



Mabel a Intermediate School

Boiketlo Village Motebang Road QwaQwa Tel/Fax: (058) 789 4104 P.O. Box 5801 Phuthaditjhaba 9866

SCHOOL SAFETY POLICY

1. Preamble

The Minister of Education made a call to create a safe and tolerant environment that tolerates innocence and values of human dignity. It is furthermore expected that learners and other roleplayers at institutions of learning be safe and secured.

2. This policy is in line with South African Schools Act (Act.84 of 1996) and is intended for all schools in the Province.

3. Aim

The overarching aim of this policy is to ensure that schools provide a safe and secure environment in which teaching and learning can take place, to which everyone is entitled in terms of the constitution of the country, as well as the Bill of Rights. It also aims to guide schools in the Province to have adequate physical and other resources to ensure basic level of security and to provide the envisaged safe environment.

4. Objectives of Policy

The objectives of this Policy are as follows:

- 4.1 To create a safe and tolerant learning environment in all schools:
- 4.2 To ensure that all schools have adequate safe physical resources:
- 4.3 To involve the community in the safe-keeping of schools:
- 4.4 To engage community involvement and participation towards developing a safe and secure environment;
- 4.5 To work jointly with state departments and all stakeholders in order to deal with problems that can lead to anti-social behavior;
- 4.6 To involve SGBs, educators, non-educators, learners and the community at large to participate in Their safekeeping.

5. Rights of learners:

In terms of the constitution of South Africa and the South African Schools Act, learners have the right to a clean and safe environment that is conducive to education, security of property, well-cared-for school facilities, water and clean environment, absence of harassment in attending classes and writing tests and examinations. Furthermore, learners have the right to health,

protection and equality, protection against economic and political exploitation, protection against all forms of violence, abuse, injury and neglect.

6. Responsibilities of Learners:

It must be noted that rights are accompanied by commitment and responsibilities. Learners have the responsibilities to protect and carefully use all facilities and equipment so that others who come after

them can also enjoy the privilege. The learner who intentionally or willfully destroys or damages or defaces any school property should be held responsible to replace or pay the loss. Learners should know that destruction of property is a punishable offence. Learners should also know that carrying dangerous weapons into the school is illegal, that possession, smoking and other use of intoxicating substances are forbidden.

7. Rights of Educators and Non-educators

All educators and non-educators have the right to work in an environment free of crime, intimidation, harassment and discrimination. Such an environment will motivate them to increase their productivity in providing quality education for all learners.

8. Responsibilities of educators and non-Educators:

In terms of Common Law and relevant statutory laws, educators and non-educators act in loco parentis with the delegated responsibility of taking care of learners while at school and outside the school premises during school-related activities. They have the responsibility to protect learners against any forms of violence and abuse. They need to take pro-active steps in identifying signs of abuse and violence and timeously make proper interventions to deal with the situation.

9. Role of the School Governing Body

As the custodians of governance at schools, the SGB has a critical role in ensuring that educators, learners and other stakeholders are:

- 9.1 Drafting a local safety and security policy for the school;
- 9.2 Making funds available through budgeting for technical safety equipment;
- 9.3 Ensuring that buildings and other accommodation are safe for learners, educators and non-educators to work in;
- 9.4 Ensuring that all safety measures and structures are in place for effective teaching and learning to take place;
- 9.5 Ensuring that access to schools is well-regulated;
- 9.6 Identifying risk factors in schools and having effective strategies to combat them.

Role of stakeholders:

Schools will interact with the following role players in creating and maintaining a safe and secure environment in their respective locations.

- 1.1.1 The South African Police Services;
- 1.1.2 The Department of Social Development;
- 1.1.3 The Department of Health;
- 1.1.4 The Department of Justice;
- 1.1.5 The Department of Labour Affairs and Environment

12. The Areas of Focus:

Focus Area	Policy statement	Purpose	Objective	Procedure	Responsibility
Gangsterism	To maintain schools free of gangs and gangsterism	To protect learners and employees against the perils of gangs	To provide a safe environment where effective learning and teaching can thrive without fear of gangsterism	- Find the causes of gangsterism - Indicate Problems with gangs - Prioritise and deal with the problem - Involve stakeholders to deal with the problem - Involve stakeholders to deal with the problems of gangs	- Principal - SGB - Parents - RCL - Churches - Youth clubs - Sports centers - Any relevant institution
Dangerous Weapons	To protect learners and employees against the use of weapons	To prevent the use of dangerous weapons	To inculcate the sense of safety and prevention of weapons in schools. To run institutions free of dangerous weapons	- Provide awareness of dangerous weapons in schools through seminars and workshops - Provide guidance and support to identify users - Take disciplinary measures to transgressors	- Principal - SAPS - Department of Social Welfare
Sexual Harassment	To protect learners and employees against any behaviour which seeks to harass sexually or any form thereof	To avoid any practices that are seen as sexual harassment	To inform and protect learners and employees against	- Provide information about sexual harassment - Provide	- Principal - SAPS - Department of Social Welfare

		situation	situation	against perpetrators	
				Record the findings	
Rape	To protect learners and employees against sexual abuse and rape	To prevent acts of rape from happening in schools and community	To uphold the community values. To inform learners and employees of their rights as human beings	- Report the rape case - Investigate and get findings and evidence - Report the case to Police immediately	- Principal - SAPS - SGB - District office - RCL - Department of Health
Murder	To respect lives of learners and employees	To save human lives of learners and employees	To save human lives of learners and employees	- Report the murder as a matter of urgency to Police - Embark on information campaign on murder to learners and employees - Give evidence as witnesses	- Principal - SAPS - Department of justice - RCL
Bullying	To protect learners from acts of bullying and harassment	To foster respect to every learner and any other person in the school	To establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted	- Report the act of bullying whether it happens to a learner or to someone else - Embark on anti bullying campaign - Seek help - Tell the bully to stop - Tell someone you trust - Do not participate in bullying	- Principal - SGB - Anti-bullying committee - District office-inclusive Education - Department of Social Welfare - RCL
Emotional Abuse	To provide an environment free of inflicting words that cause or lead to emotional torture	To prevent the use of words that will temper with internal peace of learners and all stakeholders	To establish a community that is emotionally free and content	- Watch for signs of emotional abuse - Interview victims - Record the proceedings - Put strategies that will be against emotional abuse - Report the incident/s	- Principal - SGB - School Safety team/committee - District office - Department of Social Welfare - SAPS - RCL

Racism	To protect learners and employees against racism stereotypes or generalizations about different race group	To ensure that learners and employees are free from cultural and racial group bondages	To provide a safe environment free of racial bias. To integrate racial groups into one community.	• Be aware of racial conflicts • Deal with conflict based on race • Inform learners and employees about human rights • Engage in approaches that eliminate racial bias • Integrate learners of different races into on institution free of racism	• Learners • Educators • Principal • SGB • Parents • SAPS • District Office • RCL
Truancy	To develop a programme that deals with truancy amongst learners	To ensure and avoid conditions that lead learners to play truant at school and home	To eliminate causes of truancy amongst learners. To involve parents in curbing truancy	• Find the causes which effect truancy • Drama intervention programmes • Measure the successes of intervention • Provide information on truancy	• Educators • Principal • SGB • Community • District office • SAPS • RCL
Functions	To protect employees against unwarranted perils at school functions	To prevent injuries and fatalities to learners and employees during school functions whether at night or daytime	To inform and inculcate measures of safety amongst learners employees during functions	• Functions to be strictly monitored • Care to be taken in terms of welfare and safety of both learners and employees • Draw up a policy on functions	• Educators • Principal • SGB • Parents • Any relevant structure/ Institution • RCL
Witchcraft	To protect schools and community against alleged witchcraft	To eliminate the misfortunes blamed on witchcraft	To inform learners and employees on the myths of witchcraft and cultural beliefs. To eliminate alleged deaths based on witchcraft	• Discuss traditional belief system • Prevent attacks in the suspect • Purge school and community of such beliefs	• SGB • Traditional Leader • Principal
Emergency situations	Appropriate steps to be taken during the occurrence of natural	To protect employees and learners	To provide a safe and secure	• Hold information sessions	• SAPS • Any

	disasters, unrest , fire and arson, bomb threats and shooting	against situations threatening their lives	learning environment	• Report nasty occurrences • Draw up an emergency plan of escape in times of emergency • Put mechanisms of alert in place for times of crises • Put in place equipment to stop any form of lifethreatening nature, ready for use • Be calm and give first aid to victims • Report the matter urgently • Inform and empower everyone to what to do in times of emergency	relevant structure or institution
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13. Formation of School Safety Team or committee

Each school must form a team to co-ordinate and organize issues around the safety of learners and employees

This team will be formed by parents, educators, learners, adopted cops as well as School Governing Bodies. The number of representatives of each section will be determined by the size of the school.

The suggested number for Further Education and Training (FET) institutions should be nine: i.e. Principal, two educators, three parents, two RCL members and an adopted cop.

The team for general Education and Training (GET) institutions will be without the learners, that is seven members. The situation of each school will be determined by each school's needs of safety.

14.4 Monitoring

The Principal must monitor the implementation of the policy on an ongoing basis.

14.5 Evaluation

The Principal and the team will have to evaluate and assess the policy to see if it addresses the question of safety as per need of the school in question. Corrective measures are to be taken if the outcome is to the contrary.

16. Sources of Reference:

The national department of education and the South African Police Service have jointly published booklet: "Signposts for safe Schools : Tirsano". This booklet and other relevant booklets may be of assistance every one using this policy.

Adopted and signed by:

Principal : *[Signature]* 28-06-2018
SGB Chairperson : *[Signature]* 28/06/2018
SGB Secretary : *[Signature]* 28-06-2018
Circuit Manager : *[Signature]* 17/05/2019
DATE : 17/05/2019

