

MANAGING SAFETY AND SECURITY WITHIN WCED INSTITUTIONS



**PROCEDURAL MANUAL FOR MANAGING
SAFETY AND SECURITY WITHIN WCED
INSTITUTIONS**



Our Safety is a Priority

**LET'S JOIN HANDS AND CREATE SAFE
LEARNING ENVIRONMENTS**

WCED 2003

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Kopiereg voorbehou
Likhuselwe ilungelo lokwenza ikopi

FOREWORD

Violent crimes and the fear of violent crimes impact negatively on individuals and communities. When crime escalates, the quality of life declines and communities become battlefields in which residents are prisoners and all too often victims of violent crimes.

The Minister of Education declared school safety one of the priorities in Tirisano. The strategic objective is to create a safe and tolerant learning environment that celebrates innocence and values human dignity (Implementation plan for Tirisano: 2000). The high statistics on crime and violence in the Western Cape have an impact on quality learning and teaching.



This manual has been prepared as part of the Western Cape Education Department's (WCED's) commitment to address crime and violence in our schools.

The effective management of safety at WCED institutions will contribute to good quality basic education for all.

The manual sets out the problem, identifies some of its underlying causes and provides a step by step procedure for managing safety.

I wish to acknowledge the employee parties, SADTU, NAPTOSA, SAOU, circuit managers, school principals, educators, the Directorate: Labour Relations, and the Safe Schools Division for the role they played in developing the manual.

The WCED realises that we need a holistic, integrated plan to combat crime and violence. Schools are encouraged to develop their safety committees and cluster safety committees to ensure a sustainable integrated safety plan at school level.

Let us all strive to play a part in building peace and contributing to the transformation of our communities.

A stylized, handwritten signature in black ink, appearing to read 'R.B. Swartz'.

R.B. SWARTZ
HEAD OF EDUCATION
Our Safety is a Priority

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PURPOSE OF THIS DOCUMENT

To serve as policy document to educators, learners and support staff for the management of safety and security within Western Cape Education Department institutions.

GLOSSARY

Cluster structures	A geographic grouping of schools in a particular area, working together on crime prevention strategies to combat crime and violence that threaten and have an impact on schools in the Western Cape.
Community Safety	Government department responsible for safety and security through, amongst others, the support of crime prevention strategies.
Dangerous object-free zone	The Minister of Education after consultation with the Council of Education Ministers declared all schools as dangerous object - free zones. Thus no person may carry or store any dangerous object in a public school premise, except in officially designated places identified by the principal. A dangerous object is defined as any explosive material or device, any firearm or gas weapon, any article, object or instrument which may be employed to cause bodily harm to a person, or render a person temporarily paralysed or unconscious or to cause damage to property or any object which the Minister by notice in the Government Gazette declares to be a dangerous object, for the purpose of these regulation, unless such an object is used for educational purposes.
Diversion programme	The scope of the programme includes children at risk or who are presenting problematic behaviour at school, home or in the community.
Needs assessment	A scientific approach used by the WCED Safe Schools to classify schools in a ranking which is used to finance schools with crime control and crime prevention projects.
Safety officer	The person appointed at a school to facilitate safety.
Safe Schools co-ordinator	The person employed by the WCED to assist with safety and security at the Education Management and Development Centre (EMDC).
Schools at risk	
Extremely high-risk school	A school located geographically in a gang-infested area where there is a regular occurrence of gunfire.

High risk school	A school located geographically in a gang-infested area where gang involvement, violence, vandalism and crimes occur.
Medium risk school	A school located geographically in a crime-infested area where there is a high incidence of property-related crime and abuse.
Low risk school	A school located geographically in an area where occasional crime incidents are reported.
Mentoring programme	Programme in which older role models provide youth at risk with guidance, care and support over a period of time, and so assist them and increase their opportunities to become responsible citizens.

LIST OF ACRONYMS

CBO	Community Based Organisation
COIDA	Compensation for Occupational Injuries and Diseases Act
CPF	Community Police Forum
CSF	Community Safety Forum
EEA	Employment of Educators Act
EMDC	Education Management and Development Centre
FAMSA	Family and Marriage Society of South Africa
FFZ	Firearm Free Zone
GFZ	Gun Free Zones
MSAT	Multi-sectoral Action Team
NCPS	National Crime Prevention Strategy
NGO	Non Governmental Organisation
NICRO	National Institute for Crime Prevention and Reintegration of Offenders.
OHSA	Occupational, Health and Safety Act
PAWC	Provincial Administration of the Western Cape
ELRC	Education Labour Relations Council
SANCA	South African National Council on Alcoholism and Drug Dependency
SAIDSA	South African Intruders Detection Service Association
SAPS	South African Police Service
SASA	South African Schools Act
SGB	School Governing Body
SSC	School Safety Committee
WCED	Western Cape Education Department

INTRODUCTION

1.1 The vision

Safe learning institutions for all

1.2 The mission

The Division: Safe Schools strives to create centres of excellence with strong community links, quality learning and teaching and effective management and governance, and in so doing, combat the root causes of crime and violence.

1.3 The strategy

The Safe Schools' strategy focuses broadly on the safety of people - the educators, learners and support staff. It is a three-pronged strategy consisting of the following types of programmes designed to create safe and effective environments conducive to teaching and learning:

- **Environmental programmes** where the physical structure of the school is secured by means of security fencing, mesh and razor wire, as well as alarms linked to an armed response.
- **Programmes** that are put in place to support, modify or influence parent, educator and learner behaviour at school. Where possible, the community is also included. Programmes such as conflict management, trauma counselling, peer counselling and human rights education are used to modify behaviour. In addition, sport and cultural activities and entrepreneurial training are introduced.
- **Systems programmes** that incorporate a holistic approach to changing how the whole school operates. These programmes involve leadership and management training, organisational development, community relations and effective governance. They include developing a relevant curriculum and identifying and assisting learners at risk. Partnerships involving other government departments, as well as Non Governmental Organisations (NGOs) and Community Based Organisations (CBOs) are formed to address issues of safety and security.

I.4 The planning process

The Nine Point Safe Schools Planning Process has been made available to schools as a guideline to assist them in putting in place a community-orientated problem-solving approach.

This planning process consists of the following steps:

- **Step 1**
Establish a Safety Committee.
- **Step 2**
Make safety part of the school's vision.
- **Step 3**
Conduct a safety audit.
- **Step 4**
Set major objectives.
- **Step 5**
Develop a safety plan.
- **Step 6**
Select and implement strategies.
- **Step 7**
Conduct an audit of service providers in the area.
- **Step 8**
Create cluster structures.
- **Step 9**
Evaluate and assess progress.

Refer to Annexure A for a detailed description of the Nine Point Safe Schools Planning Process.

- The regulations for safety measures at public schools as contained in Government Notice 22754 (No. 1040), the South African Schools Act (SASA) and the Occupational Health and Safety Act (OHSA), prescribes that there should be one safety representative at every school. The school-based Safety Officer will fulfil this mandate.

On request, schools will be supported by the Safe Schools co-ordinator throughout the above-mentioned planning process.

1.5 Managing safety and crises

Although the WCED has proactive measures in place, it is essential that schools be supported in an event of a crisis.

This support would include the following:

- Support to school communities in their efforts to reclaim and regain control of their situation
- Trauma debriefing together with counselling
- Introduction of intervention programmes to identify root causes, and preventative measures to contain any situation
- Extension or addition of any necessary physical infrastructure
- Enlisting the assistance of law enforcement agencies to assist with patrolling.

In order to access this support, schools should contact the Safe Schools' Call Centre.

2. ENVIRONMENTAL PROGRAMMES

These programmes are aimed at controlling and limiting access to school property.

2.1 Prohibiting trespassing

2.1.1 Displaying of signs which prohibit trespassing

- The WCED's Safe Schools Division will endeavour to erect visible signs that will make the public aware that the property they enter is private property.
- The signs will direct visitors to RECEPTION and contain the statement: "Trespassers will be prosecuted. Visitors, please report to RECEPTION"
- The above-mentioned statement is issued in terms of the regulations for safety measures at public schools as contained in Government Notice 22754 (No. 1040).

2.1.2 Procedure

- Safe Schools Division will supply the signs to schools.
- Distribution of the signs will be done by the Safe Schools co-ordinator.
- WCED will put structures in place to ensure that the signs are displayed. The school's Safety Committee should ensure that the "No trespassing" boards remain visible.
- The school should lay a charge against any person(s) found trespassing. Should the school fear intimidation by gangsters, the school may request the WCED to lay the charge, with the understanding that, in terms of the Criminal Procedure Act, the South African Police Services (SAPS) will have to follow up with the educator/school to start the investigating process.

2.2 Limiting access via the administrative building, and safe-guarding educators and property

Security measures are needed to

- safeguard public school premises, and protect the people and property
- provide support to the safety management team by providing the infrastructure required for the execution of their safety plans. The WCED's Safe Schools Division selects schools on an annual basis to receive core infrastructural and crime prevention support. They give priority to and base their selection of schools per financial year on the following selection criteria:
- A completed needs assessment form
- Crime statistics obtained from the WCED's Safe Schools' Call Centre and SAPS
- Equity and redress
- Whether the schools are pro-active and support crime prevention
- The urban /rural balance
- EMDC priority listing
- Poverty Index

2.2.1 Infrastructure support

The WCED's Safe Schools Division endeavors to provide infrastructure support to schools to secure the following:

- Perimeter fencing
- Inner fencing
- Motorised gates
- Pedestrian monitoring gates
- Alarm system
- Barbed wire and mesh wire
- Burglar bars

2.2.2. Procedure

- All incidents of school crime and violence should be reported to the Safe Schools' Call Centre and to the SAPS where necessary.
- The school should apply in writing to the director or Safe Schools co-ordinator of it's relevant EMDC. Included with the letter should be
 - ◆ details of all incidents reported to the Call Centre and the relevant SAPS case numbers; and
 - ◆ a needs assessment form.
- The Safe Schools co-ordinator will conduct a site visit at the school to assess the risk.
- A school selected as a high-risk school may decide to secure fencing around the parking areas as part of their business plan.
- A school in a high-risk area that was not selected as a high-risk school will be provided with limited support in an emergency.
- A school which has not been selected may apply in writing to the director or Safe Schools co-ordinator at the EMDC, strongly motivating its need for infrastructural support.
- Any queries should be directed to the relevant Safe Schools co-ordinator.

2.3 Extension of alarm systems

It has been proved that an alarm system, if properly installed, maintained and backed with effective armed response, is the most inexpensive deterrent to vandalism, violence, theft, arson, gangsters and intruders.

2.3.1 Assistance with payment for the installation of alarm systems

The Safe Schools Division can provide limited support within the scope of the Bridge the Fence Project for the installation of alarm systems. Schools will receive a subsidised amount per annum.

In order for the installation of alarm systems to be effective in deterring vandalism, violence, theft, arson, gangsterism or intruders, the following recommendations are made:

- The entire school must be on the alarm system, not just the administration block and some classrooms.
- The service contract must be negotiated to include regular service and repair of the alarm.
- A panic button should be placed in each classroom or each educator should be provided with a panic button to carry on his or her person to counteract gangsterism, robbery, assault, bullying and abuse.
- A motion sensor should be placed in each room of the school.
- A unit containing a motion detector and pepper spray should be placed in rooms containing very valuable equipment, such as the administration block, computer rooms and specialist classrooms.
- The school must ensure that the company includes in its contract the installation of the alarm and that it provides both the monitoring and the response services. This company does not have to belong to the South African Intruders Detection Service Association (SAIDSA), but must adhere to SAIDSA specifications with regards to the installation and quality of alarm equipment.
- Schools must install at least one radio link to the monitoring service. Ideally each block of the school should be linked via a radio link.
- The armed response service must agree to respond during and after school hours to the following:
 - ◆ Trespassing
 - ◆ Vandalism
 - ◆ Gangsterism within the school boundaries and near the school
 - ◆ Loitering in or near the school
 - ◆ Threats to educators

2.3.2 Procedure

- The principal, Safety Officer and Governing Body of the school (SGB) should complete and sign an agreement stating the following:
 - ♦ The school's commitment to a long-term crime prevention strategy.
 - ♦ How the financial allocation will be managed.
 - ♦ The school's commitment to the institution of a Safety Committee as a formal sub-committee of the SGB.
- The principal and SGB must adhere to the following when selecting a company to install an alarm system:
 - ♦ The company chosen to install the alarm must ensure that an armed response service is provided.
 - ♦ The contract of the company must be scrutinised to ensure that it has an escape clause if the school is not happy with the service.
 - ♦ The armed response company must be willing and able to respond within 8 - 10 minutes and detain vandals, thieves, arsonists, gangsters, trespassers and intruders.
- Ideally the company should service a number of schools in the same area and have a car based within 20 km of the school.
- Companies should be evaluated very carefully and their track and service records must be checked.
- A written guarantee must be obtained from the company with regard to SAIDSA.
- The system must be standard in the sense that it is compatible with that of any other companies that might follow.
 - ♦ The monitoring service must be linked to the school by both a telephone and a radio link. Ideally the radio link should be installed in each block of the school. Smoke detectors should also be placed in key rooms.
 - ♦ Ideally, a video camera should be installed to monitor the entrance gate in order to control access.
 - ♦ Schools may negotiate a service contract with the company for the repair and maintenance of the alarm. This cost should be borne by the school.
- Schools should develop a policy of community ownership where communities are willing to identify and serve as witnesses to crime and violence.
 - ♦ Schools may conduct a programme to make the school community aware of the importance of an alarm to protect life and property.

3. PROGRAMMES FOR THE SUPPORT, MODIFICATION AND/OR INFLUENCING OF BEHAVIOUR

3.1 Educators at risk whilst on duty

The Safe Schools Division is aware of instances where threats were made to educators, and where educators have been physically and verbally abused.

3.1.1. Procedures for educators at risk from learners

In cases of very serious violations of school codes or serious misconduct the following should be adhered to:

- A disciplinary hearing must be arranged according to the procedures for serious misconduct.
- The complainant must report the indiscretion of the learner to the school principal.
- The EMDC must arrange programmes for educators to manage alternatives to corporal punishment within the multi-functional team approach.
- In exceptional circumstances, where learners pose serious behavioural problems, these learners must be referred to the EMDC for individual development programmes before reintegration in schools.
- Where the learners' behaviour poses a physical threat to an educator's life, the principal, chairperson of the SGB and the circuit manager can decide on immediate suspension. The principal and the chairperson of the SGB can take such a decision if it can be shown that an attempt was made to contact the circuit manager.

3.1.2. Procedures for educators at risk from outsiders and while performing extra-mural activities.

In terms of Government Notice 22754 (No. 1040) and the Occupational Health and Safety Act, schools must have a safety plan. The safety plan should include the following:

- Procedures for dealing with threats to educators from outsiders.
- Procedures to deal with educators at risk while on extramural activities.

The procedures stipulated in the safety plan should be implemented.

- All instances should be reported to SAPS and a case number should be obtained.
- All cases should be reported to WCED Safe Schools' Call Centre who will provide support and a reference number.
- In the event of an employee being injured during official school activities, the Occupational Injuries and Diseases Act come into effect.
- Chapter iv of this act stipulates the right of employees to compensation. According to Section 22(1): "If an employee meets with an accident resulting in disability or death such employee or the dependants of such shall, subject to provisions of the Act, be entitled to the benefits provided for and prescribed in this Act."
- Refer to Annexure B for the procedures applicable when applying for compensation provided for in the OIDA.
- The WCED will assist applicants in their claims.

3.2 Educators' property at risk whilst on duty

3.2.1 Theft and vandalism to educators' property

The WCED is aware of instances of educators suffering losses due to theft and vandalism whilst performing an official duty.

3.2.2 Procedure

In terms of the Occupational Health and Safety Act, the employer has a duty to create as far as is reasonably practicable, safe working environments. The Victim Empowerment Programme, as part of the National Crime Prevention Strategy (NCPS), provides a holistic and effective support service for victims of violence and crime.

The following procedures should be followed:

- All instances should be reported to SAPS and a case number should be obtained.
- All cases should be reported to WCED Safe Schools' Call Centre who will provide support and a reference number.

3.3 Supporting, modifying and influencing behaviour

3.3.1 Behaviour modification programmes

The following programmes have been put together for introduction into schools, especially in high risk areas, and are presented by Safe Schools co-ordinators, NGO's and CBO's:

- Effective behaviour management
- Creative and constructive approaches to conflict resolution
- Mediation in school communities
- Gang prevention education
- Parent workshops
- Mentorship programmes
- Diversion programmes
- Youth Development
- Victim Empowerment
- Multi-Cultural Education

Safe Schools Co-ordinators will assist schools with the course content of the above-mentioned courses.

3.3.2 Procedure

- Cluster schools can request funds from the cluster funds.
- Any school can direct its request to the EMDC director in writing.

4. SYSTEMS PROGRAMMES

4.1 Gang violence

South Africa has many challenges. One of the country's greatest challenges is the high incidence of crime and violence which is exacerbated by high unemployment, poverty and social deprivation together with the ready availability of drugs and alcohol which has lead to widespread substance abuse.

It is clear that increasing endemic gangsterism is systematically destroying the fabric of large segments of Western Cape society. Daily reports appear in the written and electronic media about high levels of violence, physical and sexual abuse and gang activities. This impacts negatively on education in general and on what happens in the school in particular.

4.1.1 Recognising the impact of gang violence on schools

Gang activities outside as well as inside schools impact negatively on teaching and learning. Activities outside the school have a disruptive influence on what happens inside the school in a variety of ways.

- Gangs appear to deliberately choose the arrival and departure times of educators and learners to begin their shoot-outs. This brings with it a terrorising "fear factor" which traumatises educators, learners and parents.
- Perceived allegiance to a particular gang is usually determined by where one lives. This can negatively impact on innocent residents in certain areas.
- Threats, intimidation and harassment engender fear and result in the absenteeism of both educators and learners. This seriously impacts on teaching and learning.
- Educators are often absent because they need time off for trauma counselling and debriefing.
- Refer to Annexure C for a detailed list of the responsibilities of the different role-players in the aftermath of a crisis.

4.1.2 Procedure for the closure of school due to Gang Violence

A school should preferably not be closed, but an attempt should rather be made to try to normalise and stabilise the school setting as soon as possible.

If it is felt necessary to close the school, the school principal and the school's Safety Committee must look at the checklist and make a recommendation to the EMDC director or delegated authority who may grant permission for closure of school.

Checklist for closure of school due to Gang Violence:

Key practical questions to ask

1. How many learners will be unsupervised at home in the violent areas?
2. Do you have a mechanism in place to inform parents of early closure?
3. Are parents able to make alternative arrangements for learners?
4. Where did the shooting take place?
5. Were the SAPS informed?
6. Are the SAPS patrolling adequately?
7. Is the shooting likely to continue throughout the day (intelligence information)?
8. What is the degree of trauma?
9. What happened? Murder, gang violence, suicide, shooting?
10. Where did the death, injury or trauma occur? (A death, injury or trauma that occurs on the school grounds is more difficult to deal with.)
11. Who witnessed the death, injury or trauma? (It is important to know this in order to provide counselling.)
12. What other tragedies have impacted on this particular school recently?
13. Who are the perpetrators?
14. Should it be decided to close the school and dismiss the learners, when would be an appropriate safe time?
15. Will it be necessary for the SAPS and will they be available to escort learners home?

4.2 Dangerous object free zones

In accordance with Government Notice 22754 (No. 1040), all schools are declared dangerous object free zones. Schools may use the following procedures in creating a firearm free or gun free zone.

4.2.1 Firearm free zones (FFZ)

In April 2001, the Firearms Control Act (Act No. 60 of 2000) was signed into law. This new law makes provision for firearm free zones (FFZs).

According to the law, the Minister for Safety and Security can declare any place to be a FFZ. It can be a school, hospital, workplace or any other area. Nobody is allowed to bring guns or ammunition into a FFZ, or to store guns or ammunition there. Any person(s) doing so can be charged in court with having committed a crime and can be given a heavy prison sentence.

4.2.2. Procedure

Consult with all stakeholders (learners' representative council, educators, parents, learners, CBO's and NGO's, religious and sport bodies, community safety forums, community policing forums).

- **Develop a policy**
- The school community should agree to making the school a firearm free zone.
- The Safety Committee must implement the FFZ at the school.
- In order for the school to be a firearm free zone the following must be adhered to:
 - ◆ No firearms or ammunition can be brought onto the school premises.
 - ◆ No firearms or ammunition can be stored on the school premises.
 - ◆ The school will have to be registered as a FFZ and then officially be declared a FFZ by the Minister of Safety and Security. The local SAPS representative will help with this process.
 - ◆ Signs must be placed at the entrances of the school to say that it is a FFZ.

■ **Adopt the policy**

- Invite all stakeholders to a meeting to request their support for the new firearm free zone policy.
- Inform the community of what it means to be a firearm free zone.
- **Safety Committee must implement the policy.**
- **Maintain the school as a FFZ**
 - ◆ Educate newcomers about the FFZ.
 - ◆ Link with other FFZ schools and share experiences.
 - ◆ Explore alternatives to violence.

4.2.3 Gun free zones

A gun free zone is created by a voluntary declaration of a premise as a gun free area by the community or owners of a building. This has no standing in terms of the Firearms Control Act, and can only be enforced by using common law and laws around trespassing.

4.2.4. Procedures

- Procedures for declaring gun free zones are the same as for declaring firearm free zones. The only difference is the penalties attached to it.

4.3 Conducting Searches

4.3.1. Random searches and seizures are prohibited.

- In accordance with the following Acts of general application, the Criminal Procedure Act 51 of 1977, the Drugs and Drug Trafficking Act 140 of 1992 and the Firearms Control Act of 2000, a police official may, without a warrant, search any school premise or persons on the school premises if he or she has reasonable suspicion that illegal drugs or a dangerous object may be present on the school premises or person.
- In accordance with the South African Schools Act 84 of 1996: Regulations for Safety Measures at Public Schools, Paragraph 4 (3), a police official or, in his absence, the principal or delegate may, without warrant -
 - (a) search any public school premises if he or she has a reasonable suspicion that a dangerous object or illegal drugs may be present in the public school premises in contravention of the regulations;
 - (b) search any person present on the public school premises; and

(c) seize any dangerous object or illegal drugs present on public school premises or on the person in contravention of these regulations.

- Searches and seizures should be included in the school's Code of Conduct and Safety Plan.
- School Governing Bodies and Safety Committees should be informed.
- Official letters should be sent to parents to inform them about the procedures for searches and seizures.

4.3.2 Procedure for conducting searches and seizures

- Inform your Safe Schools co-ordinator in the EMDC or Safe Schools Call Centre.
- Request a police officer to do the search. In the absence of a police officer, the principal or delegated educator may conduct a search.
- The principal (who is lawfully in charge of a school), in the absence of a police officer, upon reasonable suspicion (with sufficient information), can conduct a search of any learner in possession of illegal drugs and dangerous objects. During a search, human dignity shall be observed and persons of their own gender shall search learners in private. Body cavity searches and strip-searches may not be carried out on learners.

THE NINE POINT SAFE SCHOOLS PLANNING PROCESS

Step 1: Establish a Safety Committee

- WCED: Division Safe Schools has developed safety structures for schools to support and encourage safety at school level.
- The first step would be to encourage a team spirit within the school and surrounding community and a willingness to engage in a continued process of critical assessment and change.
- A School Safety Committee (SSC) consisting of a wide range of service providers is the most important element in developing a positive attitude towards critical analysis.

What constitutes a Safety Committee?

The SSC is a subcommittee of the SGB.

Section 17 (1) of the OHSA prescribes that for every 20 - 50 employees there should be one safety representative on the school premises. The school-based safety officer will fulfil this mandate. The school principal needs to appoint a Safety Officer in writing.

The SSC should consist of SGB members and representatives of religious and sport bodies, management, local business, local SAPS, local government, parents and community organisations.

Areas of responsibility of the SGB

In line with the functions outlined in the South African Schools Act, the areas of responsibilities are the following:

- Overseeing and monitoring of the SSC
- Receiving of monthly progress reports
- Implementation of recommendations from the SSC
- Evaluation and assessing of progress

Areas of responsibility of the SSC

- Conducting a safety audit
- Compiling monthly safety reports
- Compiling and revising safety plans

- Giving advice with regards to selection and implementation strategies
- Conducting an audit of service providers
- Programme planning with regards to safety
- Representation by the school's safety officer and/or principal on the cluster safety committee

Step 2: Make safety part of the school's vision

- Brainstorm and then formulate a clear vision as to what is to be accomplished.
- Determine whether the school's current vision statement incorporates the SSC's vision.
- Compare current conditions with the SSC's vision.
- Obtain school and community consensus on the vision.

Step 3: Conduct a safety audit

- Involve parents, students, members of the community and staff in assessing existing crime conditions and the resources available to support and address current situations
- Review existing data sources from the school, EMDC, Safe Schools' Call Centre, SAPS and community
- Gather relevant data regarding the root causes of crime
- Assess the extent and impact of the problem
- Identify security gaps
- Identify the school and community's areas of desired change
- Identify areas needing improvement or change

What to audit?

Identification of unsafe areas both in the buildings and on the playground.

Identification of maintenance equipment which could pose a danger e.g. learners are not permitted to use equipment such as lawnmowers, power cutters/trimmers, chain - saws, tractors etc.

Precautions to be taken when certain maintenance equipment is used.

Ensuring that the correct protective clothing is being worn.

Demarcation of parking areas for staff, visitors and learners.

Rules regarding the driving of vehicles on school terrain.

Provision of fire extinguishers and servicing and the strategic placing of the extinguishers.

Determining storm damage which could be hazardous.

Ensuring the safe and correct use of sports equipment.

Co-ordinate special safety precautions in respect of classrooms, store-rooms and specialized teaching rooms.

Care should be taken to avoid planting poisonous plants.

Step 4: Set major objectives

- Rank safety concerns.
- Make a list of high priorities for action during the current academic year.
- Select from the following list, the role-players to achieve these objectives:
 - ◆ The school
 - ◆ The community
 - ◆ The SAPS
 - ◆ Community Safety Forum (CSF)
 - ◆ Multi-sectoral Action Teams (MSAT)
 - ◆ Municipalities.

Step 5: Develop a safety plan

Environmental Design

- Appropriate fencing
- Lighting at night
- Alarms
- Public phones
- Safety gates
- Barbed wire
- Mesh wire

Safety and security on school premises

Access control

- Intruders/trespassers
- Unauthorised persons
- Visits by the public and political parties

- Visits by parents
- Contractors working on schools' premises
- Signage

Emergencies

- Bomb scare
- Gang violence
- Fire/arson
- Freak weather conditions
- Occupation of school
- Urban Terrorism
- Diseases
- Natural Disasters

Searches and seizures

- Illegal drugs
- Dangerous objects
- Firearms

Other possible issues

- Vandalism
- Burglaries, robbery and theft
- Handling of finances
- Laboratories
- Technical schools (Machinery)
- Accident register (Request School Injury Surveillance Form from Safe Schools Co-ordinator.)

Safety education

- Suicide
- Abuse
- Sexual harassment
- Sexual abuse
- Alcohol and drug abuse
- Physical and verbal abuse
- Emotional abuse
- Kidnapping and abduction
- Trauma
- Excursions and after school activities (consent forms)
- First Aid / First aid Kits should exclude medication according to OHSA
- Scholar patrol
- Truancy
- Learners at risk

Community Involvement

- Parents
- Community Policing Forums (CPF's)
- CSF's
- SAPS
- Municipalities - MSAT
- Uni-Cities
- Neighbourhood Watch
- NGO's
- CBO's
- Religious bodies

Step 6: Select and implement strategies

- Select strategies, actions and resources to achieve the planned objectives.
- Assign responsibilities, time lines and key measurable objectives (KMO).
- Develop performance indicators.

Step 7: Conduct an audit of service providers in the area

Ascertain what resources exist in the community that could provide support in the event of outside assistance being sought, such as:

- Neighbourhood Watch, SAPS, Safe Schools Co-ordinator, Safe Schools' Call Centre, Armed Response, MSAT, CSF, Public Order, Municipal Police, Gang Unit, Crime Intelligence
- Health clinic, Day hospital, First Aid, private doctor
- Counselling, psychologist
- Welfare: PAWC, SANCA, NICRO, FAMSA, LIFELINE, drug and alcohol centres

Step 8: Create cluster structures

- Institute a Cluster Safety Committee based on geographical grouping of school safety committees
- Create a constitution
- Arrange joint workshops and programmes
- Formulate a Cluster Safety Plan
- Monitor school programmes

Step 9: Evaluate and assess progress

- Monitor school programmes.
- Request advice from or make recommendations to the WCED.
- Formulate a developmental plan.
- Evaluate and assess progress.
- Monitor the implementation of the plan.
- Determine whether objectives are being achieved.
- Reassess the SSC's, committee membership and priorities.

APPLICATION PROCEDURES FOR COIDA

Notice of accident by employee to the employer

Written or verbal notice of an accident shall, as soon as possible after such accident happened, be given by or on behalf of the employee concerned to the employer, and a notice of the accident may also be given as soon as possible to the commissioner in the prescribed manner.

Notice of accident by employer to commissioner

The employer shall within seven days after having received notice of an accident or having learned in some other way that an employee has met up with an accident, report to the commissioner in the prescribed manner.

Inquiry by commissioner into the accident

The commissioner shall, after having received notice of an accident or having learned in some other way that an employee has met with an accident, make such inquiry as he or she may deem necessary to enable him or her to decide upon any claim or liability in terms of the act.

Particulars in support of the claim

An employee who has met with an accident shall, when reporting the accident or thereafter at the request of the employer or commissioner, furnish such information and documents as may be prescribed or as the employer or commissioner may direct. The employer must forward all information received to the commissioner within 14 days of receipt thereof.

Claim for compensation

A claim for compensation in terms of the Act shall be lodged by or on behalf of the claimant in the prescribed manner with the commissioner or the employer or the mutual association concerned, as the case may be, within 12 months after the date of the accident or, in the case of death, within 12 months after the date of death.

Prescription

A right to benefits in terms of the Act shall lapse if the accident in question is not brought to the attention of the commissioner or of the employer or mutual association concerned, as the case may be, within 12 months after the date of such accident.

Consideration of claims

The commissioner shall consider and adjudicate on a claim for compensation, and for that purpose may carry out such investigation as he or she may deem necessary or he or she may formally hear the claim.

RESPONSIBILITIES OF ROLE-PLAYERS IN THE AFTERMATH OF A CRISIS.

The controller (may be the principal) must take charge. Injured children and adults must receive medical attention. Identification information should accompany anyone who is injured. The school's delegated Safety Committee members should liaise with

- SAPS
- Medical personnel
- Media
- Parents

Principal's role

- Direct the school's Safety Committee to take charge of situation
- Be visible, available and supportive
- Dispel rumours by giving everyone the facts
- Communicate with the EMDC multi-functional team, Safe Schools and the SGB
- Contact family of deceased or injured
- Provide updated information to all concerned

Educator's role

- Provide accurate information to learners
- Lead class discussions
- Dispel rumours
- Answer questions
- Model an appropriate response
- Give permission for the expression of a range of emotions
- Identify students who need counseling
- Provide activities to reduce trauma and express emotions through artwork, music and writing
- Set aside curriculum as needed
- Discuss funeral procedures, including customs and etiquette
- Encourage parents to accompany their children to funerals

Safe Schools co-ordinator's, psychologist's and social worker's role

- Be available.
- Cancel other activities.
- Locate debriefing/counselling/in-depth therapy venue.
- Support school.
- Locate counselling assistance via Safe Schools Call Centre.
- Keep records of affected learners and educators and provide follow-up.

LEGISLATIVE FRAMEWORK AND OTHER MANDATES

- Constitution of South Africa (Act 108 of 1996)
- Constitution of the Western Cape Province Act (1997)
- Criminal Procedures Second Amendment Act (Act 85/1997)
- Employment of Educators Act (EEA) (Act 76/1998)
- Firearms Control Act (Act 60/2000)
- Government Gazette 22754, 2001: Notice 1040
- National Crime Prevention Strategy (NCPS) (National RDP Office, 1996)
- National Educational Policy Act (Act 27/1996)
- Occupational Health and Safety Act (OHSA) (Act 85/1993)
- Compensation for Occupational Injuries and Diseases Act (COIDA) (Act 181/1993)
- South African Schools Act (SASA) (Act 84/1996)

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