a Provincial Plan for Safe, Caring and Child-friendly Schools that focuses on crime prevention policies, support to learners and educators, in-service training, crisis preparation, and interagency cooperation. Provincial officials responsible for school safety must provide direction to their regional/district counterparts to ensure opportunity, excellence and accountability in the education system, especially pertaining to the safety of all learners and educators. They must therefore:

- Develop and review policies that will set out how schools must implement and enforce the provincial plan for Safe, Caring and Child-friendly Schools;
- Establish a process that clearly communicates the provincial School Safety Plan to all parents, learners, staff and members of the school community so as to gain their commitment and support;
- Ensure an effective approach in intervening and responding with regard to all violations that relate to the standards for respect, civility, responsible citizenship and physical safety; and
- Provide opportunities for all education officials to gain the knowledge, skills and attitudes they need to develop and maintain academic excellence and safe learning and teaching environments.

School principal

Principals are responsible for establishing and maintaining a safe, secure, and orderly school environment and must therefore:

- Exhibit appropriate leadership for learners and school personnel;
- Ensure proper supervision of learners and staff;
- Develop, support, and evaluate (as a member of the SGB) a consistent school-level safety plan, policies and guidelines to address general safety matters, crisis management, codes of conduct for learners, and other relevant policies or guidelines;
- Report all criminal acts as provided for by the law;
- Ensure that school personnel are trained in a variety of strategies for dealing with learners' specific needs;
- Monitor and evaluate (as a member of the SGB) the School Safety Plan, as well as projects and/or programmes implemented to prevent crime and violence; and
- Cooperate with local law enforcement and human services agencies to promote Safe, Caring and Child-friendly Schools.

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Teachers and support staff

All school personnel have a responsibility to assist in maintaining safe, secure and child friendly schools. To this end, all personnel, regardless of specific job assignment, will:

- Assist in the development and implementation of the School Safety Plan according to delegated roles and responsibilities;
- Carry out all job-related responsibilities that impact learner safety,
- Serve as positive role models;
- Demonstrate integrity and respect through attitudes, personal conduct, and dress;
- Provide supervision for all learners under their care; and
- Report all misdemeanors.

In addition to the above responsibilities, teachers should:

- Maintain a classroom environment that is safe, secure, and orderly;
- Empower learners with skills needed to meet expected standards of behaviour;
- Monitor and evaluate the safety procedures as outlined in the School Safety Plan;
- Participate in school safety training;
- Implement strategies to address the diverse needs of all learners in relation to school safety;
- Provide and enforce appropriate disciplinary consequences for disruptive learners (Code of Conduct); and
- Cooperate with social services agencies and law enforcement (SAPS) or private security agencies to promote safe, caring and child friendly schools that will meet the needs of all learners.

Learners

Learners must adhere to a Code of Conduct to ensure appropriate behaviour at all times.

Parents/guardians

Parents must adhere to the South African Schools Act (SASA) provisions.

Stakeholders

Stakeholders comprise mainly the South African Police Service (SAPS), the departments of Health and Social Development, non-governmental organisations and agencies, community -based organisations, business, and parents. It is imperative that all relevant stakeholders be drawn in to ensure that schools are safe and secure.

MONITORING AND EVALUATION

Roles and responsibilities regarding monitoring and evaluation at all levels

Officials from the national Department, in collaboration with provincial/regional/district officials responsible for school safety, will monitor the implementation of policies, guidelines, and programmes to ensure that schools are safe, caring and child-friendly.

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7. The role of stakeholders in school safety

THE ROLE OF THE SOUTH AFRICAN POLICE SERVICE

The South African Police Service (SAPS) has an important role to play in supporting schools in achieving and maintaining safety, and also in locating the school within a safer community. The Department of Basic Education and the SAPS have entered into a partnership (the Implementation Protocol) to reduce crime and violence in schools and communities.

The purpose of the Implementation Protocol[5]

The partnership entered into between the two departments aims mainly to promote safer schools and prevent the involvement of young people in crime. This will be done through the SAPS Crime Prevention Component (Division: Visible Policing) and the Directorate: School Safety and Enrichment Programmes (Branch: Social Mobilisation and Support Services).

The aims of the Implementation Protocol

- To render a school-based crime prevention service that is preventative and proactive and characterised by the development and implementation of interventions that deter potential offenders and empower potential victims and past victims;
- To encourage an integrated and multidisciplinary approach to crime prevention and development, and to mobilise relevant stakeholders to participate in a broad network of services to protect children and transform all schools into safe, caring and child-friendly institutions;
- To use a community-based and inclusive approach to address the needs of school communities through effective school-based crime prevention and policing services;
- To promote proactive interventions that enrich early childhood development and to promote resilience against offending behaviour at the earliest possible opportunity;
- To assist in building capacity for the school community, especially among learners, and manage school safety issues by promoting participation in the development, implementation, sustaining and evaluation of school safety programmes;
- To promote the image of the South African Police Service and build positive relationships between schools, police stations, children, school communities and the police; and
- To promote the use of crime prevention in order to ensure school safety and to build understanding regarding the importance of prevention and the shared responsibility that everyone (officials from departments, individuals and organisations) has for the prevention of crime.

The Implementation Protocol adopted by the SAPS is guided by the principles of restorative justice. The SAPS is mandated to adhere to the Child Justice Act and Children's Act.

The objectives and the priorities of this protocol are:

- To create Safe, Caring and Child-friendly Schools where quality teaching and learning can take place and, further, to address incidents of crime and violence in a holistic and integrated manner. This requires the formation of partnerships with all relevant stakeholders to assist crime prevention agencies to harness the needed resources and accelerate the process of developing safe and healthy environments for young people.

5 Please note that the purpose, aims and objectives of the Protocol, is taken directly from The Department of Basic Education and The South African Police Service. Implementation Protocol, April 2011.

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Important facts to remember in partnering with the police.

While the police have an important role to play, as previously outlined, it is also important to be aware that the police are not solely responsible for making schools safe – that is the responsibility of school management and the whole school community. Having the support of the police cannot replace all the other steps that need to be taken, and policies that need to be followed, to ensure a safe school.

Some points to remember about relying on the police in school:

> Police searches within schools represent only short-term, stop gap measures. They may address immediate concerns related to alcohol, drugs and weapons being brought into schools, but are unlikely to yield any meaningful change in the levels of safety within schools over the medium term. The behaviour of the learners, and the underlying causes remain unaddressed, and the school is in no better position to identify and manage threats;

> "Problem" behaviour is criminalised. The risk is that learners are forced out of the education system, either because they are removed or because they are more likely to dropout or play truant. International evidence also points to the targeting of '"problem" children by police brought into schools, which ultimately leads to them being pushed into further conflict with the law;

> The everyday, repetitive acts of violence such as bullying, homophobic or hate-related bullying, or cyberbullying, which often escalate to more serious injuries, are not dealt with. Action is only taken in the most serious cases, where knives, guns and other weapons are used, and children are injured and killed. At a very practical level, the police cannot be a permanent presence in schools. They are also not trained as social workers or psychologists, and are in no position to address the underlying drivers of problem behaviour.

The police could play a vital role in assisting the School Safety Committee in formulating the school safety plan. They could lend assistance by conducting crime threat analysis and crime pattern analysis that then informs the specific interventions included in the plan as well as identifying partnerships required to eliminate the safety threats facing the school.

THE ROLE OF OTHER STAKEHOLDERS

The police are not the only stakeholders who are responsible for school safety. Increasingly, the responsibility for ensuring that communities are safe is devolved down to local authorities, and as such, they have an important role to play in supporting schools to create safe environments. Evidence shows that if school-based violence prevention, and safety programming, does not take into account the influence, needs and participation of the community and community structures, the desired outcome of a safer school for all is unlikely to be achieved. Importantly, international experience also shows that the success of school-based programmes may also be jeopardised if the community, other government departments, and parents are not aware of the school initiatives, and are not willing to support the school.

For example, at a governmental level, the Department of Social Development (DSD) can offer strategic support in the form of ECD and parenting work, substance-abuse programmes, and household-level actions that may affect the families of learners. This is particularly important in building resilience and addressing the risk factors that impact on violent behaviour, at school and out. The Department of Public Works can provide assistance with school infrastructure needs impacting on the safety of the school community. Local government assumes responsibility for clearing the open spaces, making sure they are well lit, and thus making the route to and from school safer. These are the most obvious examples, but there are many others.

At a community level, support for schools can be offered through promoting consistent messaging around issues of safety, and violence, drugs and alcohol, as well as through helping those who drop out of school for any reason, or skip classes (play truant), or are at high risk of being victim to, or perpetrating violence. This support is best offered by the different non-governmental organisations (NGOs), faith-based organisations (FBOs) and other community-based organisations (CBOs) that operate in school as well as the community surrounding the school. These organisations can do so by introducing programmes in the community that prevent substance abuse, provide counselling support to victims and perpetrators of violence, promote positive parenting, facilitate relationships between parents and schools, and keep learners constructively engaged outside of school hours, to name but a few. Community members, too, can play an important role in identifying and reporting violent behaviours affecting learners and children of a school-going age.

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THE ROLE OF PEERS OR LRCs IN SCHOOL SAFETY

The National School Safety Framework is based on the premise that purposeful safety planning and effective school management are prerequisites for safe and violence-free schools. The move from unsafe to safe and secure schools is a cyclical process that commences with the establishment of a School Safety Committee that will take responsibility for assessing the levels of safety within the school through administering the tools provided in the manual, and developing a comprehensive School Safety Plan to address the challenges and needs emerging from the surveys conducted with learners, educators and principals at schools. The School Safety Committee should be comprised of a range of different stakeholders internal and external to the school environment. Internally, these stakeholders should include parents, learners, educators, principals, members of the School Governing Body and School Management Team etc. Learners arguably play the most important role in the identification of safety-related issues at school as well as the formulation of strategies to address these issues. The School Safety Committee should implement the activities outlined in the School Safety Plan, and collect ongoing data to assess the effectiveness and continued appropriateness of the identified interventions. The representation of learners on the School Safety Committee, ensures that learner voices are brought to the fore in debates around issues of safety as it affects them, lends support to each other if cases of violence come to the attention of the School Safety Committee, and also hold one another accountable for creating a safe school environment that is conducive to teaching and learning.

Figure 2: An example of the role of other government sectors and stakeholders in making schools safe

EDUCATION

Situational prevention
> Identify hotspots at each school
> Roll out security infrastructure
> Maintain safe physical environment within schools

Classroom and school management
> Training in early warning and identification of violent incidents
> Positive discipline
> Conflict resolution
> Educator/principal accountability
> Appropriate after-school programmes

ECD programmes
> Development of pro-social behaviours

Monitoring framework
> Baseline
> Learner safety surveillance system

SOCIAL DEVELOPMENT

Parenting and home-based interventions
> Training in alternatives to physical punishment
> Intensified domestic-violence programmes

Targeted substance-abuse programmes for learners
> At schools
> At other community institutions

Resiliency-focused, evidence-based programmes that are environmentally and individually oriented

ECD programmes

Coherent, integrated and targeted public safety strategies and programmes

Long-term poverty relief and quality-of-life programmes

LOCAL GOVERNMENT, COMMUNITY SAFETY

Clean up localities surrounding schools
> Environmental prevention through safe physical environments, e.g. well-kept open areas, street lighting, etc.
> Create alcohol-free and drug-free zones in neighbourhoods surrounding schools (in partnership with SAPS)

Facilitation of targeted DoE/DSD programmes through schools and homes

Coherent social crime prevention strategies and programmes

NGOs, CBOs, CPFs

Support schools and hold schools accountable for implementing safety strategies and upgrades.

CPFs to assist the police in generating safety at the school

Collaborate to introduce programmes in the community which:
> promote non-violent parenting and family relationships, and teach parenting skills
> keep learners constructively engaged with after-school activities, preferably with good role models and educational enrichment
> connect young people with employment opportunities
> prevent gangsterism, substance abuse, bullying, vandalism, sexual harassment, racism and xenophobia

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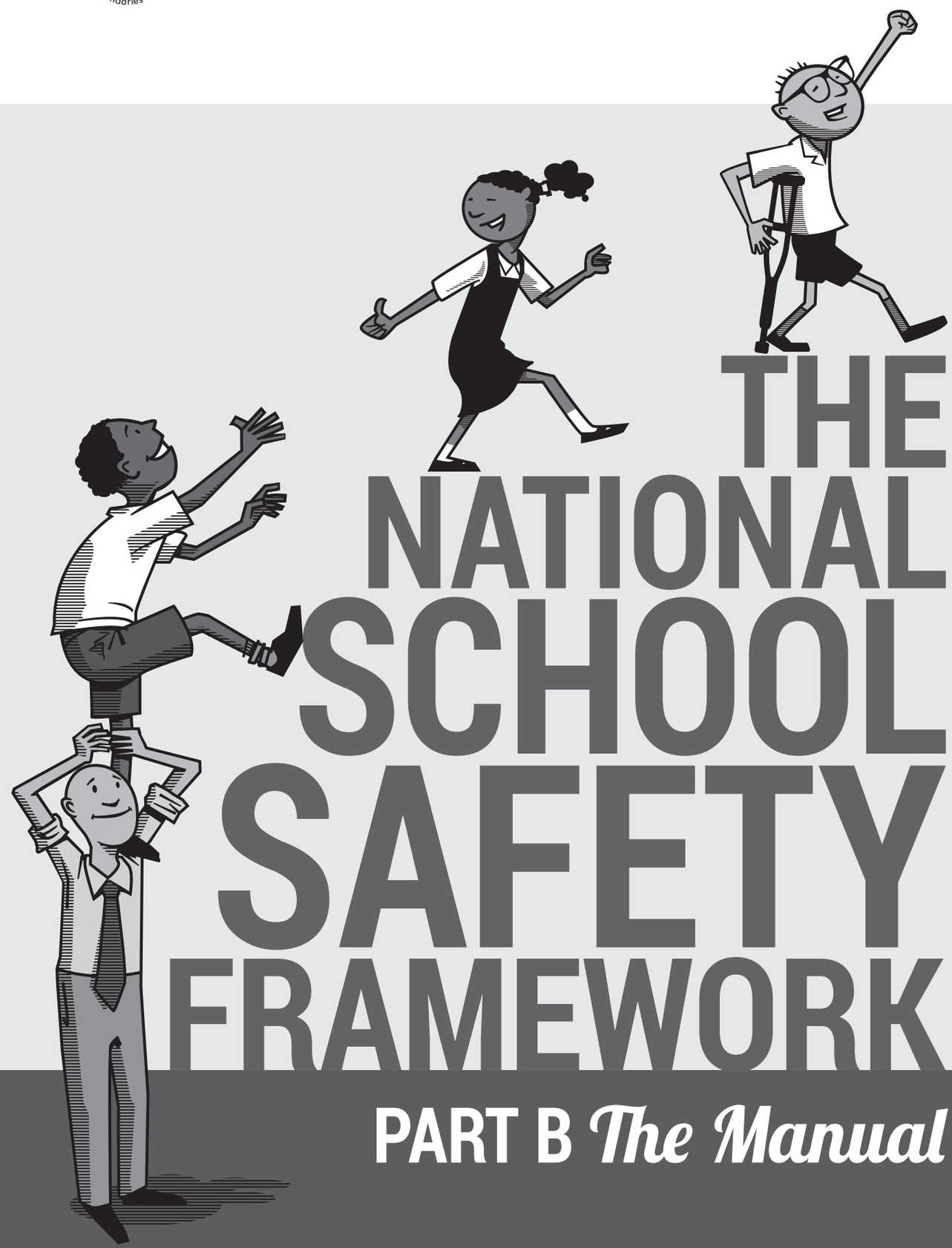
CJCP
CENTRE FOR JUSTICE AND CRIME PREVENTION
Safety has no boundaries

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

unicef
unite for children



THE NATIONAL SCHOOL SAFETY FRAMEWORK

PART B *The Manual*

Introduction

Our Constitution of 1996 makes schooling compulsory for all children between the ages of 7 and 15 years. However, this right becomes meaningless unless we as principals, educators, parents, children, learners, citizens and community members make the school environment conducive for teaching and learning.

Schools need to create a space where educators can teach and learners can learn. Teaching and learning require a safe and tolerant learning environment that celebrates innocence and values human dignity.

Unfortunately, the lack of school safety is often a critical obstacle to learning. Crime, violence and abuse affect all aspects of our community, and our schools are not always free from fear, intimidation or victimisation. The Department of Basic Education is committed to preventing, managing and responding to safety incidents, and creating a safe learning environment. Prevention and early intervention are the most reliable and cost-effective ways to support schools in consistently delivering teaching and learning in an environment that is physically and socially safe.

This manual has been compiled by the Department of Basic Education and the Centre for Justice and Crime Prevention, with the support of UNICEF, with the aim of assisting School Principals, School Governing Bodies (SGBs) and School Safety Officers to monitor and manage school safety.

This manual aims to provide an understanding of:

How to **identify** and understand security issues and threats.

How to **guide schools** to respond effectively to security issues and threats.

How to **report** and **manage** incidents appropriately.

How to **monitor school safety** over time.

This manual is a guide for schools to use and may not make provision for all provincial strategies, or particular safety concerns that schools face.

There are four main building blocks towards creating a safe and tolerant learning environment. These are:

BE PREPARED: to prevent and manage problems

BE AWARE: of what is happening in your school

TAKE ACTION: when something happens

TAKE CARE: to build a caring school

The NATIONAL SCHOOL SAFETY FRAMEWORK MANUAL ***is designed to be flexible and to allow schools to use the parts of it that are relevant to their own needs!***

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There are 10 measures related to these building blocks that you can put in place in your school to help you prevent and manage school safety …

BE PREPARED: *to prevent and manage problems*

1: Our school has a School Safety Policy and Plan

2: Our school has a Learner Code of Conduct and Disciplinary Procedure in place

3: Our school has a clear Emergency Plan in place and everyone knows what to do if something happens

BE AWARE: *of what is happening in your school*

4: We are implementing the National Schools Safety Framework

5: Security and access control measures are in place, and the whole school is aware of the procedures if they are breached

TAKE ACTION: *when something happens*

6: Our school is able to manage safety incidents in line with policy and procedures

7: Our school is able to respond to early warning signs

8: A human rights culture is promoted in our school

TAKE CARE: *to build a caring school*

9: We encourage the continuous building of relationships between the principal, school management, educators, parents and learners, and ensure open communication

10: We have a referral system to appropriate services and make use of community partnerships to support learners and build school safety

It is important to stress that this system is* ONE STEP *in the* PROCESS *of creating a safe and tolerant learning environment!

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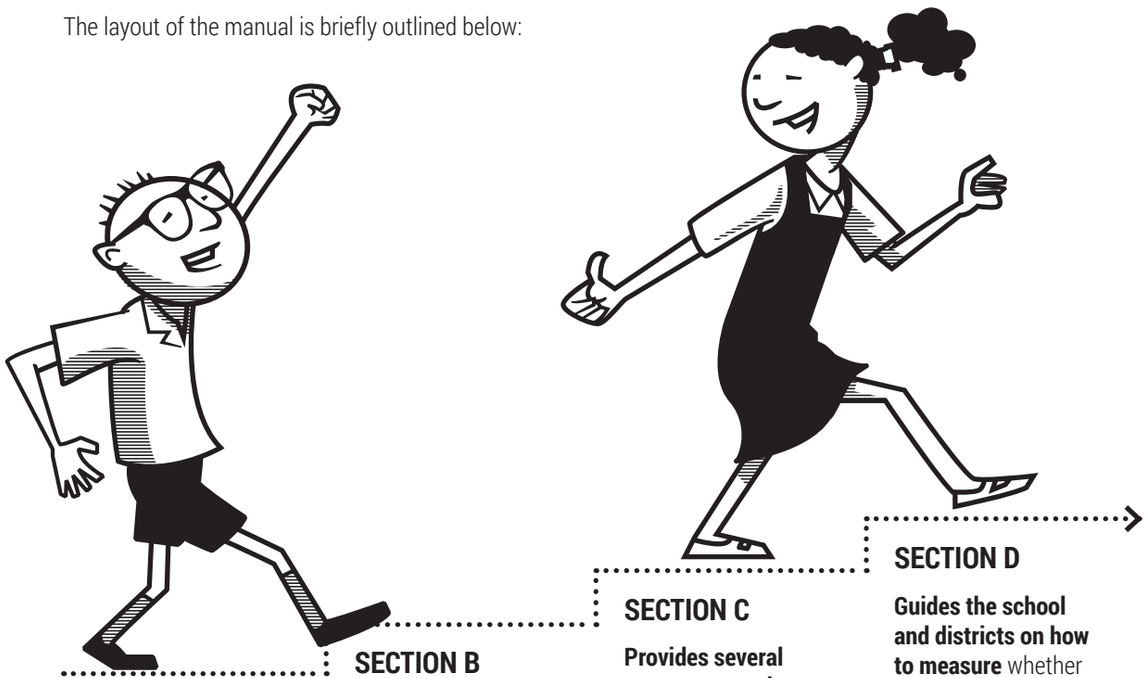
How to use this manual

The National School Safety Framework is designed so that it complements normal schooling duties and activities. It aims to integrate school safety into the daily activities of the school and contributes to the development of the school community. Therefore, this manual makes the links to existing policy but does not provide detailed guidelines in terms of how to implement the policies, regulations and procedures.

While every care has been taken to consult broadly and to verify the accuracy of information (i.e. legislation, policies, etc.), no guarantee can be given that this is the case. Policies and regulations evolve continuously and it is the responsibility of the reader to keep up to date with evolving policies, regulation and legislation where applicable.

Great care has been taken to ensure that the manual is an easy-to-read and understandable tool that can be used by schools without much formal training. However, due to the technical nature of the application of the different tools, an understanding of the systems, procedures and issues underlying school-based crime and violence is necessary. Therefore, schools who have not undergone any formal training in the use of the manual should contact their district or provincial office for assistance before attempting to introduce the NSSF system.

The layout of the manual is briefly outlined below:



SECTION A

Provides the reader with a step-by-step guide as to how to use the Framework – including identifying safety issues and threats all the way through to developing an action plan for the school.

SECTION B

Provides management teams with clear strategies on how to engage educators in identifying, responding to and evaluating interventions aimed at improving school safety.

SECTION C

Provides several survey categories created specifically to provide learners with the opportunity to **inform the school of how they experience crime and violence and suggest that it should be dealt with.**

SECTION D

Guides the school and districts on how to measure whether their safety efforts are reaping rewards.

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Procedures for implementing the system

The purpose of this section is to provide an overview of the National School Safety Framework: Be aware – Take action and how the system and tools work together.

Step

Read the introduction to this manual.

Step

Are we ready? Use the ***School Safety Diagnostic*** and the ***School Safety Audit Checklist*** to determine if the school is ready to use the system and to identify which policies and procedures the school already has in place.

Step

Establish or check your school's **reporting system.**

If the school is **already** recording incidents, or has a reporting system, check that it is collecting the type of information needed to inform school safety. Use the examples provided for ***Reporting and Recording Incidents.***

If the school does not have a reporting system in place, or a method of recording incidents, Take Action and establish this system. Use the examples provided for ***Reporting and Recording Incidents.***

Step

Use the ***Educator Survey*** to determine educator experiences of safety and threats at your school.

Give feedback to educators. This is an opportunity to gain their support for school safety.

Step

Get ready to administer the learner survey. REMEMBER you do not need to implement all the sections in the Learner Survey. Option 1 (Recommended): Start with the Learner Survey Safety Spots! Option 2: Use the section in the Learner Survey that meets a particular threat or incident your school faces.

Step

Administer the ***Learner Survey.*** Give feedback to learners.

Step

Take action! Respond to the results of the survey and reported incidents. Use the ***School Safety Action Framework*** to guide the action to take. Also use the Quick Guide to Legislation, Policy and Procedures.

Step

Develop a ***School Safety Action Plan.*** Determine your objectives, activities, and outline who does what and by when.

Step

Monitoring progress. Check how the reporting system is working, track what changes are taking place in the school and monitor if progress is being made. ***To monitor progress it is necessary to use the SAME survey with the SAME grade and number of learners.*** Compare the results of both surveys using the survey Comparative Marking Sheet. These results will indicate what progress is being made and what else can be done.

These steps are depicted in a diagram on the next page.

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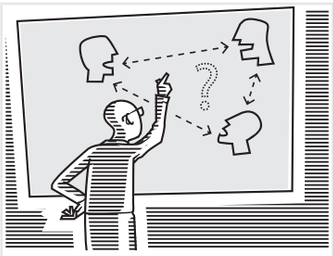
Procedures for implementing the NSSF

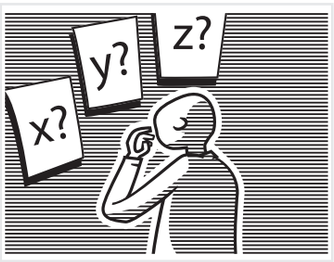
STEP 1: Read the introduction to the manual

STEP 2: Use the *School Safety Diagnostic* and *School Safety Audit Checklist*

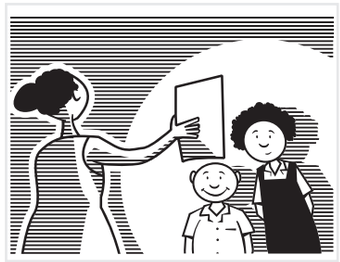


STEP 3: Establish or check your school's reporting system

STEP 4: Use the *Educator* and *Non- Educator Staff Survey*



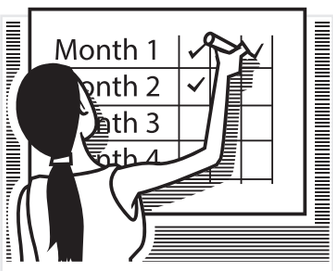
STEP 5: Select the section of the *Learner Survey* that best suits the school's needs



STEP 6: Administer the *Learner Survey*

STEP 7: Use the *School Safety Action Framework* to respond to the survey results

STEP 8: Develop a *School Safety Action Plan*



STEP 9: Monitor the school's progress

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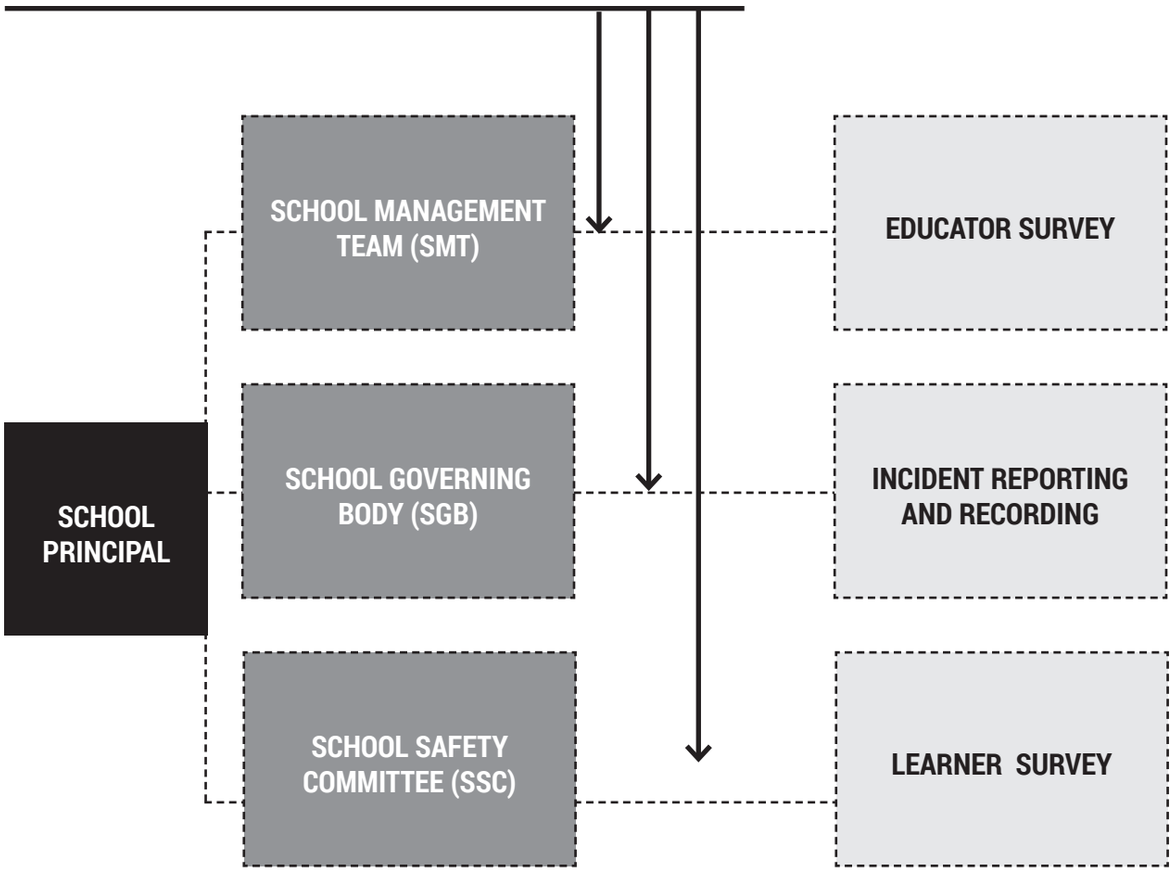
Who does what in the system?

It is recommended that the following structure be used to implement the system. This will mean that the burden of school safety is shared, and will encourage school safety to be integrated into the daily activities of the whole school community.

Implement, mark, provide feedback



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Learner confidentiality and trust

Learners must be comfortable to report incidents. School-based incidents, threats to learners and creating a human rights culture cannot be dealt with if incidents are not reported and managed. To encourage and support reporting and build ownership of school safety amongst the whole school community, the following needs to be in place in a school:

a) **A functioning and responsive management structure.** This involves the Principal, School Management Team, School Governing Body and the School Safety Committee. This system needs at least one person who is the driver (leader) and a support team to manage reported incidents and build school safety!

b) **A school culture** of care and support that encourages the reporting of incidents by learners and educators.

c) **A system to ensure learner confidentiality** when reporting incidents or providing information on their experiences.

d) **Basic trust and open communication** between principal, educators and learners.

e) **Belief that** something can be done to improve the situation.

f) **A willingness** to use the information from this system and to take action!

To facilitate LEARNER CONFIDENTIALITY AND TRUST in the school, learners must be able to report incidents anonymously and their confidentiality must be respected.

Without a confidential, voluntary and anonymous reporting system, ***and without ensuring that the tools in this manual can be implemented to uphold learner confidentiality and build trust, it is unlikely that learners will feel free to report incidents or be honest in answering the surveys!***

Learners fear ***being singled out because of reporting, they fear someone retaliating against them, they fear educators passing comments that will tell everyone that they have reported something, and they fear the consequences of reporting what is really happening in the school!***

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The tools

SECTION A:

A step-by-step guide as to how to use the Framework – including identifying safety issues and threats all the way through to developing an action plan for the school.

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STEP 2
IDENTIFYING THE SCHOOL'S READINESS TO IMPLEMENT THE FRAMEWORK

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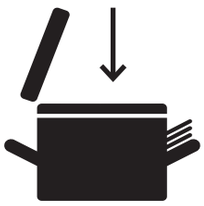
The School Safety Diagnostic

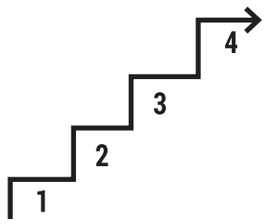
THE PURPOSE: TO DETERMINE IF THE SCHOOL HAS THE BASIC REQUIREMENTS (MINIMUM STANDARDS) IN PLACE TO BE ABLE TO IMPLEMENT THE NATIONAL SCHOOL SAFETY FRAMEWORK.

PROCEDURE TO IMPLEMENT THE SCHOOL SAFETY DIAGNOSTIC

A): Arrange a date and time for the Principal, School Management Team, the School Safety Officer and the School Safety Committee (or, if you do not have a committee in place, the School Governing Body) to meet to go through the School Safety Diagnostic. You will need approximately ONE-AND-A-HALF-HOURS (90 minutes) to go through the diagnostic.



B): Make a copy of the School Safety Diagnostic.



C): There are FOUR levels that schools need to go through to be ready to implement the Framework. The tool takes you through these four levels. It provides guidance on what action needs to be taken AFTER THE MEETING to be ready to implement the system. It also makes reference to the relevant policies and regulations, or to sections of this manual that will help implement the basic requirements

D): Set another meeting at an agreed date to come back and report on the progress.

If the answers to ALL the questions in the tool are YES, **then check the existing Reporting and Recording mechanisms** and then **proceed to the Educator and Learner Surveys.**

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The School Safety Diagnostic Tool

THIS TOOL WILL HELP TO DETERMINE HOW PREPARED THE SCHOOL IS TO IMPLEMENT THE FRAMEWORK. THE COMMITTEE RESPONSIBLE FOR SCHOOL SAFETY SHOULD PARTICIPATE IN THIS ACTIVITY!

EMIS NUMBER:		SCHOOL:		DATE:	

Please answer the following questions:

LEVEL 1– PREVENTION: BE PREPARED	Response	
	Yes	No
1. Our school has a safety officer and or a School Safety Committee.		
2. Our school has a School Safety Policy.		
3. Our Learner Code of Conduct was developed in consultation with learners and other members of the school community.		
4. The Learner Code of Conduct has been explained to and discussed with learners.		
5. Our school has a Disciplinary Procedure.		
6. Our school has Emergency procedures and displays them.		
7. Access into and out of our school is controlled.		
8. Our school has an early release procedure for learners.		
9. Our school has security measures in line with the Regulations for Safety Measures at Public Schools.		
10. Educators adhere to the South African Council of Educators Code of Conduct.		
11. Educators have been trained on these policies and procedures.		
12. Our school has been linked to a police station as part of the Partnership Protocol between the South African Police Service and the Department of Basic Education?		

How to interpret:

If you answered NO to QUESTION 1 → then it is recommended that a school-based safety officer is appointed as prescribed in the Occupational Health and Safety Act (Act 85 of 1993).

If you answered NO to ANY of the QUESTIONS FROM 2 TO 9 → then it is recommended that you refer to the South African Schools Act (Act 84 of 1996) Regulations for Safety Measures at Public Schools and the Department of Education Schools Management Manual.

If you answered NO to QUESTION 10 → then refer to the South Africa Council for Educators Act (Act 31 of 2000).

If you answered NO to QUESTION 11 → then you have the policies and procedures in place, and need to focus on training educators on implementing the policy through training. Move to the next level to help guide you in your training needs.

If you answered YES to all of these QUESTIONS → then you are ready to move to Level 2!

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LEVEL 2 – RESPONDING: TAKE ACTION	Response	
	Yes	No
13. Our educators know what to do if our policies are not followed (e.g. if rules are broken).		
14. Our educators know what to do in an emergency (e.g. fire, bomb, disease, weather).		
15. We know what to do if there are illegal drugs at school.		
16. We know what to do if dangerous weapons are reported to us.		
17. We know what to do if guns are on the school property.		
18. We know what to do if theft, burglary or robberies occur.		
18. We know how to deal with bullying.		
20. We know what to do after a traumatic event.		
21. We consistently and fairly implement the agreed consequences when the Learner Code of Conduct is not adhered to.		
22. We have a directory of services in our community that we can refer learners to.		

If you answered NO to questions 13 to 21 → then refer to the policies and procedures, and run training sessions for educators on what to do in the event of these incidents happening.

If you answered NO to question 22 → then put together a list of service providers (and their contact numbers) in your community that can support your learners.

And if you answered YES to ALL of questions 13-22 → then you are ready for Level 3!

LEVEL 3 – CREATING A SAFE LEARNING ENVIRONMENT: TAKE CARE	Response	
	Yes	No
23. We have a network of services that come to the school to support us, such as the police, social workers, and district support teams.		
24. We know who to contact at our nearest police station if we need their support.		
25. We have established relationships with religious and faith-based community structures that we can call on to provide pastoral care.		
26. We refer troubled learners or learners in need to the appropriate services.		
27. We implement the life orientation curriculum.		
28. We encourage positive relationship building through demonstrating and encouraging appropriate behaviour.		

If you answered NO to questions 23 to 26 → draw up a directory of services if you don't have one, and contact the people in your directory of services and meet with them to discuss how they can support you.

If you answered NO to questions 27 and 28 → then refer to the Revised National Curriculum Statement Grades R-9 (schools) (2002). These statements create an awareness of the relationship between social justice, human rights, a healthy environment and inclusivity - they support, build and encourage a safer school environment.

If you answered YES to all of the questions → then proceed to Level 4!

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LEVEL 4 – EARLY WARNING SYSTEM: BE AWARE	Response	
	Yes	No
29. We record serious safety incidents such as gang activity, drugs, thefts, use of weapons, or injuries.		
30. We record incidents relating to interpersonal violence such as bullying, verbal abuse, physical violence and discrimination.		
31. We are able to refer reported incidents to the School Level Support Team.		
32. We are able to refer reported incidents to the District Level Support Team.		
33. Educators and learners know how and where to report threats and safety incidents.		
34. Educators know what to do if learners report incidents of threats to them.		
35. We have established a confidential system for learners to report incidents.		
36. We know what threatens the safety of our educators and learners and prevents our school from teaching and learning.		

If you answered NO to questions 29 to 34 → then you need to put these in place before implementing the NSSF.

If you answered NO to question 35 → then establish a system of confidential and anonymous reporting in your school.

If you answered NO to question 36 → then begin by implementing the Educator Survey (Section B) and the Learner Survey: Safety Spots (Section C).

If you answered YES to ALL questions 29 to 36 → then turn to the Learner Survey to help you understand why the threat occurs.

Action to be taken:

Principal ---------- School Safety Officer ----------

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School Safety Audit Checklist

School safety is the responsibility of everyone – staff, learners, parents, and the community. An audit is one tool that, if used effectively, can provide a snapshot of the school's level of safety and identify those areas that need improvement.
This proactive process will help ensure that learners can maximise their learning potential within a safe and secure environment. It is recommended that the SGB and the School Safety Committee and relevant stakeholders conduct the school safety audit.

CHECKLIST FOR BUILDINGS AND GROUNDS SAFETY AND SECURITY
Use the following checklist to assess the school's strengths and weaknesses related to the physical and environmental infrastructure of the school.

If an element is in place, **Check YES.**
If the element is missing, **Check NO.**
If the school plans to implement this missing criteria or function, give an indication by when the element will be in place.

ELEMENTS OF SCHOOL SAFETY	Yes	No	To be developed and in place by when?
1. School grounds are fenced.			
2. Gates are secured with secure padlocks and chains after hours.			
3. Drug-free and dangerous weapon-free zone signs are posted.			
4. Signs are posted for visitors to report to the main office through a designated entrance.			
5. Shrubs and foliage are trimmed to allow for good line of sight.			
6. All poisonous shrubs, trees, and foliage have been removed.			
7. Bus loading and drop-off zones are clearly defined.			
8. Access to bus loading area by other vehicles is restricted to loading/unloading.			
9. Staff members are assigned to bus loading/drop-off areas.			
10. Good visual surveillance of play equipment and areas is possible.			
11. Vehicle access to play areas is restricted.			
12. Playground equipment has been secured.			
13. Visual surveillance of parking lots from the main office.			
14. All areas of school buildings and grounds are accessible to patrolling security vehicles.			
15. Learner access to parking areas is restricted to arrival and dismissal times.			
16. A staff parking procedure is in place, with licence plates on file.			
17. There are no broken window panes.			
18. There is burglar proofing at all windows in the administration block.			
19. Doors must be locked when classrooms are vacant.			
20. There is a central alarm system in the school.			
21. High-risk areas (office, computer room, music room, workshops, laboratories, etc.) are protected by high security locks and an alarm system.			
22. Unused areas of the school can be closed off during after-school activities.			
23. If a classroom is vacant, pupils are restricted from entering the room alone.			
24. Friends, relatives or non-custodial parents are required to have written permission to pick up a pupil from school.			
25. Pupils are required to have written permission to leave school during school hours.			

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ELEMENTS OF SCHOOL SAFETY	Yes	No	To be developed and in place by when?
26. There are written regulations regarding access and control by school personnel using the buildings after school hours.			
27. Staff are required to walk around inside and outside the facility to check that all doors are secure and all windows are closed.			
28. Teachers are required to lock classrooms upon leaving after school.			
29. A record of fire inspections by the local fire department is maintained.			
30. All school staff are trained in the use of fire extinguishers and are provided with a map of each hall where extinguishers are located.			
31. Random searches and seizures are conducted on a regular basis.			
32. The entrance lobby is visible from the main office.			
33. Multiple entries to the building are controlled and supervised.			
34. Visitors are required to sign in.			
35. There is only one clearly marked and designated entrance for visitors.			
36. Proper identification is required of vendors, repairmen, etc.			
37. Visitors are issued I.D. cards or badges.			
38. The hallways are properly lit for safety.			
39. Toilets are properly lit.			
40. Appointed staff supervise toilets – gender specific.			
41. The toilet walls are free of graffiti.			
42. Doors accessing internal courtyards are securely locked.			
43. Stairwells are properly lit.			
44. Exit signs are clearly visible and pointing in the correct direction.			
45. Switches and controls are properly located and protected.			
46. The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored.			
47. Directional lights are aimed at the buildings.			
48. Access to electrical panels is restricted.			
49. Mechanical rooms / workshops and other hazardous storage areas are kept locked.			
50. School files and records are maintained in locked, vandal-proof, fireproof containers or vaults.			
51. The school maintains a record of all maintenance on doors, windows, lockers, or other areas of the school.			

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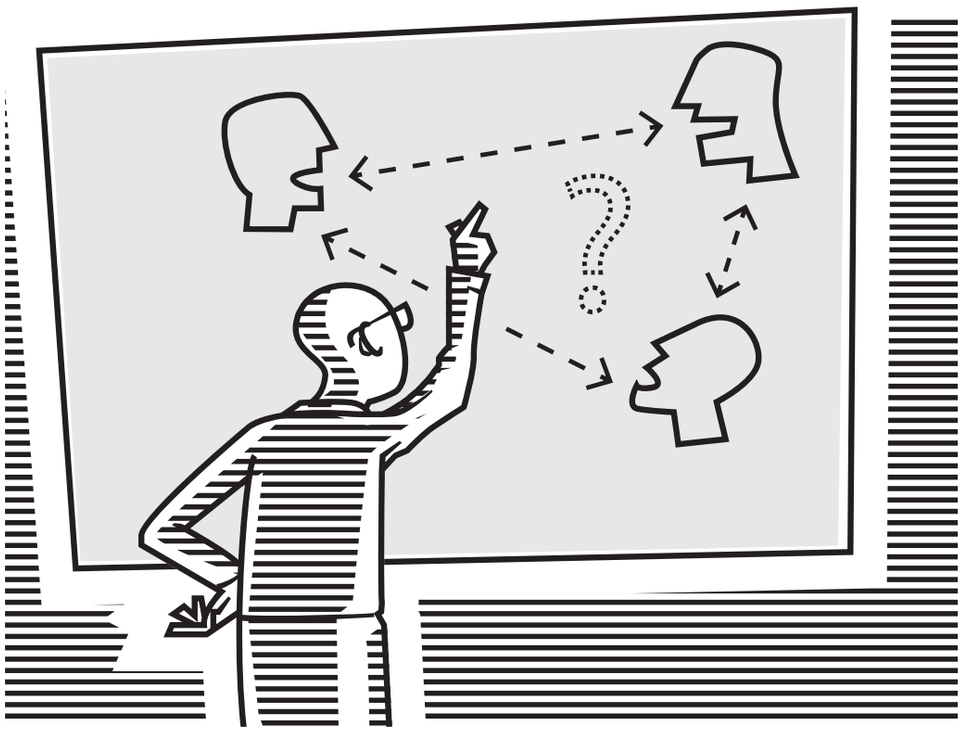
STEP 3
CHECK THE SCHOOL'S REPORTING SYSTEM



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Reporting and recording incidents of misconduct

This section is guided by, and directly quotes, the relevant sections of the Department of Education Guidelines on How to Manage School Records – Volume 1 – SGB Records

CODE OF CONDUCT FOR LEARNERS

The School Governing Body must draw up a Code of Conduct for Learners. This Code of Conduct should aim to establish a school environment dedicated to improving the quality of the learning process. It is vital that learners feel that they "own" the Code of Conduct, as this will enhance adherence to and support for it. The Code of Conduct should, therefore, be a result of consultation with learners and other members of the school community. In this way, the Code of Conduct will be informed by the principles and values supported by the school community.

The Code of Conduct for Learners should include the following:

- Introduction
- Aim (of Code of Conduct)
- Rights of learners (and educators)
- The responsibilities of learners
- The responsibilities of educators with regard to learners
- The responsibilities of parents with regard to learners
- School rules, regulations and procedures
- The scope of the Code of Conduct and its legal implications
- Disciplinary procedures

The school rules, regulations and procedures should include the following:

- School hours
- Absence and leaving the school premises
- Dress code and appearance
- Rules that promote safety
- Rules that promote healthy relationships
- Rules that promote responsibility towards school property
- Medical treatment and emergencies
- Communication and meetings
- Textbooks and stationery (caring for)
- Reports and assessments on academic progress

Disciplinary procedures contained in the Code of Conduct must emphasise that corporal punishment was outlawed in schools in 1996 when the South African Schools Act was passed. With this Act, the government signalled its intention that discipline must be fair, corrective and educative and not punishment-orientated. The school community (including learners) must negotiate what steps and processes will be taken if a learner breaks the Code. The development process must spell out clearly for each instance of misbehaviour

a) WHO takes action,

b) WHEN action will be taken, and

c) WHAT action will be taken.

Misconduct by learners can take many forms. Any disciplinary action should suit the level of misconduct. Schools should determine the levels of misconduct for different violations. This is a school level decision. For more information on the levels of misconduct and disciplinary action, refer to the Department of Education Guidelines on How to Manage School Records - Volume 1 - SGB Records.

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RECORDING INCIDENTS AND MISCONDUCT

The responsibility for maintaining discipline in the school lies with all the educators. The educator who is first informed or sees the problem, must take responsibility and report the situation or deal with it if possible. If necessary, the educator may refer discipline matters to a senior member of staff and then to the principal. If the misconduct is very serious, the principal may refer the matter to a tribunal, a school discipline committee, the school governing body, the provincial education department, and ultimately the MEC for Education.

INDIVIDUAL RECORD OF LEARNER MISCONDUCT

Each time disciplinary action is taken against a learner, an individual record of learner misconduct must be completed.

This record should provide:

a) a description of the inappropriate behaviour,
b) the disciplinary consequences and actions taken, and
c) a parental signature to acknowledge the misconduct and resultant disciplinary action taken.

The learner's individual disciplinary record should be attached to the learner's profile card. This record provides information on the disciplinary history of the learner and may be used to motivate for specific support interventions for the learner.

SCHOOL REGISTER OF MISCONDUCT

Once the individual learner misconduct record has been completed, the details of the misconduct and ensuing disciplinary action must be transcribed by the designated member of the School Management Team (SMT) onto a composite School Register of Misconduct.

The School Register of Misconduct provides an overall picture of ALL disciplinary measures instituted by the school.

It must be updated EACH TIME a disciplinary action is taken against a learner and should be kept in the SGB file in the Principal's office.

An example of a School Register of Misconduct is included for an individual learner.

INCIDENT REPORT

The Incident Report has to be completed by the SMT.

This report captures ALL unforeseen incidents that might take place in the school.

Examples of incidents would include child abuse, rape, physical injuries, and threats by individuals from a broader public.

Owing to the confidentiality of some of the incidents, discretion on the part of the Principal and the SMT is imperative. This report may be shared on a discretionary basis with the relevant parties, such as the Child Protection Unit, SGB or SAPS.

Two examples of Incident Reports are provided in this manual. Where schools do not have existing incident report forms, they could use either of the two examples provided.

It is good practice to give each incident a code number. One such coding system is to put the year and the number of the incident in chronological order. Hence, the tenth incident in 2015 would be 2015/10.

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A SCHOOL REGISTER OF MISCONDUCT

SCHOOL: ..... EMIS NUMBER: .....

LEARNER: ..... ADMISSIONS NO.: .....

ENROLMENT DATE: ..... CURRENT GRADE: .....

GENDER: ..... AGE OF LEARNER: .....

Details of Misconduct									
Date	Level	Description	Reported by	Capacity and signature	Code	Case No.	Parent/Guardian	Date	Signature

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INCIDENT REPORT

NCIDENT NUMBER: ..... SCHOOL: .....

CIRCUIT: ..... DISTRICT: .....

EMIS NUMBER: .....

Person Reporting Incident: A) Principal ☐ B) Educator ☐ C) Learner ☐ D) SGB ☐ E) School Safety Officer/Committee ☐ F) Parent ☐ G) Other ☐

Date and Time of Incident?	Who was involved?	Where did it occur?		What happened?
		☐	On way to or from school	
		☐	Just outside school grounds	
		☐	In classroom	
		☐	In toilets	
		☐	Behind toilets	
		☐	In playgrounds	
		☐	Between classes	
		☐	Behind the school building	
		☐	At the gate	
		☐	Tuck shop	
		☐	Office or staff room	
		☐	Car park	
		☐	Other	

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Necessary response – Who needs to do what?	
Referred to:	
	District support team
	Discipline committee
	Clinic or hospital
	Report to the police
	Other .....

....

Signature of Principal Date

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INCIDENT REPORT

NAME OF SCHOOL: ..... EMIS NUMBER: .....

REPORTED BY: ..... INCIDENT NUMBER: .....

OFFICIALS INVOLVED: ..... CONTACT DETAILS: .....

Description of incident:

Action taken:

Signature: Principal

Signature: Chairperson SGB

Signature: Witness

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SUMMARY OF SCHOOL RECORD OF INCIDENTS

NAME OF SCHOOL: ..... EMIS NUMBER: .....

SUMMARY OF SCHOOL RECORDS OF INCIDENTS FOR THE YEAR: .....

.....

Date for period being reported: (e.g. Week, month or term)	TOTAL NUMBER OF REPORTED INCIDENTS FOR THE PERIOD	Dangerous weapons	Drugs and alcohol	Verbal abuse	Physical violence	Discrimination and values	Sexual violence	Journey to and from school	Threats to health and safety	Learner misconduct	Injury	Death at school	Damage to property	Theft and robbery
TOTAL NUMBER OF INCIDENTS FOR PERIOD OR YEAR														

Signature: Principal

Signature: Chairperson SGB

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WHICH INCIDENTS ARE RECORDED?

It is important to record misconduct, threats, injury and actual incidents. Use the levels of misconduct as agreed to in the Code of Conduct for learners. These levels could include the following:

Level 5	**CRIMINAL MISCONDUCT** Very serious violations of the school Code of Conduct, school rules or civil law. These incidents may need to be reported to the police, social welfare and the district support teams. For example, possession of, or trading illegal drugs, intentionally using a dangerous weapon, sexual harassment, abuse, assault and robbery. Frequent repetition of Level 4 infringements.
Level 4	**VERY SERIOUS VIOLATIONS OF SCHOOL CODE OF CONDUCT OR RULES** For example, threatening with a dangerous object, and intentionally causing physical injury. Frequent repetition of Level 2 and 3 infringements.
Level 3	**SERIOUS VIOLATIONS OF SCHOOL CODE OF CONDUCT OR RULES** For example, minor injury to another person, possession or use of alcohol, severely disruptive behaviour, possession of a dangerous weapon, theft or vandalism. Frequent repetition of Level 2 infringements.
Level 2	**MINOR VIOLATIONS OF SCHOOL CODE OF CONDUCT OR RULES** For example, possession or use of cigarettes or tobacco, truancy of several classes, cheating during examinations, or verbally threatening the safety of another person. Frequent repetition of Level 1 infringements.
Level 1	**MINOR VIOLATIONS OF GENERAL CLASSROOM DISCIPLINE** For example, failing to attend class on time, leaving class without permission, cheating in class test, failing to complete homework, or dishonesty with minor consequences.

Department of Education
Guidelines on How to Manage School Records – Volume 1 – SGB Records

LEARNER-BASED REPORTING

It is very important that learners are also able to report threats and incidents to an educator, the Principal or the School Safety Officer. It is important because:

Learners' experiences at school are different from that of educators.

Learners may see things happening in the school, including possession of drugs, dangerous objects and weapons, which are "early warning signs". If they report these situations, the school is able to respond and potentially prevent serious misconduct and injury.

If an incident occurs, the school will be able to take immediate action and manage the aftermath of the incident. This will show learners that the school is serious about school safety, serious about implementing the Code of Conduct for Learners, and serious about creating a safe environment for teaching and learning.

Procedures for establishing learner-based reporting

> Train all educators in what to do **if learners report incidents or threats to the educator verbally.** This must include training on "learner confidentiality", and how to report and record the learner misconduct.

> Establish clear procedures for **learners to be able to report incidents anonymously** to the School Safety Officer or the Principal. It is very important that learners are able to report anonymously. This builds trust between educators and learners, helps to build ownership of school safety within the whole school community, and reduces the fear of learners being victimised because they have reported a threat or incident.

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Developing anonymous reporting mechanisms

1. Establish "posting boxes" in strategic places in the school for learners to be able to write a letter reporting a specific incident. Make sure the boxes are accessible to learners. It is recommended that these "posting boxes" can also be used for reporting positive things that happen in school. Use an old paper box or even a breakfast cereal box that is covered and clearly marked. If you have resources to photocopy incident reports, have these available for learners to complete.
2. Decide on who is going to be responsible for emptying these posting boxes on a daily basis, for example, the Principal or the School Safety Officer.
3. The School Safety Officer or the Principal must read the reports each day. After reading them, complete an incident report for all serious incidents. Remember the same incident may be reported more than once by different learners. For minor incidents, record them in the incident record book.
4. Take the necessary action. Make sure procedures are in place for how to manage incidents that are reported by learners. It is important that learners know that something happens as a result of reporting an incident.
5. File the reports.
6. Give feedback to learners and educators so that they know that their report has been taken seriously and that something is happening as a result of the report.

Feedback and Confidentiality

- If the learner has reported anonymously, the consequences of inappropriate behaviour should be highlighted to all learners. Issues of this nature can be addressed during assembly. Learners should be encouraged to come forward and give testimony about their concern.
- If the learner has provided a verbal report to an educator and is willing to give testimony, the school needs to take action according to stated consequences in the Code of Conduct and school rules. It is important for the school to be consistent in addressing areas of concern.
- You should monitor over time how well your school is responding to safety incidents and threats.

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SECTION B:

Clear strategies on how to engage educators in identifying, responding to and evaluating interventions aimed at improving school safety.

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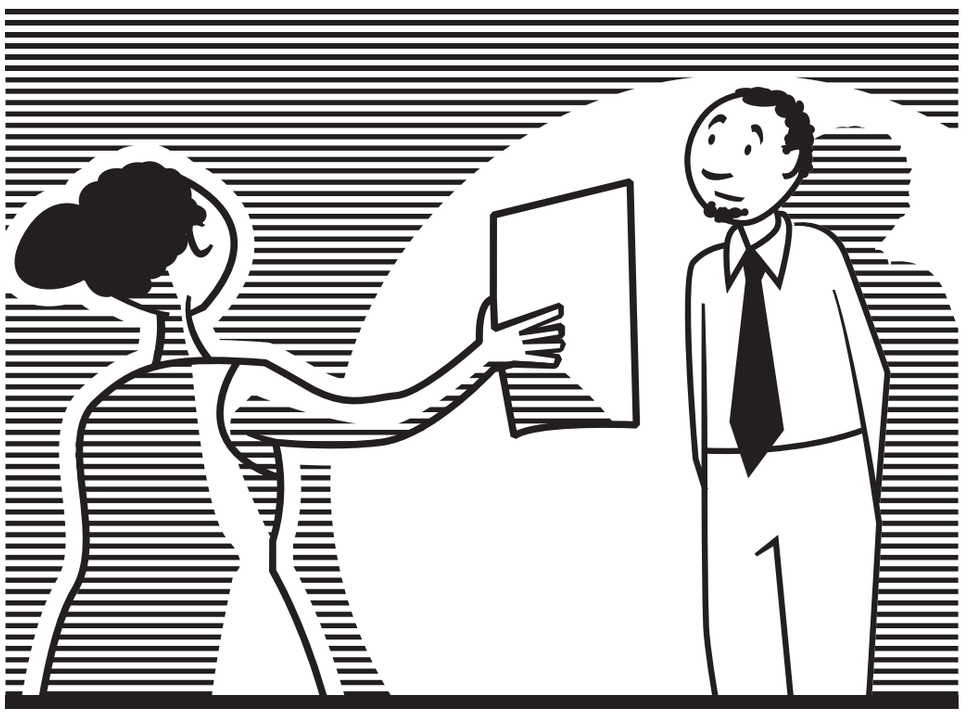
STEP 4

ENGAGING EDUCATORS AND NON-EDUCATOR STAFF IN IDENTIFYING, RESPONDING TO AND EVALUATING INTERVENTIONS AIMED AT IMPROVING SCHOOL SAFETY



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Educator and non-educator staff survey

The Educator and Non-educator Staff Survey recognises that educators and other non-educator staff members are also affected by school-based crime and violence. The information gathered with this tool will provide insight into where educators and non-educator staff feel safe and unsafe in the school, their exposure to safety threats and incidents, their knowledge of school safety policy and procedure, how they rate relationships between educators and learners, and ideas they have on how safety at the school can be improved.

PROCEDURE TO ADMINISTER THE SURVEY

It is recommended that the School Management Team administer this tool together with the educators.

A) Make copies of the Educator and Non-educator Staff Survey so that each educator is able to complete one on their own. Have a box or a plastic bag where the educators can place the completed surveys.

Arrange a time to brief the educators and non-educator staff on why they are being asked to complete this survey. Make a time for them to complete the survey and for when you can give them feedback on the results. You may decide to do this during one tea break, or to give educators a day or two to complete them. When you discuss this with them, start by explaining why school safety is important, the purpose of the NSSF, and why it is important for their experiences at school to be included in building a safer school.

B) Staff members to complete the survey. It is recommended that all the educators and non-educator staff members are asked to complete the survey at the same time.

C) Make sense of the information gathered.

D) Principal to share the findings with the staff members, for example, at a staff meeting.. As part of the feedback, it is important to talk about what the results mean for teaching and learning and what action is required by everybody to prevent and manage school safety.

To build a system that respects the information that learners or educators provide, it is important to give feedback about two things:

> The results or findings of the survey

> What is being done to improve the situation

When giving feedback, it is important to remember the following principles:

> Be non-judgemental about the results

> Do not cause greater fear because of the results, particularly if the results indicate high levels of fear amongst the learners or educators.

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Educator and non-educator staff survey

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET. This will give us confidential information. This survey will help us to understand your experiences at this school and help guide us as to how to improve the school environment to make it easier for educators to teach and for learners to learn!

USE A PEN NOT A PENCIL.

PLEASE ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BOX THAT IS TRUE FOR YOU

PLEASE TELL US ABOUT YOURSELF:

FEMALE: ☐ **MALE:** ☐

DATE: ☐

Where do you feel unsafe in your school and why?

Please tick the box that is right for how you feel...

		1. Senior boy learners	*2. Senior girl learners*	*3. Boys out of school*	*4. Strangers on the property*	*5. Educators*	*6. Gangs*	*7. Workers on the property*	*8. Parents*	*9. Lack of security*	*10 Other reasons*
1. In the classroom											
2. In the office											
3. In the staffroom											
4. In the car park											
5. Walking between the classrooms											
6. Near the learners' toilets											
7. Behind the school buildings											
8. Coming into and leaving the school											
9. On the playground											
10. Other (explain)											

11. When do you feel unsafe at school?

a) Unsafe all the time ☐ **b)** During school hours ☐ **c)** During breaks ☐

d) I feel safe all the time ☐ **e)** After school ☐ **f)** Over weekends ☐

g) After school activities ☐ **h)** Other reasons _____

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DURING *THIS SCHOOL TERM*, WHILE AT SCHOOL...

	Yes	No	Don't know
12. Have you had any personal belongings stolen?			
13. Have you had someone point a weapon at you?			
14. Have you been insulted, sworn at or shouted at by a learner?			
15. Has someone threatened to hurt you?			
16. Has someone physically hurt you?			
17. Has an object been thrown at you?			
18. Have you been injured while at school because of the learners?			
19. Have you been threatened by a gang member?			
20. Have you seen drugs at school?			
21. Have you been sexually harassed by a learner?			
22. Have you been sexually harassed by an educator?			
23. Have you been sexually assaulted by a learner?			
24. Have you been sexually assaulted by an educator?			
25. Have you reported any of these incidents to the principal?			

26. In general, how do you rate the relationships between educators and learners at our school?

1	2	3	4	5
EXTREMELY POOR (hostile, unable to teach and learn, complete break-down in relationship)	**POOR**	**EDUCATORS GET ON WITH THE JOB**	**GOOD**	**OUTSTANDING** (Learners trust educators, educators care and listen to each individual learner)

27. How would you rate your relationship with the learners?

1	2	3	4	5
EXTREMELY POOR (hostile, unable to teach and learn, complete break-down in relationship)	**POOR**	**EDUCATORS GET ON WITH THE JOB**	**GOOD**	**OUTSTANDING** (Learners trust educators, educators care and listen to each individual learner)

28. How do you rate the relationship between school management and the learners?

1	2	3	4	5
EXTREMELY POOR (hostile, unable to teach and learn, complete break-down in relationship)	**POOR**	**EDUCATORS GET ON WITH THE JOB**	**GOOD**	**OUTSTANDING** (Learners trust educators, educators care and listen to each individual learner)

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	Dangerous weapons	*Drugs and alcohol*	*Verbal abuse*	*Physical safety*	*Bullying*	*Discrimination or lack of values*	*Sexual harassment*	*Lack of access control*	*Gangs*	*Theft and vandalism*	*Lack of school management*	*No support from DBE*
29. What are the safety challenges that stop you from teaching?												
30. What are the safety challenges that stop learners from learning?												

31. Are there any other reasons that get in the way of your teaching at this school? If yes, please list what these are.

32. Are there other reasons than those listed in the table above that stop learners from learning? If yes, please list these here:

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33. Do learners report safety incidents to you?

YES: ☐ **NO:** ☐

34. Do you report safety incidents to the Principal?

YES: ☐ **NO:** ☐

35. When incidents are reported, does it make the situation…?

Better	Worse	No difference	Don't know

36. What could be done to make the school safer?

37. Did you feel free to complete this survey honestly?

YES: ☐ **NO:** ☐

Thank you for completing this survey!

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SECTION C:

Survey categories created specifically to provide learners with the opportunity to inform the school about how they experience crime and violence and suggest it should be dealt with.

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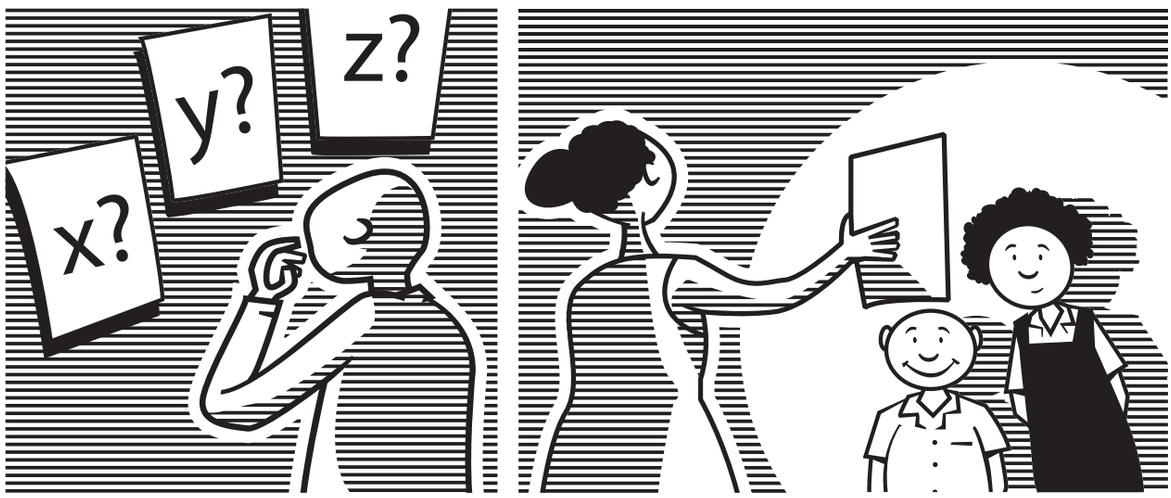
STEPS 5 & 6

LEARNER EXPERIENCES OF CRIME AND VIOLENCE AND SUGGESTIONS TO IMPROVE SAFETY



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Learner survey and analysis framework

The Learner Survey provides learners with the opportunity to inform the school of how they experience crime and violence and to suggest how this should be dealt with at school. Several survey categories have been created for ease of use, but these should by no means be regarded as absolute. The importance of understanding that crime and violence affect boys and girls very differently is highlighted and emphasis is placed on ensuring that interventions are well informed. Lastly, guidelines on how to create a climate of "openness" in order to foster trust in the school setting are also provided.

The purpose of the Learner Survey is to gather information, assess feelings and understand experiences about specific safety incidents that happen at school and on the way to and from school. Based on what the results are of this survey, it will help guide you to:

> BE AWARE of problems at, or threats to, your school; and

> TAKE ACTION to prevent and manage school safety.

There are a number of sections in the Learner Survey that can be used.You can select the one/s that focuses/focus on your safety problems or threats! Ideally, you can administer the entire survey.

PROCEDURE FOR IMPLEMENTING THE LEARNER SURVEY

It is recommended that the Principal or the School Safety Officer facilitates the process for the learners to complete the surveys. This will help build trust and encourage learners to be honest in their reporting.

> Decide which section of the Learner Survey you will be using. If you do not know what the safety problem is or where to begin, start with the Safety Spots!

> The Learner Survey can be administered to ALL learners at the school. If this is not feasible, a representative sample of learners from the school should be selected to take the survey. When selecting a representative sample of learners, first select a grade, then select a particular class in that grade. Try and ensure that the class is comprised of both boys and girls. Ideally, a total of 35-50 learners should be surveyed. Remember not to single out learners, rather include the entire class.

> Arrange a time for the learners to complete the survey while in class (the survey will take approximately 30 minutes for secondary school learners and 45 minutes for primary school learners).

> Ideally, this survey should be completed in the first quarter and again in the last quarter of the school year. In other words, the baseline and follow-up surveys should be completed in the same year. THIS PROCESS SHOULD BE REPEATED EVERY YEAR.

> Provide each learner with a copy of the survey and a pen.

> Prepare seating arrangements.

PREPARING LEARNERS TO COMPLETE THE SURVEY

> Write on the blackboard the purpose of the Learner Survey (or be ready to share this with the learners).

> In the primary school, read through each question and give the options for the learners to answer. Remember not to tell them which box to tick. You may need to translate the questions into the mother tongue or provide examples for a better understanding. For the high school, learners should be able to answer the questions on their own.

> While learners complete the survey, ensure learners are not looking at each other's answers and that they understand the questions.

> Explain to the learners that they cannot pass or fail the survey, and that there is no right or wrong answer. What is important, is that they are honest. They cannot get into trouble for providing you with the information.

> When you collect the completed surveys, mix them up as you get them. It is recommended that learners fold them and place them directly into a box or plastic bag.

> Thank the learners for completing the survey and tell them when you will give them feedback on the results.

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Learner SCHOOL MAPPING EXERCISE: *Safety Spots*

THE MAPPING EXERCISE IS AN IMPORTANT PART OF THE PROCESS OF SOLICITING INFORMATION FROM THE LEARNERS. IT IS AN ATTEMPT TO IDENTIFY THE SPATIAL DISTRIBUTION.

1. Ask learners to draw a map of their school. Ask them to identify the common landmarks on this map. Common landmarks could include:
    a) the staffroom
    b) car park
    c) learner toilets
    d) playgrounds
    e) school buildings
    f) libraries and other specialised classrooms
    g) the school fence
    h) coming in and out of the school gate
    i) the tuck shop
    j) the stairs, etc.
2. Ask the learners to mark in red the areas where they feel unsafe.
3. Ask the learners to mark in blue the areas where they feel safe.
4. Now, in more detail, look at each of the safe and unsafe areas identified. Then ask the learners:
    a) to explain what happens at these places to make them safe or unsafe;
    b) to identify what would make these spaces safer for learners;
    c) to identify what they could do to improve safety at their school.

WALKABOUT: This is an attempt by the learner to assess the level of physical safety around the school grounds.

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ALTERNATIVE METHODOLOGIES

1. Ask learners to take a walk around the school grounds. Prepare a checklist on what is considered as being important to ensuring safety for learners. Ask the learners to indicate on their sheets how safe or unsafe they feel in the following areas. In addition, ask them to indicate what their impressions are about these same areas.

a) the staffroom

b) car park

c) learner toilets

d) playing grounds or sports fields

e) school buildings

f) libraries and other specialised classrooms

g) the school fence

h) coming in and out of the school gate

i) the tuck shop

j) the halls or corridors

k) the stairs, etc.

PHOTOS/VIDEO RECORDING: This is an attempt by the learner to show what they think are the safety issues within the school environment

1. Provide the learner with a camera or video recorder (alternatively, provide learners with disposable cameras). Ask them to take photos/videos of places that they feel are safe or unsafe and to capture why they feel safe or unsafe in these spaces. This is a good exercise because it allows the learner to produce a record of what they feel are unsafe spots within the school grounds. This could be used as a monitoring tool for the school, in order to assess whether any progress has been made in addressing perceived unsafe areas at school after the implementation of the School Safety Plan.

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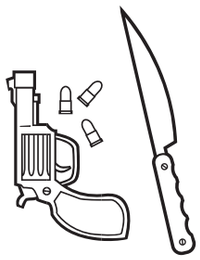
Learner survey sections

SAFETY SPOTS

The Safety Spots tool identifies specific safety threats to the school, and identifies areas at the school where learners feel safe and unsafe. Once you have this information, you will be able to prioritise the safety threats or concerns relevant to your school. Based on the priority, select the most appropriate section in the learner survey to complete. This will allow you to understand the problem in more detail and respond to the problem more effectively.

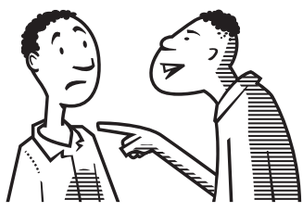


DANGEROUS OBJECTS

This section provides information on the exposure of learners to weapons on the school premises, the use of weapons, as well as reasons why learners carry weapons. Use this section if it is known that dangerous objects are found in the school, or if there are reported incidents of weapons being used or seen in the school. Dangerous objects could also include commonly used items such as pens, scissors etc. which are not designed to be weapons but can be used to cause harm to others.

DRUGS AND ALCOHOL

This section will provide information on the exposure of learners to drugs and alcohol on the school property, and the use of drugs and alcohol. It will guide you in what action can be taken to address the situation.



BULLYING

Bullying can create a sense of lack of safety amongst learners, making coming to school an unpleasant experience and have a devastating effect on the self-esteem and self-worth of learners. If the school authorities fail to manage bullying at school, learners could potentially escalate a cycle of violence in the school. This section of the survey helps you understand who bullies, and how often bullying occurs.

VERBAL ABUSE

By responding early to incidents of lower order of seriousness, a school can make sure that incidents do not spiral out of control and become increasingly more violent and more difficult to manage. This section of the Learner Survey helps you to identify verbal abuse between learners, and between learners and educators, and how frequently this happens. Verbal abuse can damage the relationships between learners and educators.

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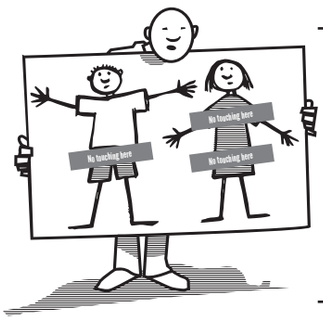
PHYSICAL VIOLENCE

Physical violence at school is of great concern given the harm it may cause to learners and the lack of a sense of safety it creates even for learners not directly involved in the fights. This section of the Learner Survey helps you identify why fights are happening at your school. Should you learn that fights are often linked to drugs or alcohol use, discrimination or bullying, or involve weapons, this will obviously direct your intervention efforts.

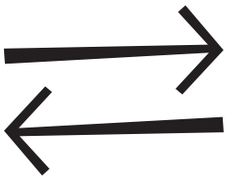
DISCRIMINATION

This section of the survey highlights the types of discriminating that learners face at the school and how often this is part of their experiences at school.



SEXUAL VIOLENCE

This section of the Learner Survey has the potential to reveal the extent of sexual violence occurring at the school, identify the groups most likely to be the victims and the offenders, and the impact this is having on learners and their attendance and capacity to concentrate at school. The administration of this section of the survey calls for special attention. Prior to administering this section, please ensure that the school has a network of support services to support the school and the learners if any sexual violence is disclosed.



JOURNEY TO AND FROM SCHOOL

The journey to and from school can be a dangerous event for learners and one which has the potential to serve as a barrier to education. This section of the survey highlights types of violence or danger to which learners are exposed. Given that the dangers may differ on the route to and from school and depending on how learners actually get to and from school, the survey allows you to differentiate between mode of transport and the two trips made by the learners.

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Learner survey

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET.
This will give us confidential information. There is no right or wrong answer. Please be honest and tell us about your experience at school.

NOTE: Use a pen, not a pencil.

PLEASE TELL US ABOUT YOURSELF:

I am in Grade:		Date:		I am a boy or girl:	**Boy**		Has the purpose of this survey been explained to you?	**Yes**	
					Girl			**No**	

A. Dangerous objects

PLEASE ANSWER THE FOLLOWING QUESTIONS BY TICKING THE COLUMN THAT IS TRUE FOR YOU

1. Have you seen the following dangerous objects in THIS SCHOOL TERM?	**Yes**	**No**
Knife/blade		
Broken bottle/bottle top		
Gun		
Chain (e.g. dog chain or bicycle chain)		
Stick		
Screw driver		

2. What other objects are used to harm others at school? For example, ruler, scissors, mathematical instruments.

	Yes	**No**	**Sometimes**
3. Do dangerous objects get used during fights between learners in your school?			
4. Are you afraid that dangerous objects will be used to harm or hurt you at school?			
5. Do you feel you need to have a dangerous object to protect yourself at school?			

	Yes	**No**
6. Have you been injured by a dangerous object at school?		
7. Have you been injured by a dangerous object on the way to or from school?		
8. Have you ever stayed away from school because you were afraid of dangerous objects?		
9. Have you ever wanted to stay away from school because of dangerous objects?		
10. Dangerous objects have made it hard for me to pay attention or concentrate at school.		
11. Would you feel safer if there were no dangerous objects at your school?		
12. Have you seen a gun at home?		
13. We can tell the educator if there is a dangerous object at school.		

	Better	**Worse**	**No difference**	**Don't know**
14. Telling educators or principals makes the situation?				

	Yes	**No**
15. We are taught life skills lessons about finding peaceful ways to solve our arguments.		
16. We have rules about dangerous objects at school.		
17. Do learners who use dangerous objects in your school get disciplined?		

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B. Drugs and alcohol

	Yes	No	Sometimes	Don't know
1. Have you seen alcohol on the school property?				
2. Have you seen learners smoking cigarettes on the school property?				
3. Have you seen illegal drugs on the school property				
4. Can you buy illegal drugs on the school property?				
5. Has anyone ever asked you to sell illegal drugs on the school property?				

	Yes	No
6. I have tried the following drugs THIS TERM:		
a) Cocaine/crack/coke/snow		
b) Rohypnol/rochies/roofies		
c) Dagga/zoll/weed/ganja/joint		
d) Mandrax/buttons/mandies		
e) Heroin/dope/skag		
f) Ecstasy/E /love drug		
g) Glue/petrol/poopers/benzene		
h) LSD/acid/caps		
i) Speed/obies nobies		
j) Downers		
k) Special K/KET		
l) Cigarettes		
m) Alcohol		

7. If you tried alcohol, how old were you when you tried it the first time?	
8. If you have tried drugs, how old were you when you tried it the first time?	

9. There have been days when I did not come to school because of:	Yes
Drugs being sold	
Drugs being used by other learners	
I was using drugs	
Being forced to use drugs	
This has not happened to me	

	Yes	No
10. We have rules about alcohol and drugs at our school.		
11. We are taught about the dangers of drugs and alcohol.		
12. Learners who use illegal drugs at school are disciplined.		
13. Do you tell an educator or the principal when you see drugs at school?		

	Better	Worse	No difference	Don't know
14. Telling educators or principals makes the situation?				

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C. Bullying

1. I have been bullied by…	Every day or most days this term	Once a week this term	Once a month this term	Once this term	This has not happened
a) I have been bullied by learners in the SAME GRADE					
b) I have been bullied by learners from a HIGHER GRADE than me (older learners)					
c) I have been bullied by BOYS					
d) I have been bullied by GIRLS					
2. I have bullied other learners					

	Yes	No
3. There have been days when I did not want to come to school because I was scared of being bullied		
4. There have been days when I did not come to school because I was scared of being bullied		
5. We have rules about bullying at our school.		
6. We can report bullying to the educator.		

	Better	Worse	No difference	Don't know
7. Telling educators or principals makes the situation?				

	Yes	No
8. We are taught life skills on bullying at our school.		
9. Learners who bully others are disciplined at our school.		
10. Educators are kind and supportive to those who get bullied.		
11. People at our school help bullies to change their behaviour.		

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D. Verbal abuse

Verbal abuse is when people shout at one another, insult or make others feel bad by what they say about them, or use hate speech, for example, saying something nasty about their religion, their race, their culture and so on.

1. In the last term ...	Every day or most days this term	Once a week this term	Once a month this term	Once this term	This has not happened
a) I have sworn (swear) at a learner.					
b) I have sworn (swear) at an educator (teacher).					
c) A learner has sworn (swear) at me.					
d) An educator (teacher) has sworn at me.					
e) I have shouted at a learner.					
f) I have shouted at an educator (teacher).					
g) A learner has shouted at me.					
h) An educator (teacher) has shouted at me.					
i) I have insulted (e.g. "You are stupid") or used hate speech with regard to a learner.					

2. In the last term ...	Every day or most days this term	Once a week this term	Once a month this term	Once this term	This has not happened
a) I have insulted or used hate speech with regard to an educator (teacher).					
b) A learner has insulted or used hate speech with regard to me.					
c) An educator (teacher) has insulted or used hate speech with regard to me.					

	Yes	No
3. There have been days when I did not want to come to school because I was scared of being shouted at, insulted or sworn at.		
4. There have been days when I did not come to school because I was scared of being shouted at, insulted or sworn at.		

	Yes	No	This has not happened
5. Verbal violence at school has made it hard for me to pay attention and concentrate at school			

	Yes	No
6. We have rules about verbal violence at our school		
7. We are taught life skills lessons on respecting others as well as communication skills		

	Yes	No	Sometimes
8. We can report (tell the teacher) if someone shouts at, insults or uses hate speech			

	Better	Worse	No difference	Don't know
9. Telling educators or principals makes the situation?				

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E. Physical violence

1. I have been in a fight…	Yes	No
a) After being bullied.		
b) Over books, pens, cell phones, lunch or other things of mine.		
c) Over boyfriends or girlfriends.		
d) Because of insults, swearing or hate speech.		
e) Because someone said something bad about my mother, father or people important to me.		
f) Because someone said something bad about me.		
g) During sport.		
h) Because of peer pressure.		
i) To protect someone else who was being hurt in some way.		
j) Because someone was trying to hurt me in some way.		
k) Just for fun.		
l) Because of gambling.		
m) Over dangerous objects.		
n) Because I was drunk.		
o) Because I was on drugs.		
p) That was gang related.		
q) For another reason.		
r) If YES, what was this other reason?		

2. During THIS TERM, I have…	Every day or most days this term	Once a week this term	Once a month this term	Once this term	This has not happened
a) Been kicked, hit, pinched or punched by a learner.					
b) Kicked, hit, pinched or punched a learner.					
c) Been kicked, hit, pinched or punched by an educator (teacher).					
d) Kicked, hit, pinched or punched an educator (teacher).					
e) Been in a fight involving weapons.					

	Yes	No
3. There have been days when I did not want to come to school because I was scared of fights and physical violence.		
4. There have been days when I did not come to school because I was scared of fights and physical violence.		
5. Fights and physical violence at school have made it hard for me to pay attention and concentrate at school.		
6. We have rules about physical violence and fighting at our school.		
7. At our school educators stop fights quickly.		
8. Learners who fight or physically hurt others get disciplined.		
9. People at our school try to help those who get into fights.		
10. We are taught life skills lessons about physical violence.		
11. We can tell the educator (teacher) about fights at our school.		

	Better	Worse	No difference	Don't know
12. Telling educators or principals makes the situation:				

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F. Discrimination

Discrimination is when people treat others as if they are inferior (not as good as them), make them feel bad about themselves or do not want to be with them for some reason.

1. How often have you experienced discrimination at your school due to....? **THIS TERM ONLY.**	**Every day or most days this term**	**Once a week this term**	**Once a month this term**	**Once this term**	**This has not happened**
a) My race					
b) My culture and religion					
c) My gender (male or female)					
d) My sexual orientation (straight, homosexual, bisexual)					
e) My family					
f) Poverty					
g) Illness					
h) My age					
i) My physical disability					
j) My learning problems					
k) My appearance					
l) The way I dress					
m) The food I bring to school					
n) Other					

	Yes	**No**
2. There have been days when I did not want to come to school because I was scared of discrimination.		
3. There have been days when I did not come to school because I was scared of discrimination.		
4. Discrimination has made it hard for me to pay attention and concentrate at school.		
5. Our school has rules against discrimination.		
6. We are taught life skills lessons about discrimination, tolerance and diversity.		
7. We can tell the educator (teacher) if there is discrimination.		
8. We can tell the Principal (teacher) if teachers discriminate against us.		

	Better	**Worse**	**No difference**	**Don't know**
9. Telling educators or principals makes the situation:				

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G. Sexual violence

We want to know about sexual violence at your school. Sexual violence is when people say or do things to you of a sexual nature that are against your will (you do not want this to happen) and it makes you feel uncomfortable. Someone calling you sexual names, talking about what they would like to do with you sexually, touching you on private parts of your body or forcing you to touch them on private parts of their body are all examples of sexual harassment or sexual violence.

	Yes	No
1. There have been days when I did not want to come to school because I was scared of sexual violence.		
2. There have been days when I did not come to school because I was scared of sexual violence.		
3. There have been days when I did not come to school because I was scared of being sexually violent.		

4. IN THE LAST TERM…	Yes	No
a) A learner in my grade touched me sexually or on my private parts without my permission or forced me to touch his/her private parts.		
b) A learner in my grade called me rude, sexual names.		
c) A learner from a higher grade touched me sexually or on my private parts without my permission or forced me to touch his/her private parts.		
d) A learner in a higher grade called me rude, sexual names.		
e) An educator (teacher) touched me sexually or on my private parts without my permission or forced me to touch his/her private parts.		
f) An educator (teacher) called me rude, sexual names.		
g) A stranger on the school grounds touched me sexually or on my private parts without my permission or forced me to touch his/her private parts.		
h) A stranger on the school grounds called me rude, sexual names.		
i) I touched another learner sexually or on their private parts without their permission or forced them to touch my private parts.		
j) I called a learner rude, sexual names.		
k) I touched an educator (teacher) on their private parts without their permission or forced them to touch my private parts.		
l) I called an educator (teacher) rude, sexual names.		

	Yes	No
5. Sexual violence at school has made it hard for me to pay attention and concentrate at school.		

	Yes	No
6. We have rules about sexual violence at our school.		
7. We are taught life skills lessons about sexual violence and what to do if we are victims.		
8. We can tell our teachers (educators).		
9. If teachers (educators) commit sexual violence we can tell the Principal.		

	Better	Worse	No difference	Don't know
10. Telling educators or principals makes the situation?				

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H. The journey to and from school

	1. How do you get to school in the morning?	2. How do you get home from school in the afternoon?
a) Bus		
b) Bicycle		
c) Car		
d) Taxi/Kombi		
e) Walk alone		
f) Walk in group		
g) Train		
h) Get a lift with strangers		

	Yes	No	Sometimes
3. Are you afraid that someone might threaten or attack you on your way to school?			
4. When you are at school, do you worry about getting home safely?			
5. Does your journey to or from school make you want to not come to school?			
6. Do you feel you need to protect yourself on your way to school?			
7. Do you think you need to carry a weapon to defend yourself?			

8. During THIS school term, on your way to and from school...	Yes	No	Sometimes
a) Have any belongings been taken off you by force (theft)?			
b) Has someone pointed a weapon at you?			
c) Has someone said horrid/hate words to you?			
d) Has someone threatened to hurt you?			
e) Has someone physically hurt you?			
f) Have you heard a gunshot?			
g) Have you been injured in the kombi, bus, train, car, while walking or on your bicycle?			
h) Have you been threatened by a gang member?			
i) Have you been offered drugs?			

9. What makes you feel unsafe on the way to and from school?

	Yes	No
10. Did you feel free to answer this survey honestly?		

Thank you for completing this survey!

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STEP 7

USING THE SCHOOL SAFETY ACTION FRAMEWORK TO RESPOND TO SAFETY AND SECURITY THREATS

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Taking action - responding to safety threats and incidents

ONCE SAFETY THREATS OR CHALLENGES HAVE BEEN IDENTIFIED AND REPORTED, IT IS IMPORTANT TO TAKE ACTION TO PREVENT AND MANAGE THE THREAT OR INCIDENT.

The action that you will take depends on the understanding of the problem. The results and findings of the Educator and Learner Surveys, and the Incident Reports, provide specific information to help a school to take action.

To help guide the school to take the appropriate and necessary action, it is recommended that the response includes the following steps:

1. Take the necessary action to stabilise the situation in the event of an incident.
2. Document the incident using the reporting templates included in this manual.
3. Take the necessary action to manage the incidents and threats, such as providing trauma counselling.
4. Take the necessary action to prevent the incident from occurring again.
5. Take the necessary action to give feedback to learners and educators about how the situation was resolved or addressed.
6. Take the necessary action to monitor the situation and look for early-warning signs in order for action to be taken to prevent incidents from occurring. Use the Learner Survey to help identify potential threats or safety concerns.

To guide the use of the findings into WHAT action needs to be taken, use the SCHOOL SAFETY ACTION FRAMEWORK. This is a guide to identifying what needs to be done in the school to BE PREPARED, BE AWARE, TAKE ACTION, and TAKE CARE. It specifically focuses on taking preventative and management actions.

PROCEDURE TO IMPLEMENT THE SCHOOL SAFETY ACTION FRAMEWORK

a) Arrange a time for the School Safety Committee to meet to work through the School Safety Action Plan template and develop an Action Plan to prevent and manage these incidents.
b) Gather the information about the specific problem you need to address from the Educator and Learner Surveys as well as the Incident Reports.
c) Follow the questions and answers proposed in the School Safety Action Framework.
d) Draw up a *School Safety Action Plan.*

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1 BE PREPARED

Are there rules?

Yes

Is everyone familiar with these rules?

Yes **No** → Communicate these to all - highlight in assembly, communicate with caregivers, put up posters etc.

Are there consequences for those who break the rules?

Yes **No** **Yes, but they are not known** → Communicate what these are to all concerned.

No → No consequences - develop disciplinary procedures.

Are these known to all and do they confirm that they happen fairly and consistently in line with school policy?

Yes **No** → Explore causes or blocks to implementation or consequences and intervene and/or mobilise support to overcome these. Educator awareness, training and staff discussions.

Maintain awareness of necessity for these and proceed to the next step.

No → No rules in school - develop school rules and link to Code of Conduct or policies

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2 BE AWARE

Do learners report incidents and threats?

Yes

Does this make the situation better?

Yes **No**

Is there follow up on reported incidents and is feedback provided to learners?

Yes **No**

Provide positive feedback to educators and proceed to next step.

No

Act to eradicate culture of silence - highlight the role of reporting in creating a safe school. Explore obstacles to reporting and address. Implement or check learner-based reporting systems and learner confidentiality. Seek ways to build good relationships between learners and educators.

Ascertain how and why situation is not improved through reporting.

Create systems and processes for follow-up and feedback. Foster awareness and train staff on these.

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3 TAKE ACTION AND TAKE CARE

Does the school respond to reported incidents or threats?

Yes

Is immediate action having a positive impact?

Yes / **No** → Invite all parties to provide recommendations on what else could be done in the short-term to rectify the situation and clarify the roles all could play.

Are causes understood?

Yes / **No** → Use the learner survey to facilitate understanding.

Have we got longer term interventions in place to address the causes?

Yes / **No** → Explore who could support the development and implementation of longer-term interventions.

Proceed to the next step.

No → Ensure code of conduct and disciplinary code is relevant and complete. Train educators. Mobilise support from partners.

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4 TAKE ACTION!

Does the school respond to reported incidents or threats?

Yes

Is the school considering and using these recommendations?

Yes **No**

Do educators and learners know that we are using their suggestions? What other plans are in place?

Yes **No** → Give feedback. Share what action has been taken.

Proceed to next step.

No

Are there good reasons why we are not considering these now? Are there things we could do to build on these recommendations to make them practical?

Have we communicated why suggestions won't work, made efforts to strengthen educators and learners, sought other input to help us develop a plan to implement suggestions or generate other ideas and made efforts to get buy-in from all to support these?

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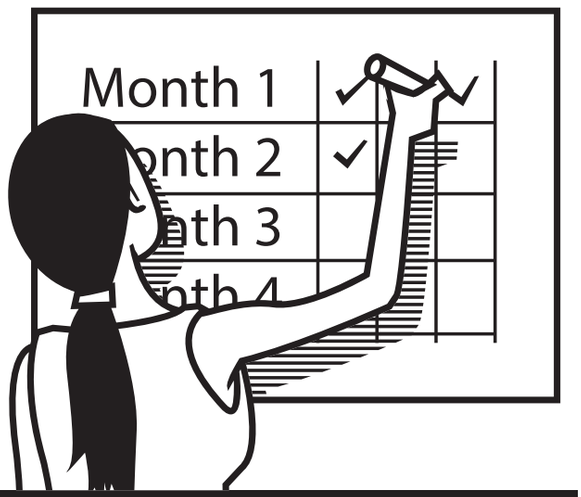

5 TAKE CARE AND MONITOR PROGRESS

Is the situation improving?

Not sure

Use Monitoring Tools.

Yes

How can we strengthen and maintain school safety? Are we sharing our successes with the whole school? Are there other threats we need to address or know about?

Yes

Proceed as before working through the various threats and challenges as they emerge.

No

What actions are we taking that are not working? Have we informed the Department that we need additional support? Have we asked for help from the District Support Team? Where else can we get help or support from?

No

Why is the situation not improving? Use Monitoring Tools.

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STEP 8

DEVELOP A SCHOOL SAFETY ACTION PLAN FOR YOUR SCHOOL

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STEP 8: *Our School Safety Action Plan*

EMIS NUMBER: _____

A) WHAT IS THE PROBLEM OUR SCHOOL NEEDS TO ADDRESS?

_____
_____
_____
_____ _____
_____

B) WHAT DOES OUR SCHOOL WANT TO ACHIEVE?

Objective 1:

_____
_____

Objective 2:

_____
_____

Objective 3:

_____
_____

Objective 4:

_____
_____

Objective 5:

_____
_____

C) SCHOOL SAFETY ACTION PLAN

Our school will implement the following activities to achieve these objectives:

	These activities will be implemented:	Who will do what?	By when will this be completed?
1.			
2.			
3.			
4.			
5.			

Date of Action Plan: _____ Date to review progress: _____

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SECTION D:

Guides for the school and districts on how to measure

whether their safety efforts are reaping rewards.

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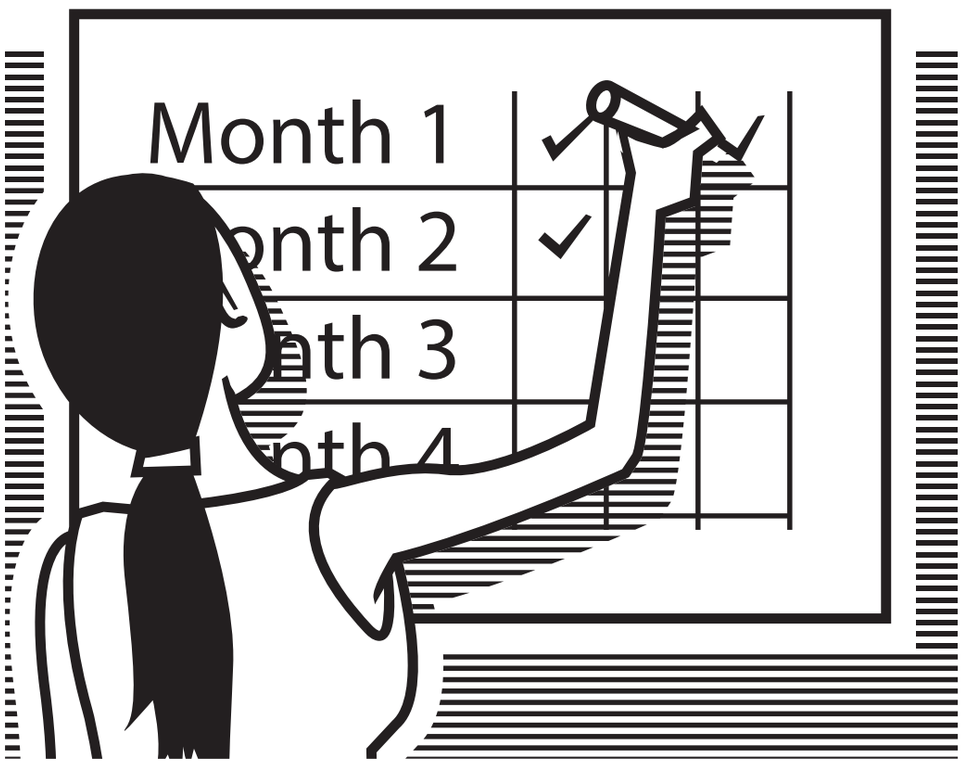
STEP 9
MONITORING AND EVALUATING PROGRESS



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Monitoring progress

WHY MONITOR PROGRESS OVER TIME?

Monitoring helps a school to keep track of its progress towards creating a conducive learning environment, to learn from the experience of managing incidents, to check that the measures put in place to prevent incidents are working, and to confirm that the systems in place for reporting are working.

Monitoring progress also means that one can learn from one's mistakes or learn from what is not working.

WHAT NEEDS TO BE MONITORED?

The NSSF is able to monitor the following:

- How well the school's reporting system is working;
- The number of incidents reported over time;
- Learner and educators' feelings of safety and their experience of safety over time; and
- Learning from taking action: what works and what doesn't.

HOW DOES ONE MONITOR PROGRESS OVER TIME?

The first time you use the Educator or Learner Survey, you will get specific information about the school situation. Based on what comes out of this survey, you will take specific action to change the situation: you will try and prevent incidents from happening and try and manage reported incidents or potential threats. The information you get from this first survey will provide you with BASELINE INFORMATION.

Once you have taken action, you need to check if this action is working at reducing the number of incidents over a specific time frame. The Educator and Learner Surveys specifically ask for information over the current term, so that the information given is specific to that timeframe. If you do the same survey in the next term (or towards the end of the year, or even the same term the next year) you will be able to compare the results of the surveys.

Comparing the results of the first survey (the baseline) and the second survey will give you information about what has changed over the time period. The information about what has changed, and what has not changed, will give you information about what else you need to do in the school to prevent incidents and threats, and to improve your reporting system. The procedure to monitor your progress is as follows:

Step 1: Implement the Educator or Learner Survey with the selected Grade or class or educators. Report back to learners and educators.

Step 2: Take the necessary action, as detailed in your School Safety Action Plan Template.

Step 3: Decide on when you will measure the changes over time. This will depend on your time frames in your School Safety Action Plan. This could be the next term, later in the year, or the same term the next year.

Step 4: Implement the same survey with the same Grade of learners in the agreed time. For example, the same Grade and Class of learners in the first term will need to complete the survey in the third term, or the same Grade will complete the survey the next year. Use the same number of learners, for example if you used 38 learners the first time you used the survey, use 38 learners the second time. Report on the results to the learners.

Step 5: Use the Comparative Survey templates to measure the changes over time. Report these findings to the learners, educators and School Safety Committee.

Step 6: Based on these results, decide on what further action is needed.

MARKING THE EDUCATOR AND LEARNER SURVEYS

- **ALL completed surveys (baseline and follow-up) will be entered into an electronic database.**
- **This will allow for comparisons across baseline and follow-up surveys.**

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NSSF *Educator Survey*

COMPARATIVE WORKSHEET:
IMPROVING SCHOOL SAFETY FOR A BETTER TEACHING AND LEARNING ENVIRONMENT

EMIS NUMBER: _____

GROUP BEING COMPARED – TICK RELEVANT COLUMN:

Males ☐ Females ☐ Males and females ☐

Date of Baseline Survey: _____ Date of Follow-up Survey: _____

Total Number of Surveys used for Baseline:_____ Total Number of Surveys used for follow-up: _____

1. Perceived danger/threat for educators

Place where educators feel unsafe	First Survey (Baseline Pre Total)	Second Survey (Post Total)
Q 1 In the classroom.		
Q 2 In the school office.		
Q 3 In the staffroom.		
Q 4 In the car park.		
Q 5 Walking between the classrooms.		
Q 6 Near the learners' toilets.		
Q 7 Behind the school buildings.		
Q 8 Coming into and leaving the school grounds.		
Q 9 On the playground.		
Q 10 Other reasons.		

Q 11 Time of the day educators feel unsafe	First Survey (Baseline Pre-Total)	Second Survey (Post-Total)
> All the time.		
> During school hours.		
> During breaks.		
> After school.		
> Over weekends.		
> After school activities.		
> I feel safe all the time.		
> Other reasons.		

Step 1: ***Highlight with a green highlighter where the POST results are lower than (less than) those in the baseline study. Green results show a positive improvement! The greater the drop, the better the improvement! (Except for the question: I feel safe all the time, which should be INCREASING).***

Step 2: ***Use a red highlighter for any POST results which are higher than the baseline results. This shows that there has been an increase in the perceived danger of this place since the first survey.***

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2. Threatening or dangerous experiences

Add up the total number of educators who responded to each of these questions in the Pre *(first survey)* and the Post survey *(second one)*	Yes		No		Don't know	
	Pre	Post	Pre	Post	Pre	Post
Q 12 Have you had any personal belongings taken off you by force?						
Q 13 Have you had someone point a weapon at you?						
Q 14 Have you been insulted, sworn at or shouted at by a learner?						
Q 15 Has someone threatened to hurt you?						
Q 16 Has someone physically hurt you?						
Q 17 Has an object been thrown at you?						
Q 18 Have you been injured while at school because of the learners?						
Q 19 Have you been threatened by a gang member?						
Q 20 Have you seen drugs at school?						
Q 21 Have you been sexually harassed by a learner?						
Q 22 Have you been sexually harassed by an educator?						
Q 23 Have you been sexually assaulted by a learner?						
Q 24 Have you been sexually assaulted by an educator?						
Q 25 Have you reported any of these incidents to the Principal?						

3. Perceived strength of relationships between learners and educators generally

Q 26 Rating of relationship between educators and learners:

Extremely poor		Poor		Get on with the job		Good		Outstanding	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post

Q 27 Rating of OWN relationship with learners:

Extremely poor		Poor		Get on with the job		Good		Outstanding	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post

Q 28 Rating of relationship between school management and learners:

Extremely poor		Poor		Get on with the job		Good		Outstanding	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post

Step 1: Highlight with red and green as before to show positive and negative changes in the relationships.

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4. Blockages to teaching and learning:

Q 29 Safety challenges stopping teaching	Dangerous objects	Drugs and alcohol	Verbal abuse	Physical safety	Bullying	Discrimination/lack of values	Sexual harassment	Lack of access control	Gangs	Theft and vandalism	Lack of school management	No support from DBE
Pre findings/results												
Post findings/results												

Q 30 Safety challenges stopping learning	Dangerous objects	Drugs and alcohol	Verbal abuse	Physical safety	Bullying	Discrimination/lack of values	Sexual harassment	Lack of access control	Gangs	Theft and vandalism	Lack of school management	No support from DBE
Pre findings/results												
Post findings/results												

Q 31 Other reasons that get in the way of teaching at this school:

Reason	**Number of educators who gave this reason**	
	Pre	**Post**
1.		
2.		
3.		
4.		

Q32 Other reasons that stop learners from learning:

Reason	**Number of educators who gave this reason**	
	Pre	**Post**
1.		
2.		
3.		
4.		

Step 1: Highlight with a green highlighter where the results in the follow-up study are lower than (less than) the results in the baseline study. These show a positive improvement! The greater the drop, the better the improvement!

Step 2: Use a red highlighter for any results in the follow-up study which are higher than the results in the baseline study. This shows that there has been an increase in the perceived threat to teaching and learning since the first survey.

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5. Level of reporting in school

		Yes		No	
		Pre	Post	Pre	Post
Q 33	Do learners report incidents to you?				
Q 34	Do you report the incidents to the Principal?				

Step 1: Highlight with a green highlighter where the follow-up findings in the YES column are higher than those in the baseline study. This shows a positive improvement in reporting!

Q 35	When incidents are reported does it make the situation:	**Better**	**Worse**	**Makes no difference**	**Don't know**
Pre					
Post					

Step 1: Highlight with a green highlighter where the follow-up results are lower than (less than) the results for the baseline study for the responses "Worse", "Makes no difference" and "Don't know". This shows a positive improvement. The greater the drop, the better the improvement!

Step 2: Highlight with a green marker if the follow-up result for "Better" is higher. This indicates that the situation has improved. If the follow-up result is lower, then highlight with a red marker. This indicates that the reporting system needs improvement or that there are other factors contributing to the situation, such as learner confidentiality and trust.

Comments:

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NSSF *Learner Survey*

COMPARATIVE WORKSHEET: IMPROVING SCHOOL SAFETY FOR A BETTER TEACHING AND LEARNING ENVIRONMENT

GROUP BEING COMPARED – TICK RELEVANT COLUMN:

Boys ☐ Girls ☐ Girls and boys ☐

SCHOOL: _____ EMIS NUMBER: _____

Grade surveyed: _____

Date of Baseline Survey: _____ Date of Follow-up Survey: _____

Total number of learners in baseline: _____ Total number of learners in follow-up: _____

A. Dangerous objects

1. Has there been a change in the seeing and the use of dangerous objects at school?

Q 1 Using various dangerous objects:	Baseline (Pre)		Follow-up (Post)	
	Yes	No	Yes	No
> Knife/blade				
> Bottle top/broken bottle				
> Gun				
> Chain				
> Stick				
> Screwdriver				

Step 1: Highlight in green if the results for YES have dropped from baseline to follow-up. This indicates that the situation is improving.

2. Are learners changing the way they view or use dangerous objects in the school?

	Baseline (Pre)			Follow- Up (Post)		
	Yes	No	Sometimes	Yes	No	Sometimes
Q 3 Using dangerous weapons during fights						
Q 4 Being afraid that dangerous objects will be used to harm them						
Q 5 Feeling the need to have dangerous objects as protection at school						
Q 6 Being injured by a dangerous object at school						
Q 7 Being injured by a dangerous object on the way to and from school						
Q 8 Staying away from school due to fear of dangerous objects						
Q 10 Experiencing difficulty in concentrating due to dangerous objects in the school						

Step 1: Highlight in red any increases in the post survey results for Yes or Sometimes.

Step 2: Highlight in green if there has been a decrease in any of the Yes or Sometimes responses from the baseline results.

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3. Is the response towards dangerous objects in the school being strengthened?

	Prevention and response	Yes		No	
		Pre	Post	Pre	Post
Q 16	There are rules about dangerous objects at school				
Q 17	Those who use dangerous objects at school get disciplined				

	Prevention and response	Yes		No	
		Pre	Post	Pre	Post
Q 13	We can tell the educator				
Q 14	Telling an educator:				
	> Makes it better				
	> Makes it worse				
	> Makes no difference				
	> Don't know				

B. Drugs and alcohol

4. Has there been a change in the presence of drugs at our school?

		Yes		No		Sometimes		Don't know	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
Q 1	Seeing alcohol at school								
Q 2	Seeing learners smoking cigarettes on the school property								
Q 3	Seeing illegal drugs at school								
Q 4	Buying illegal drugs at school								
Q 5	Being asked to sell drugs at school								

Step 1: Highlight in green if the follow-up survey results for Yes or Sometimes have dropped from the time of the baseline.
Step 2: Highlight in red if the follow-up results for Yes and Sometimes have increased from baseline to follow-up.

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5. Is there a change in the types of substances learners are using?

Q 6	Baseline (Pre)		Baseline (Post)	
	Yes	No	Yes	No
Cocaine/crack/coke/snow				
Rohypnol/rochies/roofies				
Dagga/zoll/weed/ganja/joint				
Mandrax/buttons/mandies				
Heroin/dope/skag				
Ecstasy/E /love drug				
Glue/petrol/poopers/benzene				
LSD/acid/caps				
Speed/obies nobies				
Downers				
Special K/KET				
Cigarettes				
Alcohol				
Crystal meth/tik/tuk-tuk				

6. Has the impact of drugs on school attendance changed?

Q 9 There have been days I did not come to school because of ...	Write in Yes Totals	
	Pre	Post
Drugs being sold		
Drugs being used by other learners		
I was using drugs		
Being forced to use drugs		
This has not happened to me		

7. Is the response to drugs and alcohol in the school being strengthened?

Prevention and response		Yes		No	
		Yes	No	Yes	No
Q 12	Disciplining learners who use illegal drugs on the school property.				
Q 13	We can tell the educator.				
Q 14	Telling an educator:				
>	Makes it better.				
>	Makes it worse.				
>	Makes no difference.				
>	Don't know.				

Comments:

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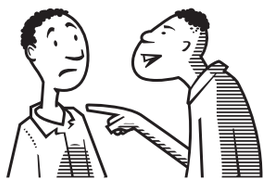
C. Bullying



8. Have the prevalence and frequency of this problem changed at our school?

Q 1 Frequency	Every day/ Most days		Once a week		Once a month		Once this term		Has not happened	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
I have been bullied by learners in the same grade as me.										
I have been bullied by learners in a higher grade than me.										
I have been bullied by boys.										
I have been bullied by girls.										
I have been bullied by other learners.										

Step 1: ***Highlight with a green highlighter where the post results are lower (less) than those in the baseline survey. This, other than for the "Has not happened to me" column, shows that there has been a drop in the frequency of this occurring in your school. This shows a positive improvement!***

Step 2: ***Use a red highlighter for any follow-up results, other than the last column, which are higher than the baseline results. This shows that there has been an increase in this danger at the school since you first administered the survey.***

Step 3: ***The last column is different, as an increase in the follow-up survey results suggests that this has not occurred for a greater number of learners and this would be a positive sign of change.***

9. Has the impact of bullying on school attendance and learners' ability to pay attention and concentrate changed?

Impact of bullying		Yes		No	
		Pre	Post	Pre	Post
Q 3	Not wanting to come to school				
Q 4	Staying away from school				

Step 1: ***Use a red highlighter to show those follow-up results that are higher than the baseline results and use a green highlighter to show those follow-up results that are less than the baseline results. This will tell you about how the impact of bullying affects learners' attendance and concentration at school.***

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10. Have we strengthened our Prevention and response in terms of this danger/threat?

	Prevention and response	Yes		No		Sometimes		Don't know	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
Q 5	Our school has rules about bullying.								
Q 9	Those that bully others get disciplined.								
Q 10	Educators are kind and supportive of those that get bullied.								
Q 11	People at our school try to help those people that are always bullying others.								
Q 6	We can tell the educator.								
Q 7	Telling an educator:								
	> Makes it better.								
	> Makes its worse.								
	> Makes no difference.								
	> Don't know.								
Q 8	We are taught life skills lessons relevant to the topic.								

Step 1: Highlight in green all increases in the follow-up survey results for Yes and Sometimes answers. Mark all decreases in the follow-up results for No answers. These will indicate a strengthening of your school's Prevention and response.

Step 2: Highlight in green if reporting to the educator has increased in Yes or Sometimes columns. Mark in red if the follow-up results for the "Makes it worse" or "Makes no difference" answer are higher than the baseline results. This indicates a weakening of the school's Prevention and response in terms of this danger.

Comments:

D. Verbal abuse

Q 1 Type and frequency of verbal abuse

Type and frequency of verbal abuse	Every day/ most days		Once a week		Once a month		Once this term		Has not happened	
b) Amongst learners	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
I have sworn at a learner.										
A learner has sworn at me.										
In the last term I shouted at a learner.										
In the last term a learner swore at me.										
I have insulted or used hate speech with a learner.										
A learner has insulted or used hate speech with me.										

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Type and frequency of verbal abuse	Every day/ most days		Once a week		Once a month		Once this term		Has not happened	
c) Verbal abuse of educators by learners	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
I have sworn at a teacher.										
In the last term I shouted at an educator.										
I have insulted or used hate speech with regard to an educator.										

Type and frequency of verbal abuse	Every day/ most days		Once a week		Once a month		Once this term		Has not happened	
c) Verbal abuse of learners by educators	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
An educator has sworn at me.										
In the last term an educator shouted at me.										
An educator has insulted or used hate speech with regard to me.										

11. Has the impact of verbal abuse on school attendance and learners' ability to pay attention and concentrate changed?

	Impact of verbal abuse	Yes		No	
		Pre	**Post**	**Pre**	**Post**
Q 3	Not wanting to come to school.				
Q 4	Staying away from school.				
Q 5	Interfering with attention and/or concentration.				

***Step 1:** Use a red highlighter to show those follow-up survey results that are higher than the baseline results and use a green highlighter to show those follow-up survey results that are less than the baseline results. This will tell you about how the impact of bullying affects learners' attendance and concentration at school.*

12. Have we strengthened our prevention and response in terms of this danger/threat?

	Prevention and response	Yes		No		Sometimes		Don't know	
		Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
Q 6	Our school has rules about verbal abuse.								
Q 8	We can report if someone shouts at, insults or uses hate speech with regard to us.								
Q 9	Telling an educator:								
	> Makes it better.								
	> Makes its worse.								
	> Makes no difference.								
Q 7	We are taught life skills lessons relevant to the topic.								

***Step 1:** Highlight in green all increases in the follow-up results for Yes and Sometimes. Mark all decreases in the followup results for the No responses in red for the same items. These will indicate a strengthening of the school's Prevention and response.*

***Step 2:** Highlight in green if reporting to the educator has increased in Yes or Sometimes columns. Mark in red if the follow-up survey responses for "Makes it worse" or "Makes no difference" are higher than the baseline results. These findings will indicate a weakening of the school's Prevention and response in terms of this danger.*

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E. Physical violence

13. Have the reasons for fights at our school changed?

Q 1 Why there are fights at our school	Baseline (Pre)		Follow-Up (Post)	
	Yes	No	Yes	No
a) I have been in a fight after being bullied.				
b) I have been in a fight over books, pens, cell phones, lunch or other things of mine.				
c) I have been in a fight over boyfriends or girlfriends.				
d) I have been in a fight because of insults, swearing or hate speech.				
e) I have been in a fight because someone said something bad about my mother, father or people important to me.				
f) I have been in a fight because someone said something bad about me.				
g) I have been in a fight during sport.				
h) I have been in a fight because of peer pressure.				
i) I have been in a fight to protect someone else who was being hurt in some way.				
j) I have been in a fight because someone was trying to hurt me in some way.				
k) I have been in a fight just for fun.				
l) I have been in a fight because of gambling.				
m) I got into a fight over dangerous objects/ weapons.				
n) I got into a fight because I was drunk.				
o) I got into fights when I was using drugs.				
p) I have been in gang related fights.				
q) Other reason.				

Step 1: Highlight in green any of the follow-up survey results for No answers that have increased from the pre to the post surveys. This would suggest this type of discrimination has decreased according to learners.

Step 2: Highlight in red any of the Yes results that have increased. This suggests that this type of discrimination has increased and needs to be addressed.

14. Has there been a change in the frequency of physically violent incidents at our school?

Q 2 Frequency	Every day/ Most days		Once a week		Once a month		Once this term		Has not happened	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a) I have been kicked, hit, pinched or punched by a learner										
b) I have kicked, hit, pinched or punched a learner										
c) I have been kicked, hit, pinched or punched by an educator (teacher)										
d) I have kicked, hit, pinched or punched an educator (teacher)										
e) I have been in a fight involving weapons										

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Step 1: Highlight with a green highlighter where the follow-up survey results are lower than (less than) the baseline results. Green results other than for the "Has not happened" column shows that there has been a drop in the frequency of this occurring in your school. This shows a positive improvement!

Step 2: Use a red highlighter for any follow-up survey results other than the last column which are higher than the pre survey results. This shows that there has been an increase in this danger at the school since you first administered the survey.

Step 3: The last column is different, as an increase in the follow-up survey results suggests that this has not occurred for a greater number of learners and this would be a positive sign of change.

15. Has the impact of physical violence on school attendance and learners' ability to pay attention and concentrate changed?

	Impact of physical violence	Yes		No	
		Pre	Post	Pre	Post
Q 3	Not wanting to come to school				
Q 4	Staying away from school				
Q 5	Interfering with attention and/or concentration				

Step 1: Use a red highlighter to show those follow-up survey results that are higher than the baseline results and use a green highlighter to show those results that are less than the baseline results. This will tell you whether there has been an increase or decrease in the impact of discrimination.

16. Have we strengthened our prevention and response in terms of this danger/threat?

	Prevention and response	Yes		No		Sometimes		Don't know	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
Q 6	Our school has rules about physical violence and fighting.								
Q 11	We can tell the educator.								
Q 12	Telling an educator:								
	> Makes it better.								
	> Makes its worse.								
	> Makes no difference.								
Q 7	At our school educators stop fights quickly.								
Q 8	Learners who fight or hurt other learners get disciplined.								
Q 9	People at our school try to help those who are always getting into fights.								
Q 10	We are taught life skills lessons on discrimination, tolerance and diversity.								

Comments:

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F. Discrimination

17. Has there been a change in the frequency of discriminatory incidents?

Q 1 Frequency	Every day/ most days		Once a week		Once a month		Once this term		Has not happened	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Racist										
Cultural or religious										
Sexist/gender sexual orientation (straight, gay, bisexual)										
Family circumstances										
Poverty or wealth										
Illness										
Age										
Physical disability										
Learning disabled										
Appearance										
The manner of dress										
Food I brought to school										
Other										

Step 1: ***Highlight in green where the follow-up survey results are lower than the baseline results. Green results other than for the "has not happened to me" column shows that there has been a drop in the frequency of this occurring in your school. This shows a positive improvement!***

Step 2: ***Use a red highlighter for any follow-up survey results other than the last column which are higher than the baseline results. This shows there has been an increase in this danger at the school since you first administered the survey.***

Step 3: ***The last column is different, as an increase in the follow-up survey results suggests that this has not occurred for a greater number of learners and this would be a positive sign of change***

18. Has the impact of discrimination on school attendance and learners' ability to pay attention and concentrate changed?

	Impact of discrimination	Yes		No	
		Pre	Post	Pre	Post
Q 2	Not wanting to come to school				
Q 3	Staying away from school				
Q 4	Interfering with attention and/or concentration				

Step 1: ***Use a red highlighter to show follow-up survey results that are higher than the baseline results. Use a green highlighter to show follow-up survey results that are lower than the baseline results. This will tell you whether there has been an increase or decrease in the impact of discrimination.***

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19. Have we strengthened our Prevention and response in terms of this danger/threat?

	Prevention and response	Yes		No	
		Pre	Post	Pre	Post
Q 5	Our school has rules against discrimination				

	Prevention and response	Yes		No		Sometimes		Don't know	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
Q 7	We can tell the educator								
Q 8	We can tell the principal if educators are discriminatory								
Q 9	Telling an educator makes the situation								
	> Makes it better								
	> Makes its worse								
	> Makes no difference								
Q 6	We are taught life skills lessons on discrimination, tolerance, or diversity								

Step 1: ***Highlight in green all increases in the follow-up survey results for the Yes and Sometimes answers for the five questions. Mark all decreases in the follow-up survey results for the No answers in red for the same items. These will indicate a strengthening of your school's Prevention and response.***

Step 2: ***Highlight in green if reporting to the educator has increased in Yes or Sometimes columns. Mark in red if the follow-up results for "makes it worse" or "no difference" are higher than the baseline results. This indicates a weakening of the school's Prevention and response in terms of this danger.***

Comments:

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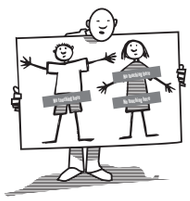

G. Sexual violence

20. Has the prevalence of this danger/threat at our school changed?

Q 4	Sexual violence amongst learners	Baseline (Pre)		Follow-up (Post)	
		Yes	No	Yes	No
	A learner in my grade has touched me sexually or on my private parts without my permission or forced me to touch his/her private parts.				
	A learner in my grade has called me rude, sexual names.				
	A learner from a higher grade has touched me sexually or on my private parts without my permission or forced me to touch his/her private parts.				
	A learner in a higher grade has called me rude, sexual names.				
	I have touched another learner sexually or on their private parts without their permission.				
	I have called a learner rude, sexual names.				
	Learners being sexually violated/ harassed by educators.				
	An educator (teacher) has touched me sexually or on my private parts without my permission or forced me to touch his/her private parts.				
	An educator (teacher) has called me rude, sexual names.				

Q 4	Sexual violence amongst learners	Baseline (Pre)		Follow-up (Post)	
		Yes	No	Yes	No
	A stranger on the school grounds has touched me sexually or on my private parts without my permission.				
	A stranger on the school grounds has called me rude, sexual names.				
	Sexual violation or harassment by learners towards educators.				
	I have touched an educator on their private parts without their permission.				
	I have called an educator rude, sexual names.				

Step 1: Enter all the totals into the relevant boxes. Use a green highlighter for all No follow-up survey results that are higher than the baseline results. This shows a decrease in the incidence of this danger or threat.

Step 2: Use a red highlighter for all follow-up Yes results that are higher than the baseline results. This shows an increase in the incidence of this threat or danger, which would call for attention.

21. Has the impact of sexual violence on the school changed?

	Impact of sexual violence	Yes		No	
		Pre	Post	Pre	Post
Q 1	Not wanting to come to school.				
Q 2	Did not want to come to school: scared of being sexually violent.				
Q 5	Interfering with attention and/or concentration.				

Step 1: Use a red highlighter to show those Yes follow-up survey results that are higher than the Yes baseline results. This will show you if the negative impact has increased.

Step 2: Use a green highlighter to show where all No follow-up survey results have increased from the baseline to the follow-up. This shows a decrease in the negative impact.

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22. Have we strengthened our prevention and response in terms of this danger/threat?

	Prevention and response	Yes		No			
		Baseline	Follow-up	Baseline	Follow-up		
Q 6	We have rules about sexual violence.						
Q 8	We can tell our educator.						
Q 10	Telling educators/principals.	Baseline		Follow-up			
	> Makes it better						
	> Makes its worse						
	> Makes no difference						
	> Don't know.						
Q 9	If educators commit sexual violence we can tell the Principal.	Yes		No		Don't Know	
		Baseline	Follow-up	Baseline	Follow-up	Baseline	Follow-up
		Yes		No		Don't know	
		Baseline	Follow-Up	Baseline	Follow-up	Baseline	Follow-up
Q 7	We are taught life skills lessons on respecting others, human rights and other topics related to sexual violence.						

Step 1: Highlight in green all Yes and Sometimes follow-up survey results that have increased from the baseline to the follow-up. This shows that there has been a strengthening of the prevention and or response.

Step 2: Highlight in red all increases in No.

Comments:

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H. Journey to and from school

23. Has there been any change in how learners are getting to and from school?

Q 1	Most common forms of transport to school	Pre	Post

Q 2	Most common forms of transport from school	Pre	Post

Step 1: Identify the highest totals per mode of transport to and from school for the baseline and follow-up surveys.

Step 2: If there have been any major changes circle these in red – this might be that a different form of transport is being used or there has been a big change in the number of learners using the different modes of transport. This indicates how learners typically get to and from school.

24. Has there been a change in the sense of threat or danger experienced by learners on the way to or from school?

		Baseline (Pre)			Follow-up (Post)		
		Yes	Sometimes	No	Yes	Sometimes	No
Q 6	Felt need to protect self on way to school.						
Q 7	Sense of needing weapon to protect self on way to school.						
Q 3	Fear of attack.						
Q 4	Worries about getting home.						

25. Has the number of dangerous or threatening incidents changed?

Q8 Actual experiences of violence on journey to or from school	Yes		No	
	Baseline	follow-up	Baseline	follow-up
a) Theft				
b) Weapon pointed at them				
c) Verbal abuse				
d) Being threatened with physical harm				
e) Being physically harmed				
f) Heard a gun shot				
g) Being injured as a result of particular mode of transport				
h) Being threatened by gang member				
i) Being offered drugs				

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Comments:

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The NSSF *school safety report*

WHAT WORKS, WHAT DOESN'T

It is important to review what is working and what is not working in terms of the action the school is taking. This will help the school to improve on the action it takes, to learn from what is not working, and to do things differently to make the school a safer environment for teaching and learning.

Arrange a time for the Principal, School Safety Officer and Committee and those that have participated in the activities to get together to discuss progress. Nominate one person to write the School Safety Report on this session.

SCHOOL: _____ EMIS NUMBER: _____

a) Are we meeting our stated objectives? How do we know we are meeting them?

b) What has changed in the school as a result of our action?

c) Which of the activities worked well, and why?

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d) Which of the activities did not work well, and why?

e) What else do we need to do now to improve safety or to maintain our school as a safer place?

f) What other threats, causes or problems do we need to address?

g) Decide on further action. Write the agreed action on another copy of the "School Safety Plan"

Report compiled by:_____ **Date**: _____

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Appendix 1:

QUICK REFERENCE GUIDE TO POLICY, LEGISLATION AND PROCEDURES

PROBLEM	POLICY AND PROCEDURES	POSSIBLE PARTNERSHIPS AND RESOURCES
Absenteeism / Truancy	• School Records Management Guidelines • Learner Code of Conduct • Signposts for Safe Schools	• Partnerships with community structures • Parents • Learners
Access control to school	• South African Schools Act (No 84 of 1996) • Regulations for Safety Measures at Public Schools • Individual School Safety Policy	• Local private security companies • SAPS • Learners
Behaviour of learners	• Code of Conduct for the School • Alternatives to Corporal Punishment: A practical guide of educators (DBE)	• Partnerships with community structures are in place to deal with problems • Learners
Bombs	• South African Schools Act (No 84 of 1996) • Regulations for Safety Measures at Public Schools	• SAPS • Emergency Services • District Support Teams • Learners
Bullying	• Bullying policy is included in the School Safety Policy (or separately) • Signposts for Safe Schools	• Learners
Child Abuse	• Child Care Act 1983 (Act 74 of 1983) • Children's Act (No 38 of 2005) • Signposts for Safe Schools	• Childline • Social Worker • Nurse and Clinics • SAPS • District Support Teams • Learners
Damage to property	• South African Schools Act (No 84 of 1996) • Regulations for Safety Measures at Public Schools	• District Support Teams • Learners
Dangerous weapons	• South African Schools Act (No 84 of 1996) • Regulations for Safety Measures at Public Schools • Firearms Control Act 2000 (Act 60 of 2000) • Child Justice Act (No 75 of 2008) • Signposts for Safe Schools	◦ **SAPS** ◦ **District Support Teams** ◦ **Learners**
Death / bereavement		• Seek pastoral care from a faith-based service • Counselling – social worker or psychologist • District Support Teams • Learners
Discipline of educators	• South African Council of Educators Code of Conduct • Department of Education Norms and Standards for Educators • South African Schools Act (No 84 of 1996) • Employment of Educators Act (Act 76 of 1998)	• Refer to District Office
Discipline of learners	• School Code of Conduct • School Disciplinary Procedure	• Parents • Learners • Educators
Discrimination and values	• Department of Education Publication: Values and Human Rights in the Curriculum • Signposts for Safe Schools	• Learners • Educators
Drugs and illegal substances	• National Guidelines for the Management of Prevention of Drug Use and Abuse in all Public Schools and Further Education • Drug Dependency Act 1992 (Act 20 of 1992) • Liquor Act (No 59 of 2003) • Policy Framework for the Management of Drug Abuse by Learners in Schools and in Public Further Education and Training Institutions.	• SANCA • Local drug rehabilitation clinics • District Support Teams • Learners • Educators

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PROBLEM	POLICY AND PROCEDURES	POSSIBLE PARTNERSHIPS AND RESOURCES
Emergencies	• South African Schools Act (No 84 of 1996) • Regulations for Safety Measures at Public Schools	• SAPS • Fire Department • Paramedics • Trauma counsellors • Social Workers • Psychologists • Peer counsellors • Pastoral care • District Support Teams • Learners • Educators
Family problems	• Prevention of Family Violence Act 1993 (Act 133 of 1993) • Domestic Violence Act 1998 (Act 116 of 1998) • Child Care Act 1983 (Act 74 of 1983) • Children's Act (No 38 of 2005)	• Social Worker • Psychologist • Pastoral Care • Learners • Educators
Fire and arson	• South African Schools Act (No 84 of 1996) • Regulations for Safety Measures at Public Schools	• Fire Department • District Support Teams • Learners • Educators
Gambling	• National Gambling Act 2004 (Act 7 of 2004)	• National Responsible Gambling Programme • Learners • Educators
Gangs	• Criminal Procedures Second Amendment Act (Act 85 of 1997) • Firearms Control Act (Act 60 of 2000) • Signposts for Safe School • Child Justice Act (No 75 of 2008)	• Educator and SGB partnership with SAPS and other stakeholders to deal with gangsterism, or other community-based problems • District Support Teams • Learners • Educators
Gender based violence	• Prevention of Sexual Offences Act • Revised National Curriculum Statement Grades R-9 (Schools) Policy	• People Opposed to Women Abuse (POWA) • Trauma counsellors • Learners • Educators
Health and safety	• National Health Act 2003 (Act 61 of 2003) • Occupational Health and Safety Act (Act 85 of 1993) • National School Health Policy and Implementation Guidelines (2003)	• Local clinics and hospitals • District Support Teams • Learners • Educators
HIV and AIDS	• National Policy on HIV/AIDS for learners and educators in public schools (Notice 1926 of 1999). • National Education Policy Act 1996 (Act 27 of 1996) • Signposts for Safe Schools	• Local clinics and hospitals • Psychologist • Social Worker • Pastoral Care • Learners • Educators
Injury	• South African Schools Act Regulations for Safety Measures • School Records Management Guidelines • Occupational Health and Safety Act (Act 85 of 1993) • Compensation for Occupational Injuries and Diseases Act (Act 181 of 1993)	• Refer for medical treatment immediately • Local clinics and hospitals • Psychologist • Social worker • Pastoral care • District Support Teams • Learners • Educators

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PROBLEM	POLICY AND PROCEDURES	POSSIBLE PARTNERSHIPS AND RESOURCES
Journey to and from school		• Community leaders • Community Policing Forum • District Support Teams • Provincial Department of Education for learner transport • Learners • Educators
Murder	• Criminal Procedures Second Amendment Act (Act 85 of 1997) • Child Justice Act (No 75 of 2008)	• Refer to SAPS immediately • Trauma counselling • District Support Teams • Learners • Educators
Nutrition	• National Health Care Act 2003 (Act 61 of 2003)	• School feeding scheme project • Local non-governmental organisations, community-based organisations and faith-based organisations • District Support Teams • Learners • Educators
Pregnancy		• Social workers • Pastoral care • Clinics • Access to social grants • District Support Teams • Learners • Educators
Rape	• United Nations Convention on the Rights of the Child • African Charter on the Rights and Welfare of the Child (2000) • Child Care Act 1983 (Act 74 of 1983) • Child Justice Act (No 75 of 2008) • Children's Act (No 38 of 2005) • Signposts for Safe Schools	• SAPS • Trauma counsellors • People Opposed to Women Abuse (POWA) • Child Protection Unit • Lifeline • Black Sash • Rapcan • Childline • Clinics and hospitals • Victim support services • District Support Teams • Learners • Educators
Sexual harassment or sexual violence	• Prevention of Sexual Offences Act • Signposts for Safe Schools	• SAPS • POWA • Social workers • Psychologist • Pastoral care • District Support Teams • Learners • Educators
Stabbing	• Criminal Procedures Second Amendment Act (Act 85 of 1997) • Child Justice Act (No 75 of 2008)	• SAPS • Learners • Educators

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PROBLEM	POLICY AND PROCEDURES	POSSIBLE PARTNERSHIPS AND RESOURCES
Storage of school equipment	• School Code of Conduct • School Disciplinary Procedures • South African School Regulations for School Safety	• SGBs • Principals • Educators • Parents • Learners
Stress and suicide	• Signposts for Safe Schools	• Social workers • Psychologists • Pastoral care • District Support Teams • Learners • Educators
Swearing and shouting	• School Code of Conduct • School Disciplinary Procedures • Signposts for Safe Schools	• Learners • Educators
Theft	• South African Schools Act Measures for Safety • School Safety Policy	• SAPS • Learners • Educators • District Support Teams
Threats	• School Safety Policy	• SAPS • Educators • SGB • Parents • Pastoral care • District Support Teams • Learners • Educators
Toilets	• School Safety Policy	• Learners • Educators • SGB
Values	• See discrimination	• See discrimination
Vandalism	• See damage to property	• See damage to property
Weapons	• See dangerous objects	• See dangerous objects
Witchcraft	• Signposts for Safe Schools	• Consult community structures for relevant assistance • SAPS • Psychologists • Sangomas and traditional healers • District Support Teams • Learners • Educators

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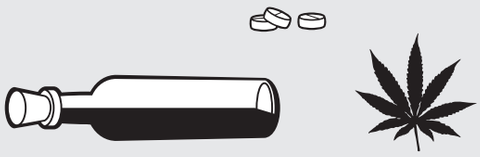
Appendix 2:

THE NATIONAL SAFETY FRAMEWORK'S REPORTING PROTOCOL OVERVIEW

Violent Crime

- Physical assault (including stabbings, shootings, and corporal punishment)
- Sexual assault / Rape
- Robbery

Carrying or the possession of alcohol and other illegal substances



Report to principal (who is first line of reporting) unless other arrangements have been made by the principal.

In such circumstances, cases must be reported to the Senior or Management Teams (SMT), School Governing Body (SGB), or School Safety Committee (SSC).

Data is captured on SA School Administration & Management System (SA-SAMS) and the Learner Unit Tracking Systems (LURITS) signed off by the Principal.

Once reported, pending on the seriousness of the situation, immediate action must be taken in terms of referral.

In the case where an educator or other school official is involved, the principal must inform the District Manager immediately and the South African Council for Educators (SACE).

In cases involving the carrying of or possession of dangerous weapons, and/or illegal substances, these must be reported to the local police station linked to the school for immediate action.

When and to whom referrals are made i.e. local clinic, hospital, social worker or psychologist, or local police station linked to the school, will depend on the seriousness of the incident.

Parents must be involved from the beginning of any disciplinary action taken against learners.

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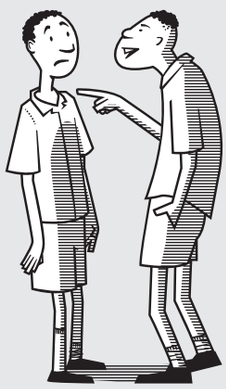
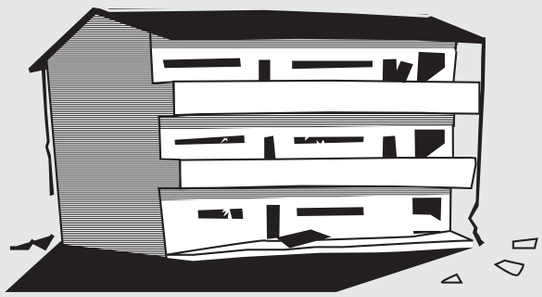
Bullying

- Physical
- Emotional
- Cyber bullying
- Homophobic
- Racial
- Verbal



Property Crime



- Arson
- Burglaries
- Vandalism
- Theft of school property
- Individual theft

Information is collated by the District Offices by the District Coordinator for School Safety.

Provincial School Safety Coordinators further collate and send information to the Safety in Education Directorate at DBE.

The principal must be consulted with regard to any arrests and resolution of cases by SAPS.

Reasonable time should be allowed in terms of responses after an incident has been reported. What is imperative is that the school in collaboration with the relevant stakeholders must render psychosocial services and support to both victims and perpetrators of violence REGARDLESS OF THE ACT.

Suspected or confirmed cases of sexual abuse, rape, physical violence, and unrest amongst learners resulting in violence must immediately be reported to the local police station linked to the school.
Suspected or confirmed cases of sexual abuse, rape and physical violence against learners in the home must be reported to the local police or the school social worker in terms of the Children's Act, Sexual Offences Act and Child Justice Act.

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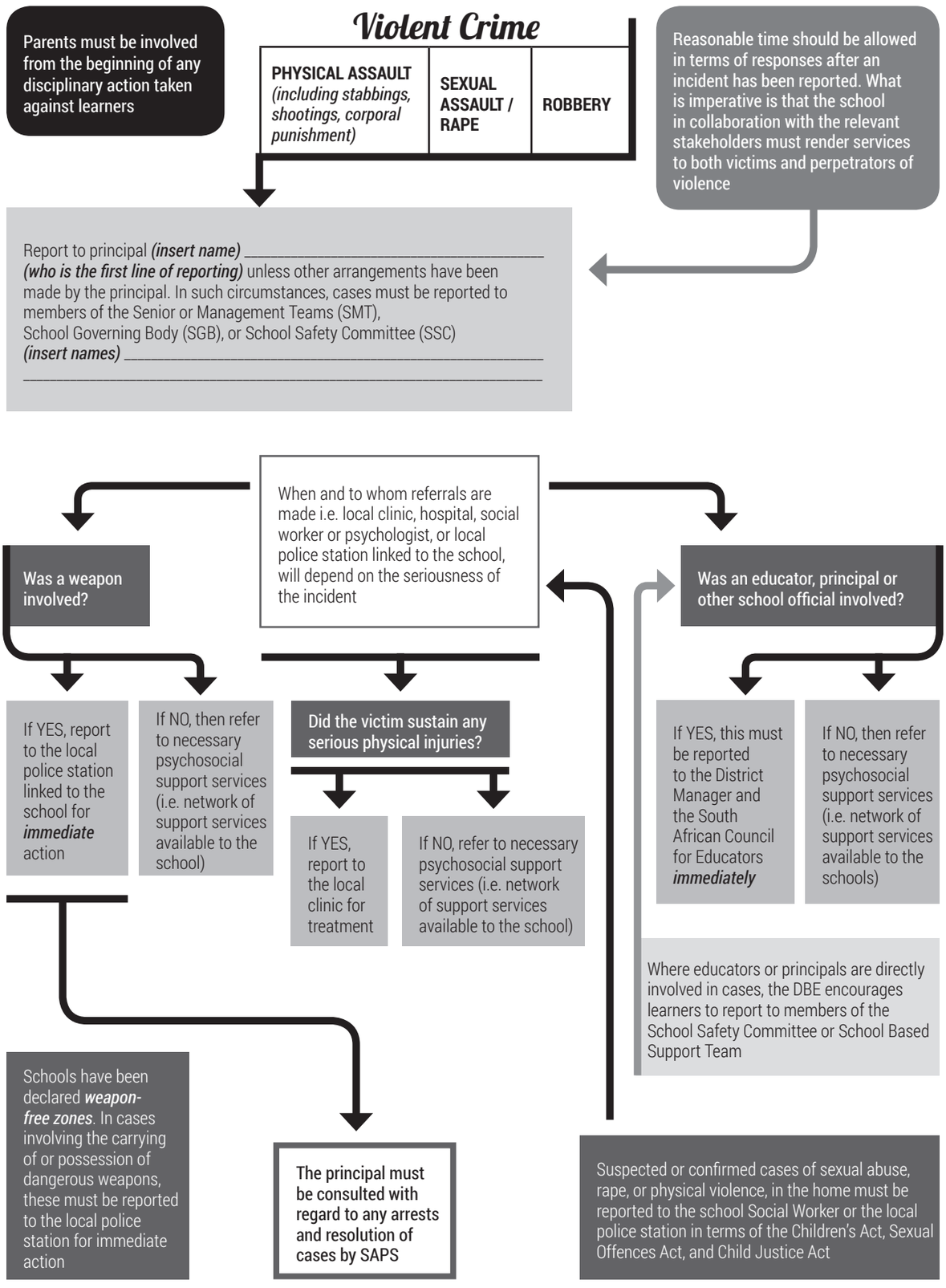
Appendix 3:

REPORTING PROCESSES OVERVIEW



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Carrying or the possession of alcohol and other drugs

Parents must be involved from the beginning of any disciplinary action taken against learners

Reasonable time should be allowed in terms of responses after an incident has been reported. What is imperative is that the school in collaboration with the relevant stakeholders must render services to both victims and perpetrators of violence

Report to principal ***(insert name)*** _____
(who is the first line of reporting) unless other arrangements have been made by the principal. In such circumstances, cases must be reported to members of the Senior or Management Teams (SMT), School Governing Body (SGB), or School Safety Committee (SSC)
(insert names) _____
_____

When and to whom referrals are made i.e. local clinic, hospital, social worker or psychologist, or local police station linked to the school, will depend on the seriousness of the incident

Was this related to any gang activity?

If YES, report to the local police station linked to the school for ***immediate*** action

If NO, then refer to necessary psychosocial support services (i.e. network of support services available to the school)

Was the substance legal (i.e. alcohol medication) or illegal?

If ILLEGAL, report immediately to the police station linked to the school

If NO, refer to necessary psychosocial support services (i.e. network of support services available to the school)

Was an educator, principal or other school official involved?

If YES, this must be reported to the District Manager and the South African Council for Educators ***immediately***

If NO, then refer to necessary psychosocial support services (i.e. network of support services available to the schools)

Where educators or principals are directly involved in cases, the DBE encourages learners to report to members of the School Safety Committee or School Based Support Team

Schools have been declared ***weapon-free zones***. In cases involving the carrying of or possession of dangerous weapons, these must be reported to the local police station for immediate action

The principal must be consulted with regard to any arrests and resolution of cases by SAPS

No principal or educator should be found in possession of alcohol and illegal drugs confiscated from learners. THIS IS A MATTER FOR THE POLICE!

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Parents must be involved from the beginning of any disciplinary action taken against learners

Bullying / Teasing

PHYSICAL	HOMOPHOBIC
EMOTIONAL	RACIAL
CYBER BULLYING	VERBAL

Reasonable time should be allowed in terms of responses after an incident has been reported. What is imperative is that the school in collaboration with the relevant stakeholders must render services to both victims and perpetrators of violence

Report to principal ***(insert name)*** _____ ***(who is the first line of reporting)*** unless other arrangements have been made by the principal. In such circumstances, cases must be reported to members of the Senior or Management Teams (SMT), School Governing Body (SGB), or School Safety Committee (SSC) ***(insert names)*** _____

When and to whom referrals are made i.e. local clinic, hospital, social worker or psychologist, or local police station linked to the school, will depend on the seriousness of the incident

Was a weapon involved?

If YES, report to the local police station linked to the school for ***immediate*** action

If NO, then refer to necessary psychosocial support services (i.e. network of support services available to the school)

Did the victim sustain any serious physical injuries?

If YES, report to the local clinic for treatment

If NO, refer to necessary psychosocial support services (i.e. network of support services available to the school)

Was an educator, principal or other school official involved?

If YES, this must be reported to the District Manager and the South African Council for Educators ***immediately***

If NO, then refer to necessary psychosocial support services (i.e. network of support services available to the schools)

Where educators or principals are directly involved in cases, the DBE encourages learners to report to members of the School Safety Committee or School Based Support Team

Schools have been declared ***weapon-free zones***. In cases involving the carrying of or possession of dangerous weapons, these must be reported to the local police station for immediate action

The principal must be consulted with regard to any arrests and resolution of cases by SAPS

IMPORTANT: Learners who engage in what are often perceived as less important harmful practices, such as teasing, often escalate their behaviour to more serious and physical forms of violence. ***So cases of bullying MUST be dealt with to prevent other more serious forms of school violence.***

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Parents must be involved from the beginning of any disciplinary action taken against learners

Property Crime

ARSON	THEFT OF SCHOOL PROPERTY
BURGLARIES	INDIVIDUAL THEFT (E.G. LEARNER OR EDUCATOR ETC.)
VANDALISM	

Reasonable time should be allowed in terms of responses after an incident has been reported. What is imperative is that the school in collaboration with the relevant stakeholders must render services to both victims and perpetrators of violence

Report to principal ***(insert name)*** _____
(who is the first line of reporting) unless other arrangements have been made by the principal. In such circumstances, cases must be reported to members of the Senior or Management Teams (SMT), School Governing Body (SGB), or School Safety Committee (SSC)
(insert names) _____
_____

When and to whom referrals are made i.e. local clinic, hospital, social worker or psychologist, or local police station linked to the school, will depend on the seriousness of the incident

Arson, Burglary, Vandalism and Theft are all criminal offences, and therefore, should be reported to the local police station linked to the school

Did the victim sustain any serious physical injuries?

If YES, report to the local clinic for treatment

If NO, refer to necessary psychosocial support services (i.e. network of support services available to the school)

Was an educator, principal or other school official involved?

If YES, this must be reported to the District Manager and the South African Council for Educators ***immediately***

If NO, then refer to necessary psychosocial support services (i.e. network of support services available to the schools)

Where educators or principals are directly involved in cases, the DBE encourages learners to report to members of the School Safety Committee or School Based Support Team

The principal must be consulted with regard to any arrests and resolution of cases by SAPS

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Abbreviations and acronyms

CEDAW	The Convention on the Elimination of All Forms of Discrimination against Women
CJCP	Centre for Justice and Crime Prevention
CRC	Convention on the Rights of the Child
CSTL	Care and Support for Teachers and Learners
DBE	Department of Basic Education
DOCS	Department of Community Safety
NDP	National Development Plan
NSSF	National School Safety Framework
SAPS	South African Police Service
SGB	School Governing Body
SMT	School Management Team
SSC	School Safety Committee
WHO	World Health Organization

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