education

Department of Education
REPUBLIC OF SOUTH AFRICA

BOOK 1 [of 4]
HLAYISEKA EARLY WARNING SYSTEM: HOW IT WORKS

HLAYISEKA EARLY WARNING SYSTEM: BE AWARE – TAKE ACTION

GUIDELINES FOR MONITORING SCHOOL SAFETY: TOWARDS CREATING A SAFE LEARNING ENVIRONMENT

SEPTEMBER 2006

CJCP
CENTRE FOR JUSTICE AND CRIME PREVENTION
Safety has no boundaries

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Department of Education
REPUBLIC OF SOUTH AFRICA

FOREWORD

The Hlayiseka Early Warning System was developed with the intention of assisting schools and communities to join hands in the fight against school-based crime and violence. Over the years, various initiatives driven by government, civil society and business have been directed at addressing this complex phenomenon - each with varying degrees of success. As the Department of Education, we have relentlessly pursued strategies to make our schools safer for all our educators and learners as well as those in support services.

We do this because education can be regarded as the single most important ingredient in combating poverty and in fostering development among the various sectors of our society.

This project draws on many years of local work in the youth crime and violence sectors, ranging from tried and tested community-based initiatives to fairly sophisticated research projects which have helped us understand the nature and scale of the problem better. As a result, schools will now be able to devise strategies that are well-informed and sustainable.

The Department would like to thank the schools and communities who participated in the project during the pilot phases, and we urge all our schools to make use of this instrument. With Hlayiseka, school managers, educators, learners and community members now have the opportunity to work together in a strategic manner to address barriers to education such as crime and violence, and transform our schools into centres of learning, where every learner is able to realize their full potential.

The Department is confident that, with the cooperation and dedication of all concerned, we will stem the tide against crime and violence in our schools and, ultimately, in our communities as well.

Finally, the Department wishes to thank the Centre for Justice and Crime Prevention for this partnership.

Director General
Department of Education

BACKGROUND AND ACKNOWLEDGEMENTS

The Centre for Justice and Crime Prevention (CJCP) is a non-governmental organization established in 2005 by the Open Society Foundation for South Africa (OSF-SA). In furthering the social crime and violence prevention work initiated and supported by the OSF-SA, the CJCP seeks to develop, inform and promote innovative evidence-based crime prevention strategies targeting groups identified as being vulnerable to victimisation or offending.

Through its programme of grant making and operationalised work, the OSF-SA managed to gather significant knowledge relating to school safety through the work of civil society organizations and experts in this field in South Africa. In order to expand and secure the utility of this work the OSF-SA decided in 2003 to institutionalise this work within the national Department of Education (DoE) and as such a partnership was formed between the OSF-SA and the DoE.

Following a baseline study in 100 schools in Limpopo and Eastern Cape provinces, the Hlaiyseka Early Warning System (also referred to as the Tool Kit) was developed and handed over by the OSF-SA to the CJCP in 2005. The CJCP and the DoE further tested the Toolkit in a sample of schools in Limpopo, Eastern Cape, Western Cape and Gauteng provinces which was concluded with a process evaluation before formerly handing the project over to the DoE in 2006.

The Hlayiseka Early Warning System (Hlayiseka means "be safe") is built on the premise that school-based crime and violence forms a barrier to effective learning and teaching. The system comprises several tools that aim to assist schools and Education Departments to identify, record and respond to incidences of school-based crime and violence in a holistic manner. It recognizes the existing capacity and resource constraints within individual schools and prepares the schools to develop an intervention based on this. It capacitates schools to monitor and evaluate performance and impact over time. It also draws on existing policy and legislation and seeks to consolidate the teaching and learning process.

By taking this project to scale it is the vision of both the CJCP and the DoE that the application of the toolkit will not only make our schools safer but will also foster improved academic performance in the future.

The research and development team of the Hlayiseka project would like to thank all the officials, learners and educators in the 130 schools in Limpopo, Eastern Cape, Western Cape and Gauteng who participated in the various stages of this project.

We would also like to thank all the participants of the Reference Group who provided oversight and guidance, as well as the Inkanyezi Initiative for the development of the manual.

The work done by Faeza Khan and Renald Morris of the CJCP in reconstructing the manual and developing the posters is also recognized.

We would like to thank the Open Society Foundation of South Africa for funding this project.

SECTION 1. INTRODUCTION

SECTION 1. 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 requires 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 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 Education and the Centre for Justice and Crime Prevention with the aim of assisting School Principles, 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 respond to security issues and threats, how to report and manage incidents appropriately, and 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.

The HLAYISEKA EARLY WARNING SYSTEM: Be Aware – Take Action is designed to be flexible and to allow schools to use the parts of it that are relevant to their own needs!

> ***"The Hlayiseka Early Warning System enables you to evaluate all aspects of school safety. It allows you realise that school safety is more than just the physical safety of property and children. It allows you to put structures in place to enhance safety and it offers solutions – it allows you to pinpoint troubling hotspots"***
>
> *Primary School, Western Cape 2006*

SECTION 2. THE HLAYISEKA EARLY WARNING SYSTEM: BE AWARE - TAKE ACTION

SECTION 2: THE HLAYISEKA EARLY WARNING SYSTEM: BE AWARE – TAKE ACTION

2.1 Outcomes of the system

The *Hlayiseka Early Warning System: Be Aware – Take Action* aims to:

Δ Help schools understand and identify security issues and threats;

Δ Guide schools to respond effectively to security issues and threats;

Δ Report and manage reported incidents appropriately; and

Δ Monitor the school's progress over time.

The system provides tools for a school to use to report incidents, identify threats and issues that need managing and to guide how to respond and manage school safety. The *Hlayiseka Early Warning System: Be Aware – Take Action* is one step in the process of developing a safe and caring school.

> ***"The toolkit helps to eradicate ill discipline among all stakeholders in the school"***
> ***"The tool develops learner awareness of safety measures and safety policy"***
> ***"It gives educators a tool for advising parents about their children's behaviour at school"***
>
> *Limpopo School 2006*

2.2 How to use this manual

The *Hlayiseka Early Warning System: Be Aware – Take Action* is designed so that it compliments normal schooling duties and activities. It aims to integrate school safety into the daily activities of the school and contribute 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. The reader is encouraged to use these references purely as a guide and to note that policies and regulations evolve continuously and is often subject to individual interpretation.

The manual was originally structured as one composite document but due to its size, it was decided for practical reasons that it should be compartmentalized into four different modules. These modules are interdependent of each other and should therefore not be separated or regarded as independent modules. 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 are 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 Hlayiseka system.

The layout of the different modules is briefly outlined below:

Book 1: Hlayiseka Early Warning System: How it Works

Book 1 covers a brief history of the partnership and how the Hlayiseka project was developed. It contextualizes and defines school safety within the national Department of Education and the South African legal and policy framework. Various aides such as templates, posters and checklists are provided to give the reader a step by step guide as to how to use the system which includes identifying safety issues working all the way through to developing an action plan for the school.

Book 2: Hlayiseka Early Warning System: Educator Survey and Analysis Framework

The educator survey recognizes that educators are also affected by school-based crime and violence and provides management teams with clear strategies on how to engage educators in identifying, responding and evaluating interventions aimed at improving school safety.

Book 3: Hlayiseka Early Warning System: Learner Survey and Analysis Framework

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

Book 4: Hlayiseka Early Warning System: Incident Assessment and Monitoring Progress

The Hlayiseka project is informed by local evidence-based projects and research. Because the Department of Education and communities regard school-based crime and violence as a serious matter, it is important not only to see and feel change but to be able to measure progress and take corrective action in good time. Book four guides the school and districts on how to measure whether their efforts are reaping rewards and how these could be overcome. Over time this data will also enable the Education Department to have a more accurate picture of the state of affairs in schools as far as crime and violence are concerned.

2.3 Who should use the system?

This manual is addressed specifically to the school Principal. In many schools, there is a School Safety Officer, and even a School Safety Team which is part of the School Governing Body. This system will also help them to develop a "safe school". District, regional and provincial education officials could also use the system.

The *Hlayiseka Early Warning System: Be Aware – Take Action* needs to be driven and led by at least one person in the school. However, school safety should not be a burden, and a team approach will assist in sharing tasks and develop the whole school.

The School Safety Team has the responsibility of developing school safety plans with the school community (don't forget to involve learners!), to decide on what can be done to prevent and manage incidents, to undertake activities with the school community to make it safer, and to monitor the school progress towards providing a safer school for teaching and learning.

"Since it involves the SGBs, they are the people who are around the school and know exactly what is happening"
"This helps us educators to be conscious of whatever dangers the learners and educators may be faced with at school and surroundings"

Eastern Cape School 2006

"It builds learner confidence in the school safety committee"

Limpopo School 2006

2.4 What is meant by "school safety"?

The Department of Education's vision for school safety is:

"To create a safe and tolerant learning environment that celebrates innocence and values human dignity"

Implementation Plan, Tirisano 2000

The goals of a safe school are to:

- Develop and maintain a safe, welcoming, violence-free learning environment;
- Enable learners to develop knowledge, skills and attitudes necessary to prevent and deal with violence appropriately;
- Ensure educators develop knowledge and skills to recognise and handle violence;
- Ensure victims, witnesses and perpetrators know that the school will act to stop or prevent violence;
- Develop interventions to minimise and reduce sexual and gender-based violence;
- Help learners to understand acceptable behaviour in the school and society, and be aware of the consequences of inappropriate behaviour;
- Educate and encourage learners to actively participate in their school and community; and
- Encourage communities, non-governmental organisations, faith based organisations and businesses to support school safety initiatives and promote a safe learning environment.

Department of Education. School Safety Policy. 2006

The Hlayiseka research in South Africa indicates that one of the most important contributory factors towards achieving low levels of violence in schools is a well-managed school. Schools that have clear "rules" and consequences, fair procedures, and involve all members of the community (educators, parents, learners, principals, administrators, and community services) are *less likely* to have a high level of violence.

There are four main building blocks towards creating a safe and tolerant learning environment, these are:

BE PREPARED	***BE AWARE***	***TAKE ACTION***	***TAKE CARE***
To prevent and manage problems	**of what is happening in your school**	**when something happens**	**to build a caring school**

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

BE PREPARED:

- Our school has a School Safety Policy and Plan
- Our school has a Learner Code of Conduct and Disciplinary Procedure in place
- Our school has a clear Emergency Plan in place and everyone knows what to do if something happens

BE AWARE

- We are implementing the *Hlayiseka Early Warning: Be Aware – Take Action* system
- Security and access control measures are in place, and the whole school know the procedures to take if they are breached

TAKE ACTION

Δ Our school is able to manage safety incidents in line with policy and procedures
Δ Our school is able to respond to early warning signs
Δ A human rights culture is promoted in our school

TAKE CARE

Δ We encourage the continuous building of relationships between principal, school management, educators, parents and learners, and ensure open communication
Δ We have a referral system to appropriate services and make use of community partnerships to support learners and build school safety

TASK:
HLAYISEKA EARLY WARNING SYSTEM: BE AWARE – TAKE ACTION CHECKLIST

A checklist is provided on the next page that highlights this understanding of school safety and the 10 measures to help build school safety.

Put a tick in the boxes of the measures that you already have in place in your school.
There may be boxes that you cannot tick now. This manual will help you to meet some of these measures. It will also point you in the direction of some areas that you may need to work on once you are implementing this system.

Put this checklist up in the staff room or administration block so that everyone can see that your school is serious about addressing safety issues, and that you are on the journey towards creating a safer learning environment.

2.5 How does this manual support school safety?

The *Hlayiseka Early Warning System: Be Aware – Take Action* aims to support principals and School Safety Teams to manage the safety aspects of a school. The manual and tool make direct links to existing policy and procedures within the Department of Education that focus on managing schools and to achieve the goals highlighted above.

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

The Hlayiseka Early Warning System will "be able to detect any signs that would inhibit the smooth running of the school in time – and we are able to find some solutions"

Eastern Cape School 2006

HLAYISEKA MONITORING SCHOOL SAFETY: CREATING A SAFE LEARNING ENVIRONMENT

VISION FOR SCHOOL SAFETY

"To create a safe and tolerant learning environment that celebrates innocence and values human dignity"

Implementation Plan, Tirisano. 2000

The Department of Education's goals are to:

- **Develop and maintain a safe, welcoming, violence free learning environment**
- **Encourage and support learners to develop knowledge, skills and attitudes necessary to prevent and deal with violence appropriately**
- **Encourage and train educators to develop knowledge and skills to recognise and handle violence**
- **Let victims, witnesses and perpetrators know that the school will take action to stop and prevent violence**
- **Develop ways to minimise and reduce sexual and gender based violence**
- **Help learners to understand acceptable behaviour in the school and society, and be aware of the consequences of unacceptable behaviour**
- **Educate and encourage learners to actively participate in their school and community**
- **Encourage communities, non-governmental organisations, faith based organisations and business to support school safety initiatives and promote a safe learning environment**

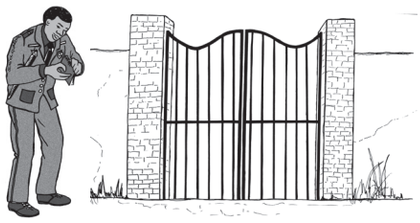
Department of Education 2006
School Safety Policy

10 MEASURES TO HELP BUILD SCHOOL SAFETY

TAKE ACTION CHECK LIST

BE PREPARED:

- ☐ Our school has a School Safety Policy and Plan!
- ☐ Our school has a Learner Code of Conduct and Disciplinary Procedure in place
- ☐ Our school has a clear Emergency Plan in place and everyone knows about it!



BE AWARE:

- ☐ We are implementing the *Hlayiseka Early Warning System: Be Aware - Take Action!*
- ☐ Security and access control measures are in place, and the whole school know the procedures to take if they are not followed

TAKE ACTION:

- ☐ Our school is able to manage safety incidents in line with policy and procedures!
- ☐ Our school is able to respond to early warning signs of school safety!
- ☐ A human rights culture is promoted in our school!

TAKE CARE:

- ☐ We encourage the continuous building of relationships and communication between the principal, school management, educators, parents and learners!
- ☐ We have a referral system to appropriate services and make use of community partnerships to support learners and build school safety!

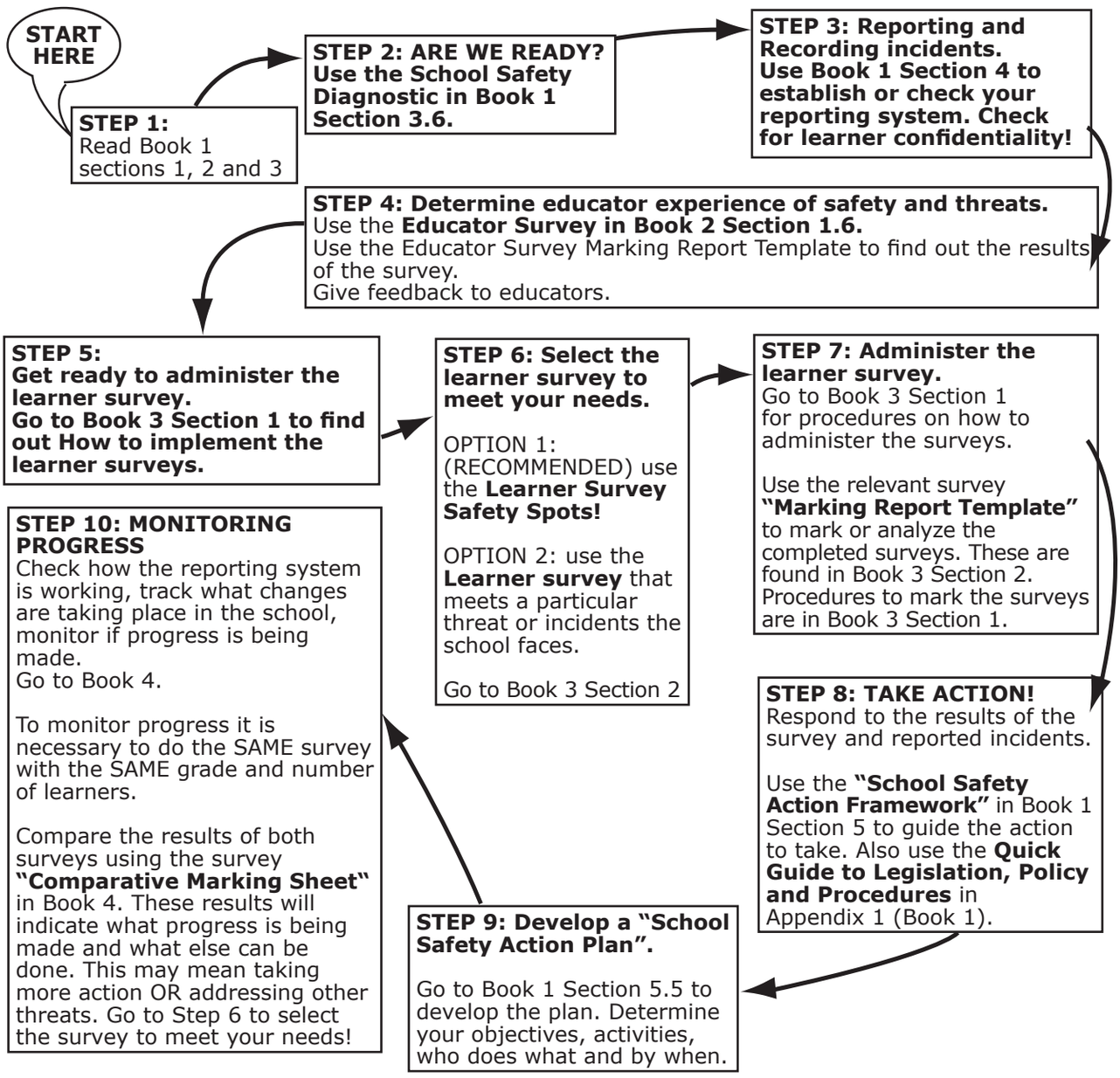
SECTION 3. STEP BY STEP GUIDE FOR HOW TO USE THE SYTEM

SECTION 3. STEP BY STEP GUIDE FOR HOW TO USE THE SYSTEM

The purpose of this section is to provide an overview of the *Hlayiseka Early Warning System: Be Aware – Take Action* and how the system and tools work together.

> ***"There was not a tool like this before in our school. It is an accurate point of view from the learners. It helps us educators to see what is needed and the feelings and fears of the learners in the school"***
>
> *Primary School, Western Cape, 2006*

3.1 Overview of the system



3.2 Procedures for implementing the system

Step 1: **Read the following sections. These sections will give an understanding of the *Hlayiseka Early Warning System: Be Aware – Take Action.***

Read: Book 1 Section 1: Introduction
Book 1 Section 2: The Hlayiseka Early Warning System: Be Aware – Take Action
Book 1 Section 3: Guide for using the System

Step 2: Determine if the school is ready to use the ***Hlayiseka Early Warning System: Be Aware – Take Action.***

Use the SCHOOL SAFETY DIAGNOSTIC in (Book 1) Section 3.6 and take the necessary action to ensure that the school is ready to use the system.

Step 3: **Turn to Section 4 (Book 1): Reporting and Recording Incidents.**

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. It is very important that the school reporting system provides for learner based reporting and provides an anonymous and confidential system.

If the school **does not** have a reporting system in place, or a method of recording incidents, Take Action! Follow the guidelines provided in Section 4 (Book 1).

Step 4: **Determine educator experience of safety and threats.** Refer to Book 2 Section 1 and use the Educator Survey to determine the threats and experience of educators to safety, and their preparedness to prevent and manage incidents that act as barriers to teaching and learning.

Use the Educator Survey Marking Report Template (Book 2 Section 1.7) to "mark" or "analyse" the results. It is important to give feedback of the findings from the survey to the educators. Use this as an opportunity to gain their support for school safety, and to share what is in place to prevent and manage threats and incidents.

Step 5: **Determine learner experience of safety threats,** read Book 3 Section 1: Procedures for administering the Learner Surveys. This section provides guidance and the procedures on the purpose of the learner surveys, which survey to select, how to implement them, what instructions to give the learners, how to "mark" or "analyse" the surveys, and how to give feedback to the learners.

Step 6: **Select the learner survey to meet your safety needs.** There are 9 learner surveys provided. These focus on school safety threats and incidents that prevent teaching and learning, and make the school an "unsafe place". These include dangerous objects, drugs and alcohol, bullying, verbal abuse, physical violence, discrimination (values), sexual violence and the journey to and from school.

Remember that you do not need to implement all of the learner surveys at once! The system is designed to be flexible to meet the needs of the school.

Start with the Learner Survey: Safety Spots! (Book 3 Section 2.1) This will provide you with information about learners experience and feelings of safety, help the school prioritise what safety threats or incidents need to be addressed, and provide information on how learners view the reporting of incidents.

Use the Safety Spots! Marking Report Template (Book 3 Section 2.1). Once this has been completed, the school needs to decide on what issue it will tackle first. This is based on the concerns of the learners and educators! Once you have selected the survey, move to Step 7.

Option: *If the school knows what the priority safety threat is, or is concerned or experiences high levels of a particular safety incident, use the survey that is most relevant to help understand the problem. Select the relevant survey from Book 3 Section 2. After implementing the survey and marking it, turn to Section 5 (Book 1) for guidance and support to Take Action!*

Step 7: **Administer the relevant learner survey** according to the procedures provided in Book 3 Section 1.

Mark the surveys using the relevant "Marking Report Template" (Book 3 Section 2).

Give feedback to the learners. Refer to Book 3 Section 1 for guidance on giving feedback to learners.

Step 8: Take action by responding to the identified threats and incidents. It is very important to take action as a result of the findings from the learner surveys, the educator survey and from incidents that are reported to the school.

Refer to Section 5.4 (Book 1): Take Action – Responding to Safety Threats and Incidents. A **"School Safety Action Framework"** is provided to guide a school on using the results of the surveys. Use this to identify what action the school needs to take. Links to additional resources that a school can use are provided in Appendix 1.

Step 9: **Develop a "School Safety Action Plan"** detailing what the objectives are, what activities the school will take, who will do what and in what time frame. Refer to Section 5.5 (Book 1) for guidance on developing this action plan.

Step 10: **Monitor the progress of the school to prevent and manage threats and incidents, and progress towards creating a safe learning environment.** Use Book 4 for guidance and support on this. This manual provides procedures to monitor how well the reporting system is working, changes in the numbers of reported incidents, changes in the feelings and experience of school safety, and to check on what is working and what isn't working in the action plan.

To monitor progress, it is necessary to do the same learner survey again with the same grade and number of learners! Follow the same procedure as for Step 7. Templates to compare the results of both surveys are provided in Book 4.

The results of monitoring the progress of the school may indicate that other threats or incidents need to be prevented and managed. Move to Step 6 and repeat the process to select the relevant learner survey to understand the problem and what action needs to be taken.

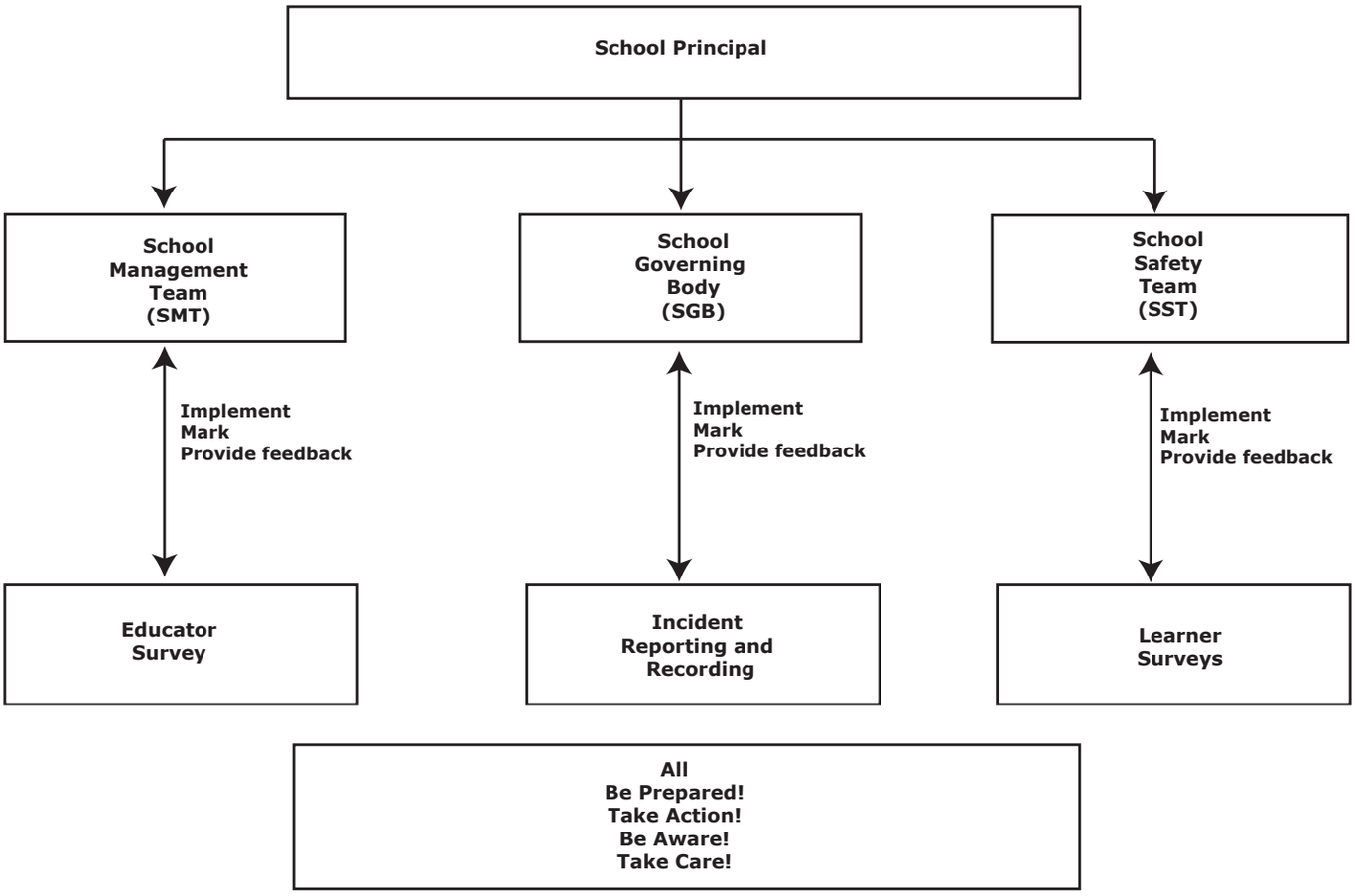
Tracking the number and type of reported incidents will also provide information on what is happening in the school. Reviewing these will highlight what issues need to be addressed. Use the learner surveys to understand these issues in more detail and guide the action that can be taken.

"Documented incidents can be compared to prioritise the ones that are most serious for the school"

Limpopo School, 2006

3.3 Who does what in the system?

It is recommended that the following structure is 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.



3.4 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. The purpose of the *Hlayiseka Early Warning System: Be Aware – Take Action* is to create a system to both report incidents and threats, and to understand threats to safety that hinder teaching, learning and human rights. Based on this, the school is then able to TAKE ACTION! to prevent and manage such incidents.

To encourage and support reporting and build ownership for school safety amongst the whole school community, the following needs to be in place in a school:

1. **A functioning and responsive management structure.** This involves the Principal, School Management Team, School Governing Body and the School Safety Team. This system needs at least one person who is the driver (leader) and a supportive team to manage reported incidents and build school safety!
2. **A school culture** of care and support encourages the reporting of incidents by learners and educators.
3. **A system to ensure learner confidentiality** when reporting incidents or providing information on their experience.
4. **Basic trust and open communication** between principal, educators and learners.
5. **Belief that** something can be done to improve the situation
6. **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!**

TASK:
If your school does not have a reporting system in place that upholds learner confidentiality then turn to Section 4.4 (Book 1) and follow the procedures for implementing learner-based reporting

"It made learners more confident to report"

Limpopo School 2006

3.5 Is our school ready?

**Every school is at a different stage of its journey towards
creating a safe learning environment.**

Although this manual is designed for use in any school, it is important that the school is ready to use the system: that the school has the minimum requirements for school safety already in place. This will make it easier to implement the system, build trust and ownership for school safety by the school community, and create a school environment where teaching and learning can happen.

The implementation process will vary in each school, because of the level and style of management in the school, and depending on the safety threats and challenges the school faces!

**This system requires facilitation, sensitivity by
school principals, educators and school management,
and engagement by the entire school!
Managing school safety relies on people, on relationships and
on open communication channels
- it is not just about security fences and alarms!**

**To check that your school is ready to use this system,
start with the SCHOOL SAFETY DIAGNOSTIC.**

3.6 School Safety Diagnostic

3.6.1 The purpose of the School Safety Diagnostic:

The purpose of the School Safety Diagnostic is to determine if the school has the basic requirements (minimum standards) in place to be able to implement the *Hlayiseka Early Warning System: Be Aware – Take Action.*

3.6.2 Procedure to implement the School Safety Diagnostic

Step 1: Arrange a date and time for the Principal, School Management Team, the School Safety Officer and the School Safety Team (or if you do not have a team 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.

Step 2: Make a copy of the School Safety Diagnostic.

Step 3: There are four levels that schools needs to go through to be ready to implement the *Hlayiseka Early Warning System: Be Aware – Take Action.* 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. Set another meeting at an agreed date to come back and report on progress!

If the answers to all the questions in the tool is YES, then **check the existing Reporting and Recording (Section 4 Book 1) and then proceed to the Learner Surveys in Book 3.**

> ***"The crime rate in our societies is escalating and there is a need to prevent any unsafe issues – detection of whatever signs of crime in our schools is very important as prevention is better than cure. Therefore using the Early Warning System could help us a lot"***
>
> *Eastern Cape School 2006*

3.6.3 HLAYISEKA SCHOOL SAFETY DIAGNOSTIC

EMIS NUMBER: ☐☐☐☐☐☐☐☐☐☐☐

School: _____ *Date:* _____

This tool will help to determine how prepared the school is to implement the HLAYISEKA EARLY WARNING SYSTEM: Be Aware – Be Prepared. It is a good idea if the team responsible for school safety all participate in this activity! This team could include the Principal, Safety Officer, School Governing Body and the School Safety Committee.

Please answer the following questions:

LEVEL 1 - PREVENTION: BE PREPARED

		Yes	No
1.	Our school has a school safety officer and or a school safety team	☐	☐
2.	Our school has a School Safety Policy	☐	☐
3.	Our Learner Code of Conduct was developed in consultation and negotiation amongst learners and members of the school community	☐	☐
4.	The learner code of conduct has been explained 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	☐	☐

Δ 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).
Δ 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 Records Management Manual. To help you implement this refer to Section 4 (Book 1) of this manual.
Δ If you answered NO to question 10 then refer to the South Africa Council for Educators Act (Act 31 of 2000).
Δ 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 …
Δ If you answered YES to all of these questions then you are ready to move to the next level …

LEVEL 2 - RESPONDING: TAKE ACTION

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

Δ If you answered NO to questions 12 to 20 then refer to the policies and procedures, and run training sessions for educators on what to do in the event of these incidents happening …
Δ If you answered NO to question 21 then put together a list of service providers (and their contact numbers) in your community that can support your learners …
Δ And if you answered YES to all of these questions then you are ready for level 3 …

LEVEL 3 - CREATING A SAFE LEARNING ENVIRONMENT: TAKE CARE

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

Δ If you answered NO to questions 22 to 25, 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
Δ If you answered NO to question 26 and 27 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!
Δ If you answered YES to all of the questions then proceed to Level 4 …

LEVEL 4 - EARLY WARNING SYSTEM: BE AWARE

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

Δ If you answered NO to questions 28 to 33, then you need to put these in place before implementing the Hlayiseka Early Warning System: Be Aware – Take Action. Refer to Section 4 (Book 1).
Δ If you answered NO to question 34, then turn to Section 4 (Book 1) and establish a system for confidential and anonymous reporting in your school.
Δ If you answered NO to question 35, then begin by implementing the Hlayiseka Educator Survey (Book 2 Section 1) and the Learner Survey: Safety Spots! (Book 3 Sections 1 and 2)
Δ If you answered YES then turn to the relevant learner survey to help you understand why the threat occurs

Action to be taken:

Principal: _____ School Safety Officer: _____

SECTION 4. REPORTING AND RECORDING INCIDENTS

SECTION 4. REPORTING AND RECORDING INCIDENTS

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.*

4.1 Code of Conduct for learners

"The School Governing Body must draw up a Code of Conduct for Learners. A Code of Conduct for Learners aims to promote a school environment dedicated to the improvement of the quality of the learning process. The code of conduct should be based on principles and values supported by the school community".

It is vital that learners feel that they "own" the code of conduct, as this will enhance adherence to and support for it. It should therefore be a result of consultation and negotiation amongst learners and members of the school community".

It is likely that the Code of Conduct for Learners will include the following:

- Introduction
- Aim (of Code of Conduct)
- Rights of learners (and educators)
- The responsibilities of learners
- The responsibilities of educators with regards to learners
- The responsibilities of parents with regards 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 could 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/assessments on academic progress

"The tool helps to improve the conduct of learners"
"It improves the conduct of educators"

Schools in Limpopo 2006

Disciplinary Procedures contained in the Code of Conduct must emphasise that corporal punishment was outlawed in schools in 1996 when the South Africa Schools Act was passed. With this act the government signalled its intention that discipline must be fair, corrective and educative and not punishment-orientated.

Discipline and corporal punishment are not the same thing. Having discipline at a school helps to create a safe learning environment and is therefore critical to have in place.

As with the code of Conduct, 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:

- Who takes action?
- When action will be taken?
- 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:
Department of Education
Guidelines on How to Manage School Records – Volume 1 – SGB Records

"It showed us that we needed to revisit our code of conduct at the school"
Eastern Cape School 2006

4.2 Reporting 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. The class educator spends most time with learners, so she or he is likely to deal with most disciplinary matters. However, the class educator is not the only person responsible. 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."
Department of Education
Guidelines on How to Manage School Records – Volume 1 – SGB Records

4.3 Recording Incidents and Misconduct

4.3.1 Individual Record of Learner Misconduct

"Each time disciplinary action is taken against a learner, an individual record of learner misconduct should be completed for the relevant learner. This record provides the details of the misconduct by providing a description of the errant (inappropriate) behaviour and rating the misbehaviour in terms of seriousness. The disciplinary consequences and actions taken are also recorded and the parent/guardian is required to sign the form as acknowledgement of the misconduct and consequent disciplinary action. 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 specific support interventions for the learner."

4.3.2 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 a school. The register must be updated each time a disciplinary action is taken against a learner and should be kept in the School Governing Body File in the Principal's office."

Take Action:
The school Register of Misconduct could be documented in a book, or it could be written on the attached form which the school could photocopy and file. The example of a School Register of Misconduct is included for an individual learner.

4.3.3 Incident Report

Two examples of Incident Reports are provided on pages 29 & 30. Schools should choose one of the two templates but it is advised especially in cases where schools do not have existing forms for this purpose, to use the form developed by Hlayiseka on page 29.

The Incident Report has to be completed by the School Management Team. In this report all unforeseen incidents that might take place in the school are reported. Examples of incidents would include child abuse, rape, physical injuries, and threats by individuals from a broader public. Due to the confidentiality of some of the incidents, discretion of the Principal and School Management Team are imperative. The report may be shared on a discretionary basis with the relevant parties, such as the Child Protection Unit, School Governing Body or Police.

"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 2006 would be 2006/10."

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

Take Action:
Attached is an example of an Incident Report as provided in the Guidelines on How to Manage School Records. There is also an example of an incident report used by schools during the development of the Hlayiseka Early Warning System.
It is very important to have a system in place to ensure learner confidentiality. Refer to Section 4.4 of this guide for more information on this.

4.3.3.1. Summary Of School Records Of Incidents

The Incident Report Summary is used to record all the reported incidents during a specific term. This is used to help identify priority safety incidents that the school needs to address, and can be used to monitor the progress of a school towards creating a safe learning environment. Refer to Book 4 Section 1 as to how to monitor school progress. To keep track of the reported incidents over a term and over the year, a"Summary of School Records of Incidents" is provided.

Procedure for using this template:

1. Make copies of this template.
2. Select the period that you are reporting on. This template can be used to give information on a daily, weekly, monthly or term period. The advantage of doing it on a weekly or monthly basis is that one is able to see when most incidents occur. For example, do most incidents occur towards the end of a term, or during a specific term, or on a specific week day?
3. Add up the number of incidents per category from the school incident record keeping and fill it in the appropriate block. These categories relate to the learner surveys and key incidents that occur at schools.
4. Put the total number of incidents in the second column.
5. The last line provides space for the total number of incidents in each category, and over the period being reported on. Based on these results, the school safety threats and challenges are identified and can be prioritised. The higher the score the more of a threat it is to teaching and learning. To understand the problem in more detail, use the relevant "learner survey" and refer to Section 5 (Book 1) to take action to prevent and manage such incidents.

A SCHOOL REGISTER OF MISCONDUCT

School: _____

Learner: _____

Enrolment Date: _____

Gender: _____

EMIS Number: ☐☐☐☐☐☐☐☐☐☐☐

Admissions No: _____

Current Grade: _____

Age of learner: _____

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

HLAYISEKA EARLY WARNING SYSTEM: Incident Report INCIDENT NUMBER: _____

School: _____ Circuit: _____ District: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Person Reporting Incident: Δ Principal Δ Educator Δ Learner Δ SGB Δ School Safety Officer / Team Δ Parent Δ Other

Date and Time of Incident	Who was Involved?	Where Occurred?	What Happened?
		Δ On way to or from school Δ Just outside school grounds Δ In Classroom Δ In Toilets Δ Behind toilets Δ In play grounds Δ Between classes Δ Behind the school building Δ At the gate Δ Tuck shop Δ Office or staff room Δ Car park Δ Other _____	
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:

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: _____

HLAYISEKA EARLY WARNING SYSTEM: SCHOOL RECORD OF INCIDENTS

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐☐

Summary of School Records of Incidents for the year: _____

Date for period being reported: (eg. Week, month or term)	**TOTAL NUMBER OF REPORTED INCIDENTS FOR THE PERIOD**	**Dangerous Objects**	**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 _____ SGB Chairperson: _____

4.3.4 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 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, intentionally causing physical injury, or frequent infringements 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 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

> ***"It helps us to be able to identify incidents that are occurring in our schools so that we can be more proactive in stopping them from occurring. At least now our schools can have a database of incidents that are problem areas"***
>
> *Primary school, Western Cape, 2006*

4.4 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 experience at school is different to 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.

> ***"It frees learners to report incidents"***
>
> *Limpopo School 2006*

4.4.1 Procedure for establishing learner-based reporting

4.4.1.1 Train all educators on 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 learner misconduct.

The role of the educator is to:

Δ Respect the dignity, beliefs and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality;

Δ Acknowledge the uniqueness, individuality and specific needs of each learner, guiding and encouraging each to realise his or her potentialities;

Δ Strive to enable learners to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa;

Δ Exercise authority with compassion;

Δ Avoid any form of humiliation, and refrain from any form of abuse, physical or psychological;

Δ Refrain from improper physical contact with learners;

Δ Promote gender equality;

Δ Refrain from any form of sexual harassment (physical or otherwise) of learners;

Δ Refrain from any form of sexual relationship with learners at a school;

Δ Use appropriate language and behaviour in his or her interaction with learners, and act in such a way as to elicit respect form the learners;

Δ Take reasonable steps to ensure the safety of the learner;

Δ Not abuse the position he or she holds for financial, political or personal gain;

Δ Not be negligent or indolent in the performance of his or her professional duties; and

Δ Recognise, where appropriate, learners as partners in education.

South African Council for Educators Code of Professional Ethics

4.4.1.2 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 the learners, helps to build ownership of school safety with the whole school community, and reduces the fear of learners being victimised because they have reported a threat or incident.

The following procedure is recommended:

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 that the boxes are accessible to learners, that learners can put a letter into it without everyone watching them. It is recommended that these "posting boxes" can also be used for learners to report positive things that happen in their school! Use an old paper box or even a breakfast cereal box that is covered and clearly marked "learner posting box". If you have resources to Photostat incident reports, have these available for learners to complete.

2. Decide on who is going to be responsible for emptying these posting boxes every day after school. 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 learner's. 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 to learners. It is important that learners know that something happens as a result of reporting an incident. Take Action! Refer to Section 9 of this manual to help guide the action you can take.

5. File the reports.

6. It is important to 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 this report.

> ***"Learners will understand that they are respected – they can take part in the improvement and elimination of crime at school and in the community"***
>
> *Eastern Cape School 2006*

4.4.1.3 Feedback and confidentiality

If a learner has reported anonymously, generally address what the policy states with the relevant grade on the issues that were raised and what the policy position is (this information is obtainable on the learner survey). Issues of this nature can be addressed during assembly. The consequences of inappropriate behaviour should be highlighted to all learners. Learners should also be encouraged to come forward and give testimony about their concern. The school is then able to take the necessary disciplinary action against the learner or educator.

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 remain consistent in addressing areas of concern.

4.4.1.4 To monitor over time how well your school is responding to safety incidents and threats, use Book 4 of this manual.

4.5 Educator Misconduct

In the event that a report is made by a learner or a parent or guardian concerning the misconduct of an educator, the Principal will need to manage the situation and take the appropriate action.

To manage and take the appropriate action, the Principal is referred directly to the following legislation and regulations:

- South African Schools Act 84 of 2000
- Department of Education Norms and Standards for Educators

Principals must report educator misconduct immediately to the District office.
The district office will report to the provincial office and disciplinary measures against the educator will be implemented according to the stated legislation and regulations.

The South African Council of Educators Act (No 31 of 2000) provides for the registration of educators, the promotion of their professional development, and sets, maintains and protects the ethical and professional standards for educators. This Act applies to all educators appointed.

In the case of gross professional misconduct of an educator, the Council has the power to remove the educator's name from the register. This means that the educator can no longer teach in South Africa.

> ***"It improves communication between learners and educators"***
>
> *Limpopo School 2006*

SECTION 5. TAKE ACTION – RESPONDING TO SAFETY THREATS AND INCIDENTS

SECTION 5: TAKE ACTION - RESPONDING TO SAFETY THREATS AND INCIDENTS

5.1 Responding To Incidents, Reported Incidents And Threats

"Safe schools" are prepared for a potential crisis and are able to identify the early warning signs that threaten the safety of educators and learners. To support schools to TAKE ACTION this manual includes a table of problems with the direct links to the existing policy, procedures or regulations. This is provided in Appendix 1 (Book 1).

However in the event of a violent or traumatic incident, the handling of such a crisis situation is critical.

Additional training in conflict management, mediation, dealing with particular situations and trauma counselling may be required. Alternatively, networks with community service providers is essential in the development of a safer school. As highlighted in the School Safety Diagnostic (Section 3 Level 2 and 3 in this book) it is important to have a directory of services in the community that you can refer learners to, or to call on them to provide the necessary support to the school. Work with the School and District Support Teams to develop this.

The school needs to develop the skills and means of dealing with stress and conflict in order that the safety messages are constant, and the learning environment remains stable, supportive and non-threatening. It is necessary for schools to integrate counselling, empowerment and a nurturing environment in order to deal and treat the aftermath of violence and trauma. This part of the process to developing 'safer schools' however is often neglected. This falls within the TAKE CARE phase of school safety.

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

Step 1: Take the necessary action to stabilise the situation in the event of an incident
Step 2: Document the incident using the reporting template(s) included in Section 4.3.3.1 of this book
Step 3: Take the necessary action to manage the incidents and threat, such as providing trauma counselling
Step 4: Take the necessary action to prevent the incident from occurring again
Step 5: Take the necessary action to give feedback to learners and educators about how the situation was resolved or addressed
Step 6: Take the necessary action to monitor the situation, look for early warning signs in order for action to be taken to prevent incidents from occurring. Use the relevant learner survey to help identify potential threats or safety concerns.

"It allows us to gauge how far the problems have gone"

Limpopo School 2006

5.2 Responding To The Findings From Reporting Incidents And Survey's To Build School Safety

Once the safety threat or challenge has been identified, through the incidents that are reported and/or through the marking templates for the educator and learner based survey, it is important to TAKE ACTION to prevent and manage the threat or incident.

The action that you will take depends on understanding the problem: you will understand the specific problem in your school by using the relevant learner survey, and looking back at the information provided in the Incident Report and Register of Learner Misconduct.

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 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 done in the school to BE PREPARED, BE AWARE, TAKE ACTION AND TAKE CARE. It specifically focuses on taking preventative and management actions as suggested in Step 4 and Step 6 above (Section 8.1).

You may need additional guidance from the existing policy, regulations and procedures, or by asking community structures, such as the police or a faith based organisation, to help you. A Quick Reference Guide to relevant legislation, policy and procedures is provided in Appendix 1. The Department of Education Signposts for Safe Schools also provides information on what action to take.

5.3 Procedure to implement School Safety Action Framework

Step 1: Make a copy of the template, Our School Safety Action Plan (Section 5.5 in this book). Arrange a time for the School Safety Team to meet to work through the template and develop an Action Plan to prevent and manage these incidents.

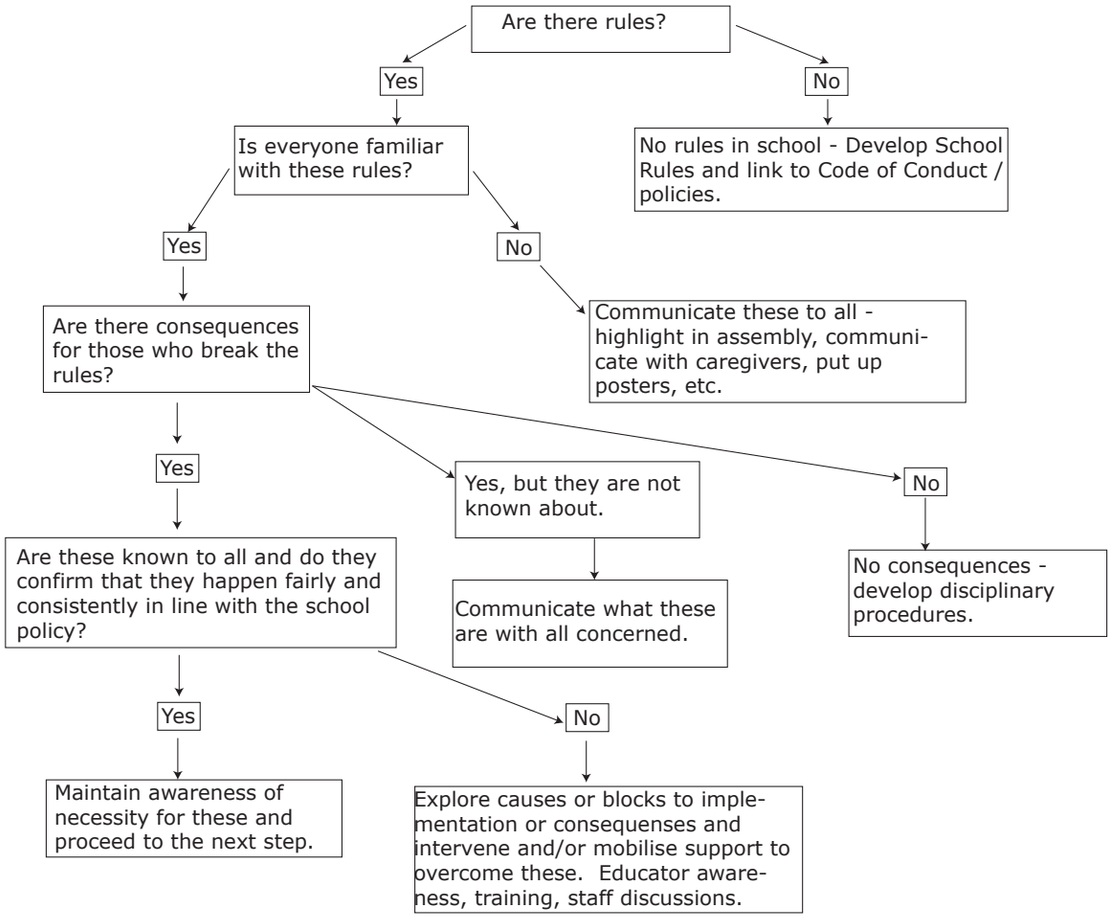
Step 2: Gather the information about the specific problem you need to address from the marking templates of the educator survey and the relevant learner based survey. Make copies of the relevant Incident Reports, in other words those that provide you with insight and understanding as to why this is a problem in your school, who is affected by the problem, when it occurs, and who is involved.

Step 3: Follow the questions and answers as proposed in the School Safety Action Framework. (Section 5.4 in this book)

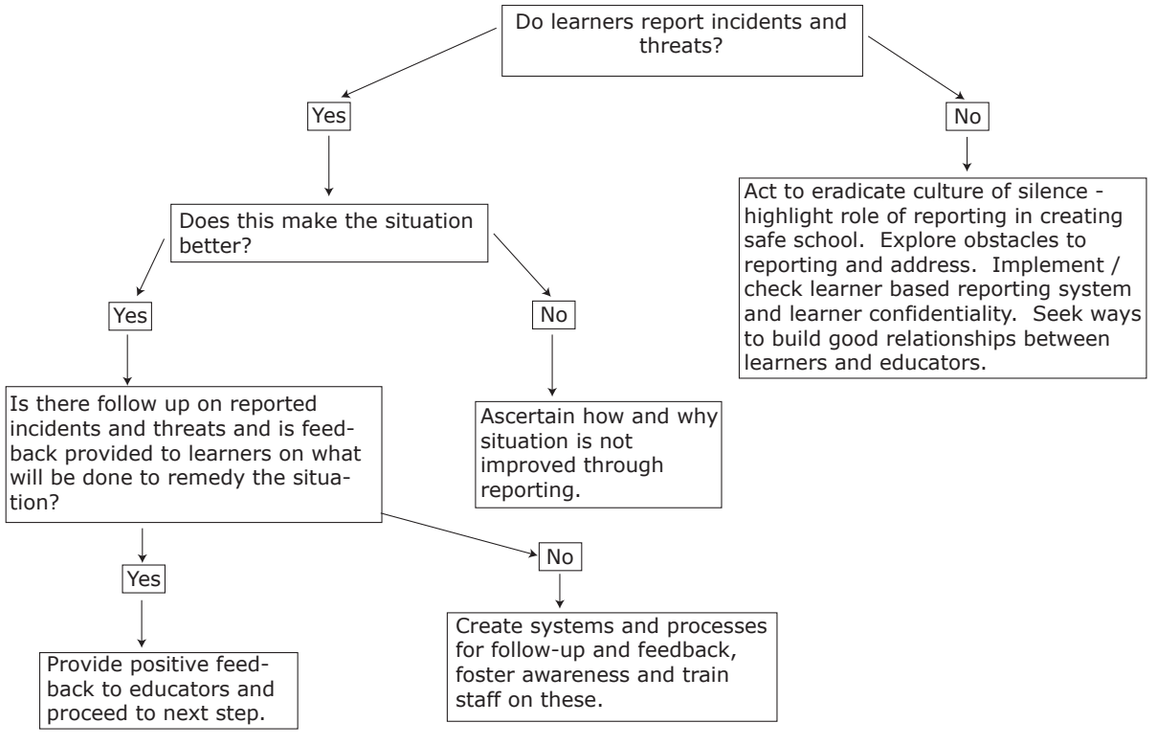
Step 4: Draw up a School Safety Action Plan.

5.4 *School Safety Action Framework* (This framework is also available as a poster)

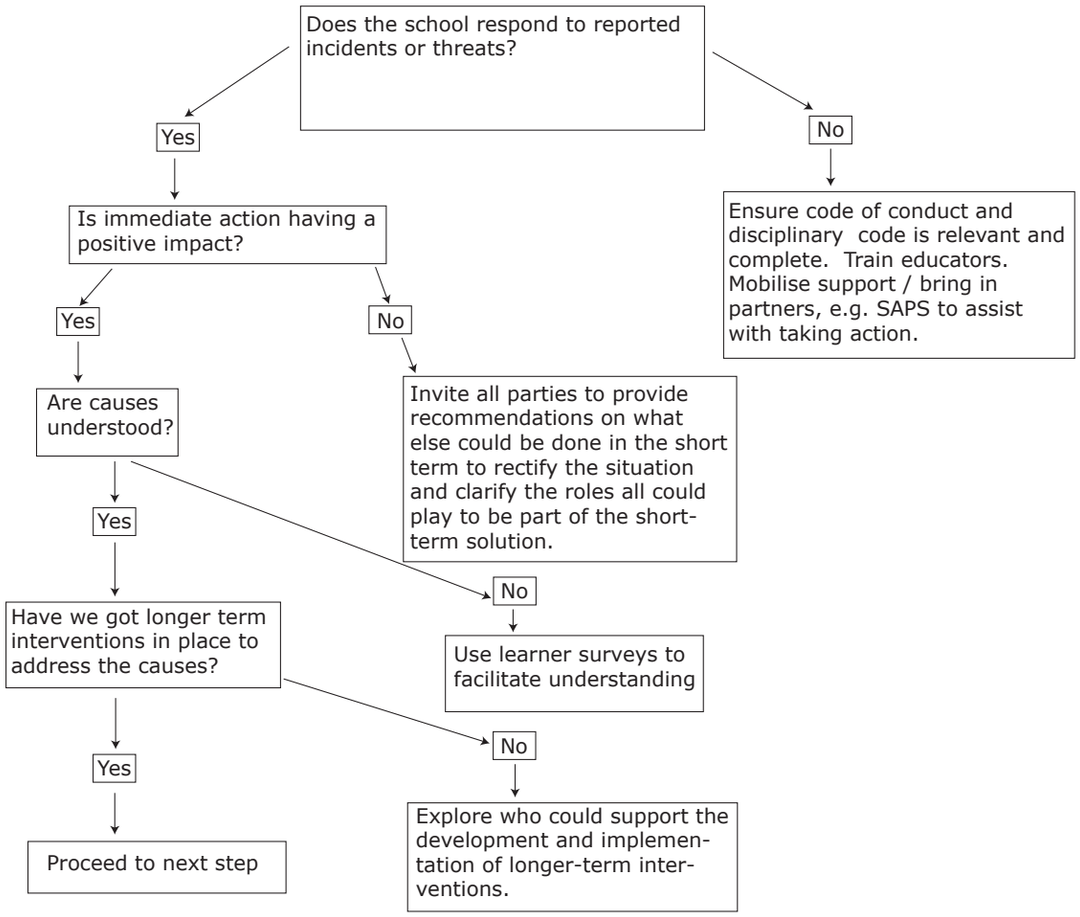
Step 1
Be Prepared



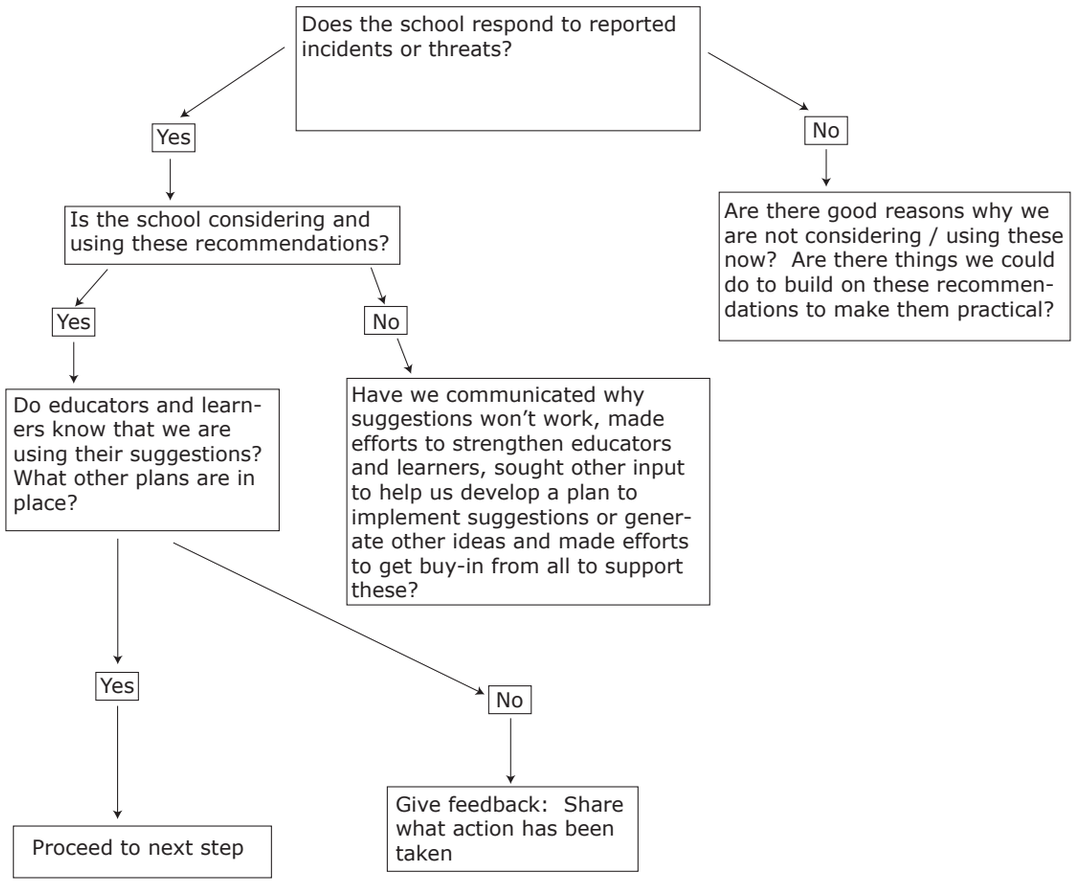
Step 2
Be Aware



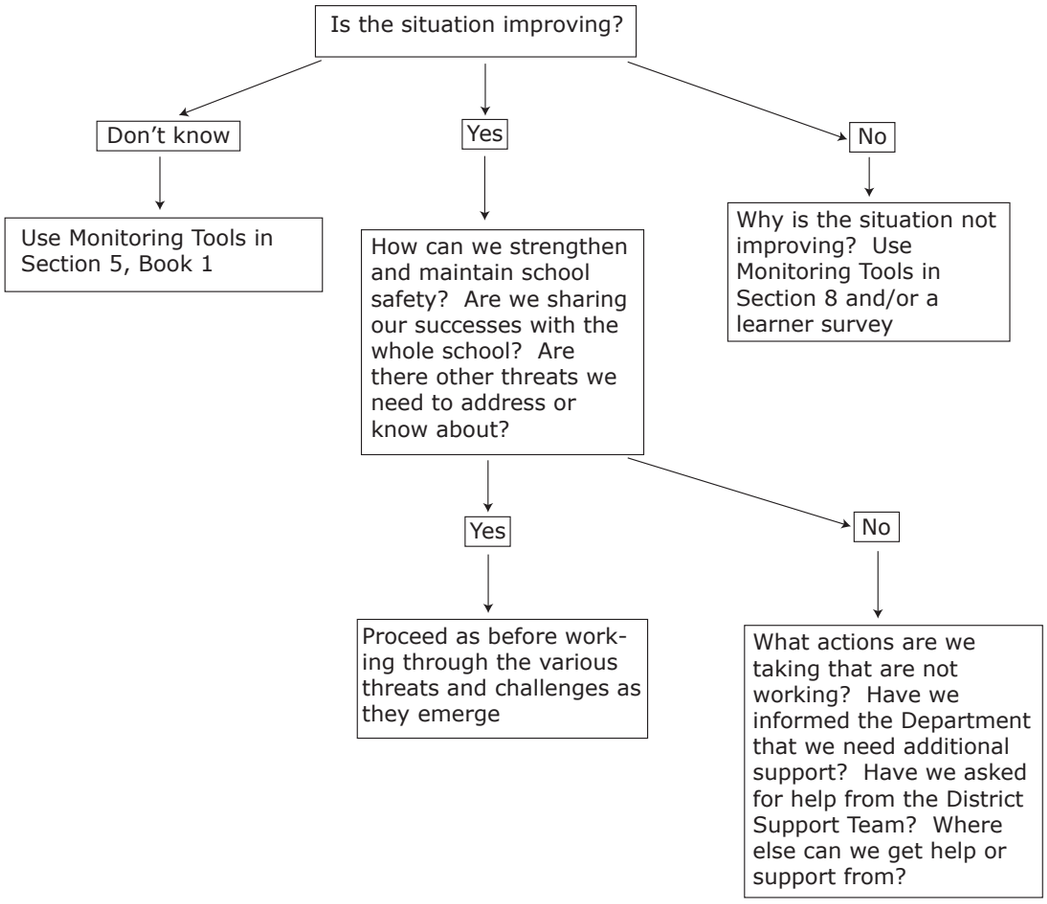
Step 3
Take Action and Take Care



Step 4
Take Action



Step 5
Take Care and Monitor Progress



5.5 OUR SCHOOL SAFETY ACTION PLAN

EMIS Number: ☐☐☐☐☐☐☐☐☐☐☐

STEP 1. WHAT IS THE PROBLEM OUR SCHOOL NEEDS TO ADDRESS? _____

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STEP 2. WHAT DOES OUR SCHOOL WANT TO ACHIEVE?

Objective 1. _____

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_____

Objective 2. _____

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Objective 3. _____

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Objective 4. _____

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Objective 5. _____

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STEP 3. 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: _____

APPENDIX 1:
Quick Reference Guide to Policy, Legislation and Procedures

PROBLEM	POLICY & PROCEDURE'S	POSSIBLE PARTNERSHIPS & 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 (DoE)	✋ 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) ✋ Signposts for Safe Schools	✋ Childline ✋ Social Worker ✋ Nurse and Clinics ✋ South African Police Service ✋ 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: ✋ Guns ✋ Knives ✋ Chains ✋ Rocks ✋ Screwdrivers	✋ South African Schools Act (No 84 of 1996) Regulations for Safety Measures at Public Schools ✋ Firearms Control Act 2000 (Act 60 of 2000) ✋ Signposts for Safe Schools	✋ South African Police Service ✋ Gun Free South Africa ✋ District Support Teams ✋ Learners
Death / Bereavement		✋ Seek pastoral care from a faith based service ✋ Counselling – social worker/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

PROBLEM	POLICY & PROCEDURE'S	POSSIBLE PARTNERSHIPS & resources
Discipline of learners	School Code of Conduct School Disciplinary procedure	Learners' 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 and Training Institutions. Department of Education. Drug Dependency Act 1992 (Act 20 of 1992)	SANCA Local drug rehabilitation clinics District Support Teams Learners Educators
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 off 1983)	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 85/1997) Firearms Control Act (Act 60 of 2000) Signposts for Safe Schools	Educator and SGB partnership with police 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

PROBLEM	POLICY & PROCEDURE'S	POSSIBLE PARTNERSHIPS & resources
Health and safety	✋ National Health Act 2003 (Act 61 of 2003) ✋ Occupation Health and Safety (Act 85 of 1993)	✋ 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 (no 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
Journey to and from school		✋ Community leaders ✋ Community Police Forum ✋ District Support Teams ✋ Provincial Department of Education for Learner transport ✋ Learners ✋ Educators
Murder	Refer to SAPS immediately ✋ Criminal Procedures Second Amendment Act (Act 85 of 1997)	✋ SAPS ✋ 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

PROBLEM	POLICY & PROCEDURE'S	POSSIBLE PARTNERSHIPS & resources
Rape	✋ United Nations Convention on the Rights of a Child ✋ African Charter on the Rights and Welfare of a Child ✋ Child Care Act 1983 (Act 74 of 1983) ✋ Signposts for Safe Schools	✋ SAPS ✋ Trauma counsellors ✋ People Opposed to Women Abuse (POWA) ✋ Child Protection Unit (CPU) ✋ Lifeline ✋ Black Sash ✋ 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)	✋ SAPS ✋ Learners ✋ Educators
Storage of school equipment	✋ School Code of Conduct ✋ School Disciplinary Procedures ✋ South African School Regulations for School Safety	✋ SGBs ✋ Principles and educators ✋ Parents ✋ Learners ✋ Educators
Stress and suicide	✋ Signposts for Safe Schools	✋ Social workers ✋ Psychologist ✋ Pastoral care ✋ District Support Teams ✋ Learners ✋ Educators
Swearing, 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

PROBLEM	POLICY & PROCEDURE'S	POSSIBLE PARTNERSHIPS & resources
Toilets	School Safety Policy	Learners Educators SGB
Values	See discrimination	Learners Educators
Vandalism	See damage to property	Learners Educators
Weapons	See dangerous objects	Learners Educators
Witchcraft	Signposts for Safe Schools	Consult community structures for relevant assistance SAPS Psychologists Sangomas and traditional healers District Support Teams Learners Educators