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# Managing Safety and Security within WCED Institutions

## Provincial School Safety Framework

This document must be read in conjunction with **THE NATIONAL SCHOOL SAFETY FRAMEWORK**



# **Working together to Create Safe Learning Environments**

WCED 2017

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Kopiereg voorbehou  
Likhuselwe ilungelo lokwenza ikopi

## **FORWARD**

The Western Cape Education Department (WCED) supports the commitment of the Department of Basic Education (DBE) to prevent, manage and respond to safety incidents and in so doing, creating safe and supportive learning environments in all schools.

Violent crimes and fear of violent crimes impact negatively on individuals, particularly the learners in schools, and communities generally. When crime escalates, the quality of life declines and communities become conflict zones in which residents are held prisoners and, all too often, victims of violent crimes. The high statistics on crime and violence in the Western Cape have an undeniable impact on quality learning and teaching. Safety issues in society spill over into our schools which, without saying, operate within communities.

This manual has been prepared as part of the WCED's commitment to help alleviate, if not eradicate, crime and violence in our schools. The effective management of safety at WCED institutions will contribute to good quality basic education for all. Whilst safety is not the mandate of Education, we take responsibility for children who are at school. In this regard, the WCED will work in tandem with all safety and security formations such as SAPS, Community Safety, the City of Cape Town's Law Enforcement as well as our NGO sector partners. Further to the above we must set ourselves up to partner with parents, school governing bodies and employee parties in order to ensure maximum impact in this regard.

The manual, read in conjunction with the National School Safety Framework (NSSF), sets out the problem, identifies some of underlying causes of unsafety and provides a step by step procedure for managing safety.

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

The WCED supports the call for a holistic and integrated plan to combat crime and violence. All schools are encouraged to develop their school and cluster safety committees in order to ensure a sustainable integrated implementation of safety plans at school level. We realise that the issues of safety cannot be limited to one or other department but that we must take collective responsibility, follow a whole of society approach, for the security and safety in our communities, just as we share responsibility for education with other relevant departments. No one acts in isolation.

Let us all strive and play an active part in building peace as well as safe and caring schools and thereby contributing to the transformation of our communities. I trust and believe that together we will achieve safe and effective schools throughout the Western Cape.



BK Schreuder

**Head of Education**

Date: 6 August 2017

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## **PURPOSE OF THIS DOCUMENT**

To serve as a policy document to School Governing Bodies, educators, learners and support staff for the management of risks related to safety and security and natural disasters within Western Cape Education Department institutions.

## **GLOSSARY**

<b>Cluster structures</b>	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.
<b>Community Safety</b>	Government department responsible for safety and security through, amongst others, the support of crime prevention strategies.
<b>Dangerous object-free zone</b>	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 paralyzed 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.
<b>Diversion programme</b>	The scope of the programme includes children at risk or who are presenting problematic behaviour at school, home or in the community.
<b>Needs assessment</b>	A scientific approach used by the WCED Safe Schools in collaboration with the Department of Community Safety; Risk Management to classify schools in a ranking which is used to finance schools with crime control and crime prevention projects.
<b>Safety officer</b>	The person appointed at a school to facilitate safety.
<b>Safe Schools Coordinator</b>	The person employed by the WCED to assist with safety and security at the Education District Office (EDO)
<b>Schools at risk</b>	
<b>Extremely high-risk school</b>	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 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
CM	Circuit Manager
EEA	Employment of Educators Act
EDO	Education District Office
ELRC	Education Labour Relations Council
FAMSA	Family and Marriage Society of South Africa
FFZ	Firearm Free Zone
GFZ	Gun Free Zones
NCPS	National Crime Prevention Strategy
NGO	Non-Governmental Organisation
NICRO	National Institute for Crime Prevention and Re-integration of Offenders.
OHSA	Occupational, Health and Safety Act
PAWC	Provincial Administration of the Western Cape
SAIDSA	South African Intruders Detection Service Association
SANCA	South African National Council on Alcoholism and Drug Dependency
SAPS	South African Police Service
SASA	South African Schools Act
SES	Specialised Education Support
SGB	School Governing Body
SIGPM	Strategic Information Governance and People Management
SSC	School Safety Committee
WCED	Western Cape Education Department

# 1. INTRODUCTION

## 1.1 The Vision

Safe and caring learning institutions

## 1.2 The Mission

The Sub Directorate: Education Safety Management - 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, address the root causes of crime and violence.

## 1.3 The Strategy

Safe Schools' adopts a three pronged strategy which focuses broadly on the safety of educators, learners and support staff. It consists of the following programmes designed to create safe and effective environments conducive to teaching and learning:

- **Environmental Programmes**  
where the physical structure of the school is secured.
- **Developmental Programmes**  
to support, modify and influence parent, educator and learner behaviour at school.
- **Systems Programmes**  
that incorporate a holistic approach to changing how the whole school operates as far as safety is concerned.

## 1.4 The planning process

The Nine Point Safe Schools Planning Process must be implemented by schools to develop a community-orientated problem-solving culture.

***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.  
*Refer to National School Safety Framework (NSSF) School Safety Diagnostic Tool, pp 40-42 and the School Safety Audit, pp 43-44*
  
- **Step 4**  
Set major objectives.
  
- **Step 5**  
Develop a comprehensive safety plan which Includes:
  - Contingency Plan
  - Industrial Action Contingency Plan (IACP)
  - Disaster Management Preparedness Plan
  - Business Continuity Plan (BCP)
  
- **Step 6**  
Select and implement strategies.
  
- **Step 7**  
Conduct an audit of service providers in the area.
  
- **Step 8**  
Create cluster structures. [The district Safe Schools Coordinator will assist in this regard]
  
- **Step 9**  
Evaluate and assess progress periodically as determined by the safety committee.

Annexure A must form part of the document at this point

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 fulfill this mandate.

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

## 1.5 Managing safety and crises

*Read with Annexure – Circular: Management of School Safety – Circular 0005/2017*

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 and counseling.
- Introduction of intervention programmes to identify root causes, and preventative measures to contain any situation.
- Extension or addition of any necessary security mechanisms.
- Enlisting the assistance of law enforcement agencies.

In order to access this support, schools should contact the Safe Schools' Call Centre at **0800 45 46 47**, via email ([wced.safeschools@westerncape.gov.za](mailto:wced.safeschools@westerncape.gov.za)) or through any electronic communication system.

### *Additional Reference:*

*National School Safety Framework; page 23 – 25: Support Structures, Roles and Responsibilities*

*National School Safety Framework; page 26-28: The Role of stakeholders in School Safety*

## **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 Education Safety Management Sub Directorate 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**

- The ESM Sub Directorate will supply the signage to schools as the need arises.
- Distribution of the signage will be done by the Safe Schools coordinator.
- WCED will put structures in place to ensure that the signage is displayed.
- The school's Safety Committee should ensure that the "No trespassing" boards remains 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 resources required for the execution of their safety plans. The WCED's Education Safety Management Sub Directorate selects schools on an annual basis to receive security mechanisms for access control 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 and Poverty Index
- Whether the schools are pro-active and support crime prevention
- The urban /rural balance EDO priority listing

## 2.2.1 Target hardening security mechanism support

The WCED's Education Safety Management Sub Directorate endeavors to provide support to schools to secure the following:

- Repairs to perimeter fencing (max 35 metres)
- Motorise primary vehicle access gate
- Pedestrian video-com monitoring at main access gate
- Alarm system linked to Armed Response
- Barbed wire

## 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 district Safe Schools Coordinator. Included with the letter should be:
  - ✓ details of all incidents reported to the Call Centre
  - ✓ the relevant SAPS case number(s)
  - ✓ Safe Schools security mechanism baseline audit form.
- The Safe Schools Coordinator will conduct a site visit at the school to assess the risk.
- Any queries should be directed to the relevant Safe Schools coordinator.

### Procedure for accessing Emergency Security Services

- Report the incident to the Safe Schools Call Centre and/or the District Safe Schools Coordinator (DSSCO)
- DSSCO completes an on-site risk assessment
- DSSCO completes the Emergency Security Questionnaire
- Submits it to Head Office with completed documentation (Risk assessment and Questionnaire)

## 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 the installation of alarm systems

- 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 including the toilets.
- The service contract must be negotiated to include regular service and repair of the alarm.
- A panic button should be placed at strategic points and/or selected educators 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 perimeter alarm may be considered in addition to the existing alarm system – in consultation with the DSSCO.
- 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. All companies must be registered with PSIRA and be registered on the Central Supplier database.
- 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 considering a company to install an alarm system:
  - ✓ The company chosen to install the alarm must also provide an armed response service. This service cannot be sub-contracted.
  - ✓ The Service Level Agreement with the company must be scrutinized 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 (or as agreed in SLA) and detain vandals, thieves, arsonists, gangsters, trespassers and intruders. Ideally the company should service a number of schools in the same area and be visible in the area of service to ensure timeous response.
  
- Companies should be evaluated very carefully and their track and service records must be checked annually to ensure effective service delivery and consideration for the extension of the said service
  
- 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 may do a service in the future.
  - ✓ The monitoring service must be linked to the school by both telecommunications 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 must develop a policy of community ownership where communities are willing to identify and serve as witnesses to crime and violence. [*refer to the Protect our Property document Annexure F*]
  - ✓ Schools are encouraged to conduct a programme to make the school community aware of the importance of an alarm to protect life and property.

### **3. PROGRAMMES TO SUPPORT, MODIFY AND/OR INFLUENCE BEHAVIOUR**

#### **3.1 Educators at risk whilst on duty**

##### **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 who has the responsibility to inform the Circuit Manager
- 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.
- The EDO (Education District Office) must arrange programmes for educators to manage alternatives to corporal punishment .
- In exceptional circumstances, where learners pose serious behavioural problems, these learners must be referred to the EDO 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 in accordance with the School Code of Conduct. 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 dependents 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 COIDA.
  - The WCED will assist applicants in their claims.

## 3.2 Educators' property at risk whilst on duty

### 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.
- Engage the Employee Wellness Programme toll free number, **0800 111 011**.

### **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 District Coordinators, Directorate SES, 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 District Coordinators will assist schools with the course content of the above- mentioned courses.

#### **3.3.2 Procedure**

Schools can direct their request to the District Safe Schools Coordinator in writing and through the Safe Schools cluster structure

National School Safety Framework – Appendix I, page 110-113: Quick Reference Guide to Policy, Legislation and Procedures.

## **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 led 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 counseling 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 EDO 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 counseling.)
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 make 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 – *Also refer to the WC Amendment*
  - (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 Coordinator at the EDO or Safe Schools Call Centre.
- Request SAPS 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

- The WCED - ESM: 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 OHS Act 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

*Reference: National School Safety Framework: Whole School Approach; page 16-17*

- 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, EDO, 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.

Refer to National Safety Framework page 63-77; School Safety Action Framework and Plan

#### **Step 4: Set major objectives**

- 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)
  - ✓ Municipalities.

#### **Step 5: Develop a safety plan**

##### **Environmental Design**

- Appropriate fencing
- Lighting at night
- Alarms linked to armed response
- Telecommunications
- Safety gates
- Barbed wire
- Mesh wire

##### **Access control**

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

##### **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
- Accident register (Request School Injury Surveillance Form from Safe Schools DSSCO)

## Safety education

- Suicide
- Abuse
- Sexual harassment
- Sexual abuse
- Alcohol and drug abuse, Physical and verbal abuse, Emotional abuse, Kidnapping and abduction  
Trauma
- Bullying
- 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)
- SAPS
- Municipalities
- 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 Coordinator
- Safe Schools' Call Centre
- Armed Response
- Law Enforcement: Metro Police, Public Order Police, Gang Intervention Unit, Crime Intelligence and State Security Agency
- Health clinic, Day hospital, First Aid, private doctor
- Psycho –Social Support
- 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 Terms of Reference
- Arrange joint workshops and programmes
- Formulate a Cluster Safety Plan
- Monitor school programmes
- Support School Safety Committees

## **Step 9: Evaluate and assess progress**

*Refer to National School Safety Framework; page 87-109: Monitoring and Evaluation*

- 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

### I. Trauma support pathway and communication protocol

I.1 In order to facilitate trauma support the following functions must be adhered to by the relevant role players:

(a) The Principal—

- communicates with the Safe Schools Call Centre;
- Engage the Employee Wellness Programme toll free number, **0800 111 011** where psycho social support is needed for employees (teachers and support staff)
- directs the school's Safety Committee to take charge of the situation (*intervention*);
- contacts the family of the deceased or injured;
- informs the circuit manager and governing body (*information*);
- is visible and supportive;
- provides accurate information to learners, staff and parents;
- dispels rumours by providing updated factual information; and
- models an appropriate response.

(b) The School Safety Committee (governing body subcommittee) liaises with—

- Safe Schools Call Centre
- SAPS
- Medical personnel
- Parents
- Principal

(c) The School-Based Support Team (SBST)/educator (trained to render first level of psychosocial support)—

- relays ongoing information as provided by the Principal;
- responds to the affected class in an age-appropriate manner;
- discusses the referral of learner(s) who may require counselling with the SBST;
- provides activities to reduce trauma and express emotions through artwork, music, writing, etc.;
- infuses the traumatic incident into the curriculum; and
- encourages parents to provide support to their children throughout these proceedings.

(d) The Safe Schools Call Centre—

- serves as a coordinating centre from which referrals are made to the appropriate agencies and from which vital information is disseminated to the relevant parties;
- callers receive online debriefing during crisis calls and in non-crisis calls callers are directed, where necessary, to the counselling agencies of the WCED, non-governmental agencies and community-based organisations; and

- can be contacted via the:
  - toll-free line **0800 45 46 47** or email [safeschools.wced@westerncape.gov.za](mailto:safeschools.wced@westerncape.gov.za) with regards to
    - emergencies/crises (e.g. gang violence, trauma)
    - school crime (e.g. burglary and vandalism, robberies, theft, physical assault, etc.)
    - abuse (e.g. physical, emotional, corporal punishment, substance, sexual harassment, sexual abuse, rape, child trafficking, child neglect)
    - general queries (e.g. teenage pregnancy/abortion; governing body issues – *suspensions, expulsions, behavioural problems, school uniform, registration of pupils, compulsory school attendance and school fees; HIV/Aids; etc.*).

(e) The Safe Schools Coordinator (based at district office)—

- avails him/herself and cancels all other activities;
- liaises with the Manager: Learner Support (senior educational psychologist and/or social work supervisor) regarding the support plan;
- assesses the situation and the nature of support required (in conjunction with Head: Learner Support);
- liaises with the Safe Schools Call Centre;
- supports school communities in their efforts to reclaim and regain control of the situation;
- enlists the assistance of and facilitates coordination with law enforcement agencies;
- provides updated information to all concerned;
- introduces intervention programmes to identify root causes and preventative measures to contain any situation;
- extends or adds any necessary physical security infrastructure;
- reports to the Head: Strategic Management and Governance (SMG);
- keeps circuit manager informed; and
- keeps a record of the affected learners and staff and provides follow-up support.

The Employee Wellness Programme:

- Serves as a support mechanism for employees (teachers and support staff) in need of psycho social support after critical incidences
- The principal or SMT member will receive managerial advice and debriefing sessions can be arranged for employees where needed, which can also lead to training interventions focussing on resilience or emotional impact where appropriate.
- The service can be contacted via the toll free line at **0800 111 011**

(f) Manager: Learner Support (based at district office)—

- assesses the situation and the nature of support/intervention required (in conjunction with the Safe Schools Coordinator);
- contacts the senior education psychologist and/or social work supervisor;
- manages the psychosocial support plan in collaboration with the senior education psychologist and/or social work supervisor;
- facilitates support from members of the Special Learner Education Support (SLES) team to provide cross-boundary support;



- submits a written motivation to the Safe Schools Call Centre should additional support be required; and
  - reports to the Circuit Manager.
- (g) Senior Education Psychologist and/or Social Work Supervisor (based at district office)—
- avail themselves as soon as possible and make contact with the school the same day;
  - assign a psychologist(s) and/or social worker(s) to provide support to learners and educators;
  - inform the school of proposed support plan;
  - locate debriefing/counselling therapy venue(s);
  - keep records of affected learners and staff, provide follow-up support and share information with relevant professional partners in the best interests of the learner; and
  - report to Head: SLES.
- (h) Circuit Manager (based at district office)—
- monitors and offers managerial support to principal/school; and
  - keeps district director informed.
- (i) District Director—
- oversees support to schools; and
  - keeps Chief Director: Districts informed.
- (j) Safe Schools field workers — provide support to the Safe Schools Coordinator.
- (k) Head: SMG (based at district office)—
- tasks the Safe Schools Coordinator with taking overall control and responsibility for coordination;
  - tasks Circuit Manager to liaise with the Principal; and
  - reports to District Director.

## 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)
- WC Amendment Bill
- Compensation for Occupational Injuries and Diseases Act (COIDA) (Act 181/1993)
- South African Schools Act (SASA) (Act 84/1996)

Refer to National School Safety Framework: Policy Mandate; page 12-14

## CONTACT NUMBERS OF DIVISION SAFE SCHOOLS

<b>Safe Schools Manager</b> Shaik Nazeem Sheik Ismail	021 467 9367
<b>DCES</b> Brian Edward Jeftha	021 467 2970
<b>DCES</b> Marycke Ilse Sampson	021 467 2170
<b>Assistant Director</b> Alethea Alterina Brown	021 467 2207
<b>Safe Schools Coordinators</b>	
<b>Metro Central Education District</b>	021 514 6700
<b>Metro South Education District</b>	021 370 2000
<b>Metro North Education District</b>	021 938 3000
<b>Metro East Education District</b>	021 900 7000
<b>West Coast Education District</b>	021 860 1200
<b>Overberg Education District</b>	028 214 7300
<b>Cape Winelands Education District</b>	023 348 4601
<b>Eden Central Karoo Education District</b>	044 803 8300
<b>Safe Schools Call Centre</b>	<b>0800 45 46 47</b>

**"TOGETHER FOR SAFE AND SECURE SCHOOLS"  
STOP VANDALISM  
PROTECT OUR PROPERTY campaign  
'POP'**

## INTRODUCTION

**Vandalism** - the willful destruction or defacing of property - is a crime.

It is expensive to repair. It makes our schools and communities unattractive and unsafe. It isn't cool.

## THE PRICE WE PAY

- Schools pay a lot of money to-do repairs to buildings and replace vandalised equipment. That is money that could have been used to buy sports equipment or new computers, etc.
- Government, the WCED *per se* pay the bills for vandalism. Once again, these monies could be more effectively utilised to enhance education.

## MORE THAN MONEY

- People feel angry, hurt and sometimes frightened when something of theirs - a car, house, bike, etc. has been stolen, vandalised or destroyed for no reason.
- Learners experience the same hurt when their classrooms or school has been vandalised.

## WHY VANDALISM?

Schools are being vandalised for various reasons, viz.:

- need for money
- teens spraying graffiti out of boredom
- anger
- revenge
- defiance
- association with friends

**TAKE ACTION: Protect our Property (POP)  
'POP AGAINST VANDALISM'**

- Vandalism in schools has become a monumental problem.
- The funding used for the unnecessary expenditure on vandalism could be spent more constructively.
- There is a necessity to curb the abuse of school property. How can communities help to prevent the ongoing destruction of school property?

### **10 POINTS to help POP (Protect Our Property)**

- I. Network effectively to have human resources available to monitor, i.e.
  - Neighbourhood Watch
  - Armed Response company
  - Local police
  - School Watch (learners, parents)
  - Media

2. Start a Vandalism Hotline in co-operation with the police.
3. Teach parents to monitor their children's various stages of development, his or her changes in interest, friends, activities, attitudes, etc.
4. Teach your children about the effects of vandalism on the school. Create awareness of this evil.
5. Use the talented graffiti-artists in a positive, non-destructive way.
6. Inform children of the criminal consequences of vandalism.
7. Work with your faith community to adopt a street or park with your school, youth, or community group.
8. Secure school property by visibly marking school property by postcoding/unique numbering (Selectamark)
9. Suspicious persons loitering in an area where an act of vandalism may be committed should be reported immediately. Do not assume somebody else has made the call.
10. Report vandalism and all school crime to the Safe Schools Call Centre, toll-free number **0800 45 46 47**.