

NATIONAL SCHOOL SAFETY FRAMEWORK TRAINING

**CENTRE FOR JUSTICE AND CRIME PREVENTION
2017**



WELCOME

- Introductions
- Attendance register
- Housekeeping issues
 - Time keeping
 - Breaks
 - Cellphones
 - Toilets
- Expectations



PURPOSE OF TRAINING

- To assist with the roll out of the NSSF at schools
- To prepare schools to implement the NSSF
- To develop capacity within DBE to address school safety



BACKGROUND TO CJCP

- CJCP is a registered non-profit organisation
- We have service sites in Cape Town and Port Elizabeth
- CJCP was founded in 2005
- CJCP specialises in social science research, training project implementation relating to early violence prevention



WHAT IS THE NSSSF?



WHAT IS IT?

- **A guiding strategy on how to prevent and reduce violence in schools**
- **Not a magic cure** for school violence
- **Creates systems** to improve school responses to violence
- Contains **tools**
- **Monitors school progress** in dealing with violence
- Supports existing policies, acts and regulations (**does not replace**)



- Policies
- Acts
- Regulations

Consolidated

THE BACKGROUND



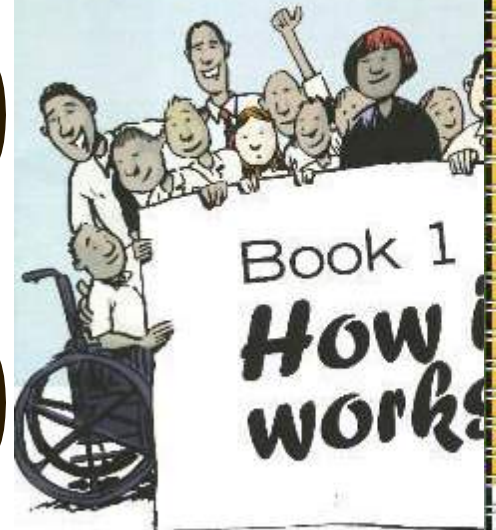
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BRIEF BACKGROUND

- **Was the Hlayiseka school safety programme**
- **Independently evaluated**
- **Reworked**
- **Signed off by Minister of DBE (May 2015)**
- **Formally adopted**
- **Roll out to all schools across South Africa**

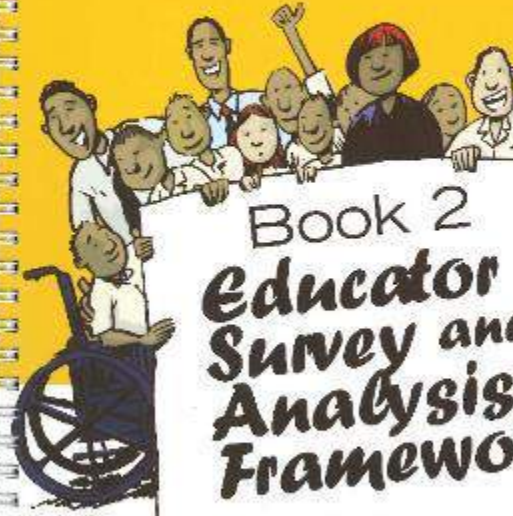
The Hlayiseka Early Warning System



Book 1
How works

Guidelines for Monitoring School Safety:
Towards Creating a Safe Learning Environment

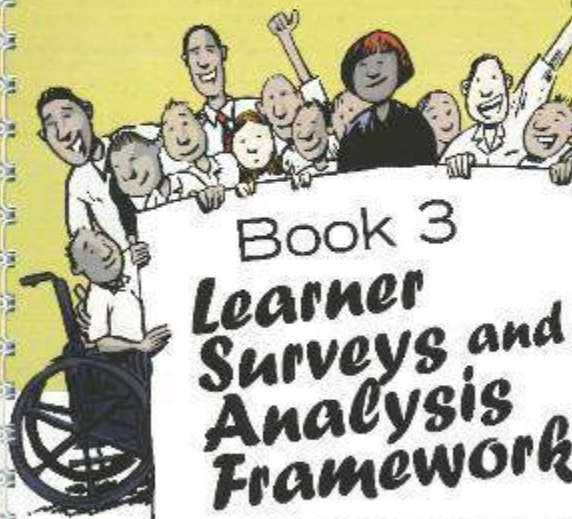
The Hlayiseka Early Warning System



Book 2
Educator Survey and Analysis Framework

Guidelines for Monitoring School Safety:
Towards Creating a Safe Learning Environment

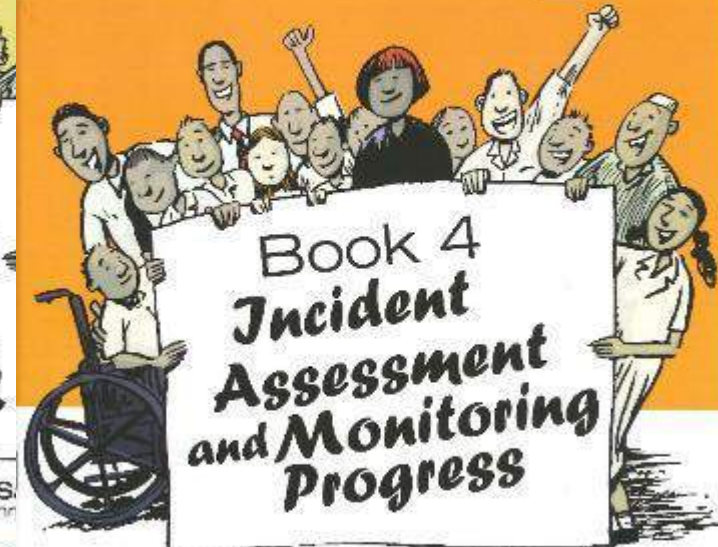
The Hlayiseka Early Warning System



Book 3
Learner Surveys and Analysis Framework

Guidelines for Monitoring School Safety:
Towards Creating a Safe Learning Environment

The Hlayiseka Early Warning System



Book 4
Incident Assessment and Monitoring Progress

Guidelines for Monitoring School Safety:
Towards Creating a Safe Learning Environment

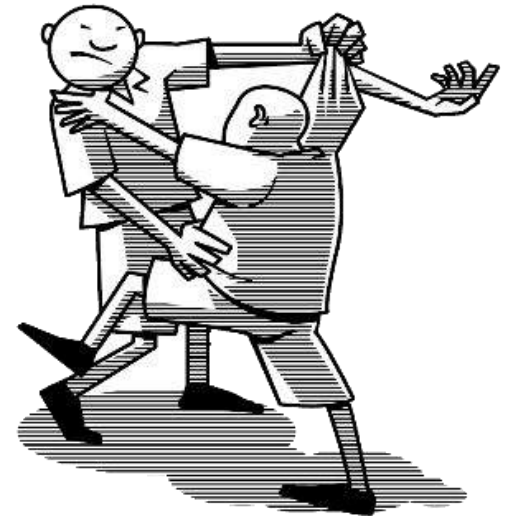


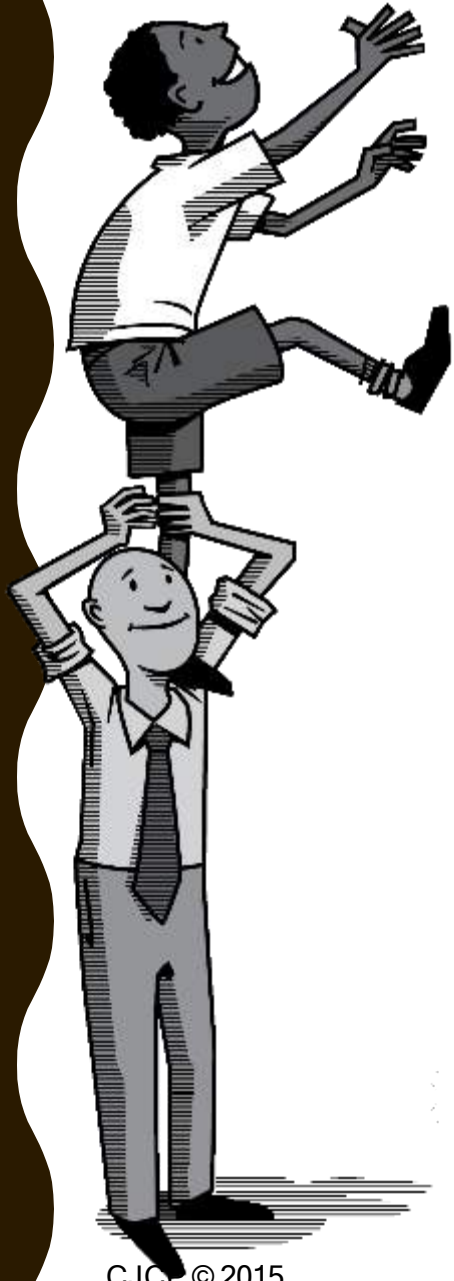
INTRODUCTION TO THE NSSF:

WHY IS IT IMPORTANT?

INTRODUCTION TO THE NSSF: WHY IS IT IMPORTANT?

- Violence occurs at schools
- Violence negatively affects learning and teaching
- Children are especially vulnerable

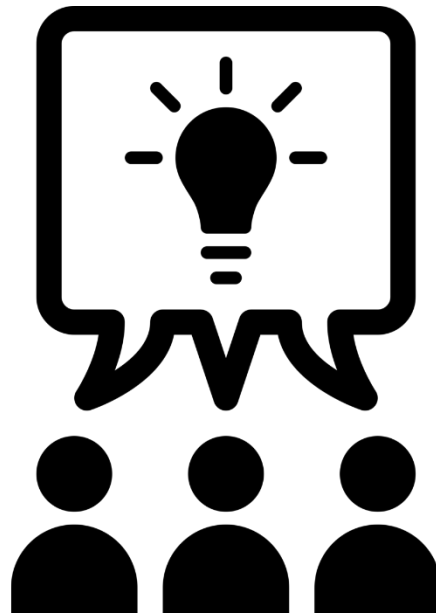




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WHAT IS THE IMPACT OF VIOLENCE ON LEARNERS & STAFF?

DISCUSSION



Physical
injuries

Stress &
anxiety

Mental health
issues:
• Depression etc.

Poor
performance

Social
isolation

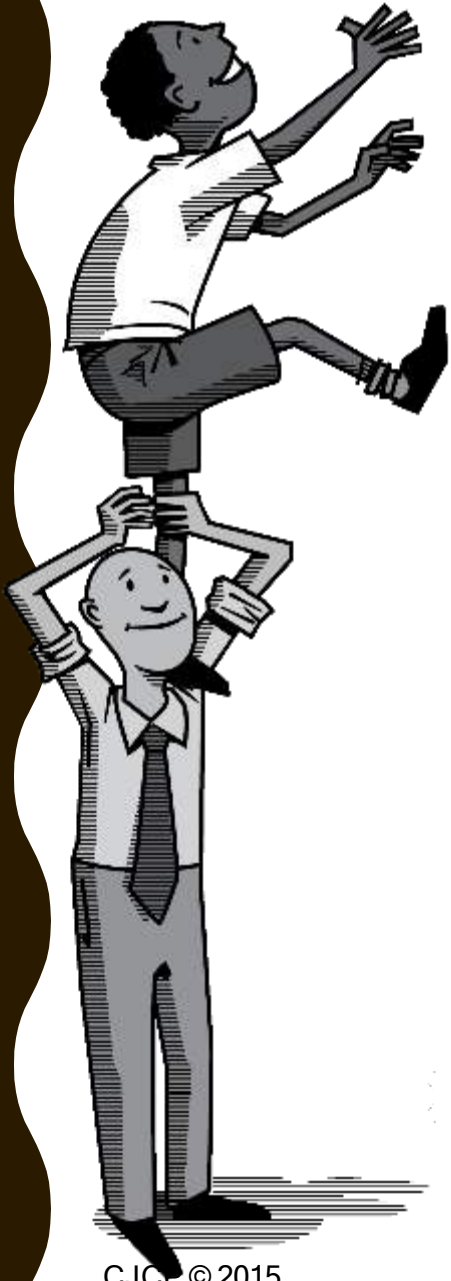
Damage to
school
resources



INTRODUCTION TO THE NSSF: GOAL

To create a **safe**, **violence and threat-free**, **supportive** learning environment for learners, parents, educators, principals, school governing bodies and administration, and in so doing, **retain learners in schools.**

THE OBJECTIVES



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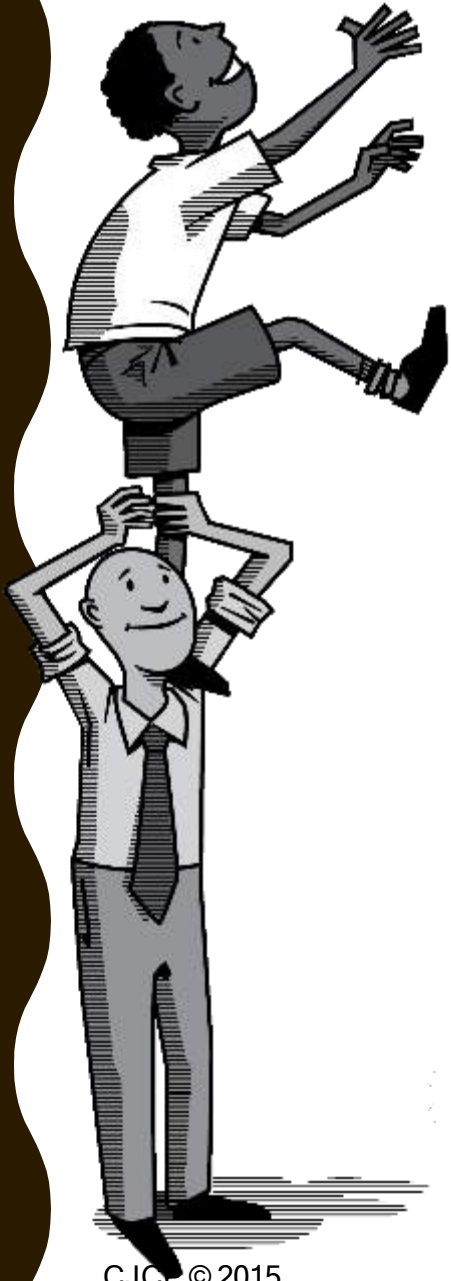
OBJECTIVES

- 1. Ensure that schools are safe environments that promote teaching and learning**
- 2. Increase knowledge, life skills and confidence amongst all stakeholders**
- 3. Effectively manage school safety enhance learning outcomes and learner retention.**

THE 4 PILLARS



THE INDICATORS



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A large, stylized orange number 8, composed of two thick, rounded loops, positioned on the left side of the slide.

INDICATORS

INDICATORS OF SCHOOL SAFETY

1. **School policies and procedures** are implemented and enforced
2. **Safety audits** are undertaken annually
3. **Safety plans** are formulated, adopted, submitted and revised annually
4. **Consistent engagement** with community structures and actors
5. **School safety committees** are established and functional

INDICATORS OF SCHOOL SAFETY

6. **Codes of conduct** have been formulated and adopted
7. **Reporting and response systems** are developed, utilised, and reviewed continuously
8. Referral systems are **established and functional.**

Policies and
procedures

Annual
safety audits

Safety plans

Consistent
engagement

School
safety
committees

Codes of
conduct

Reporting
systems

Referral
systems

THE PRINCIPLES



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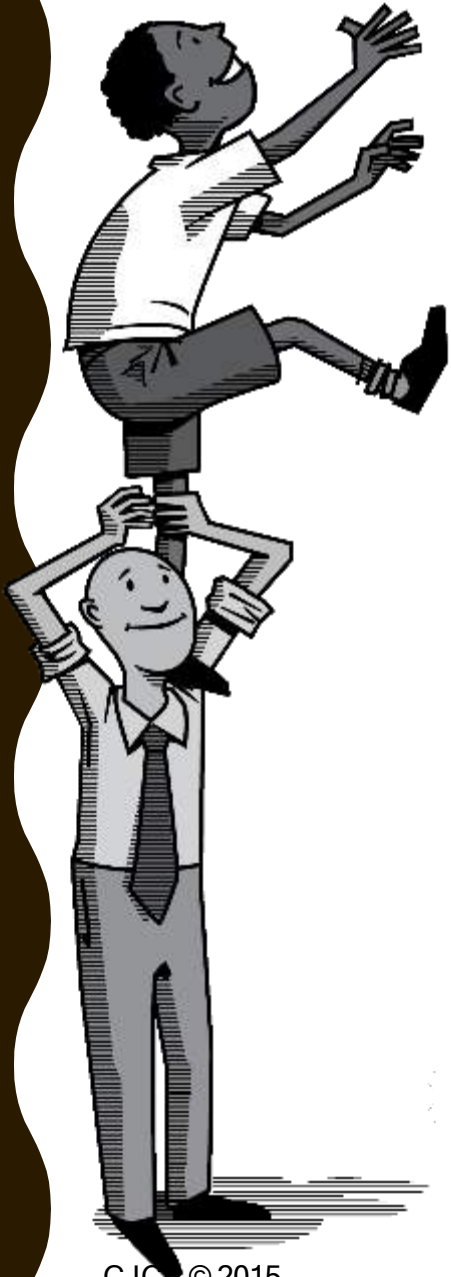
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PRINCIPLES

1. Whole school approach
2. All are involved
3. Learners have a voice
4. Emphasizes proactive rather than punitive responses
5. Supported by school-specific data and analysis



THE WHOLE SCHOOL APPROACH



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1. Communication
2. Positive culture of respect for human rights
3. Identifying and establishing linkages and engaging with internal & external stakeholders
4. Integration into the curriculum
5. Creating an environment conducive to learning and teaching

Roles, contributions and responsibilities

Principal

SGB

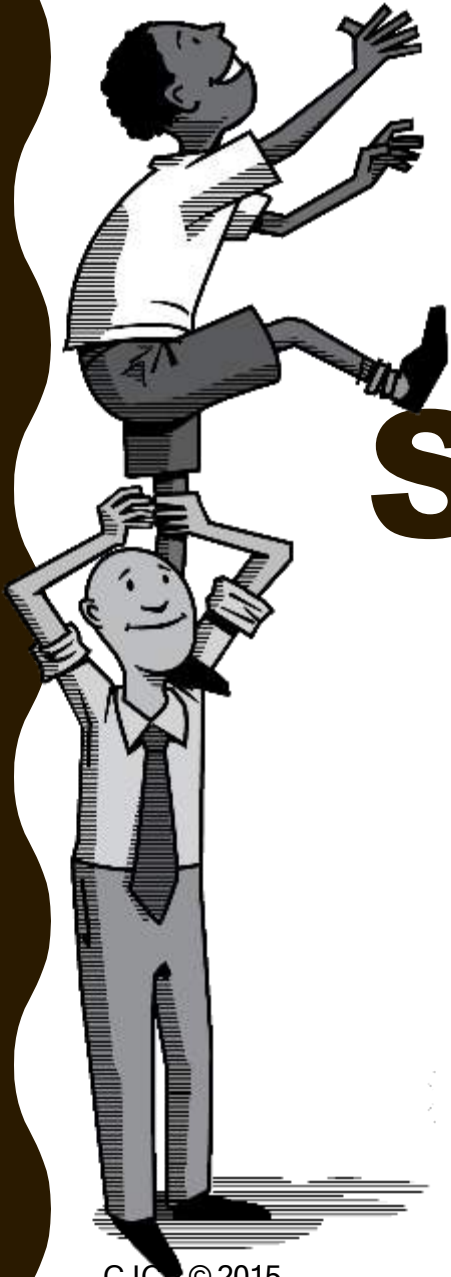
Parents

Learners

All school staff

Community actors

THE ROLE OF OTHER STAKEHOLDERS



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DSD

DOH

DOL

DoE

CSL

SAPS

Municipal
services

NGOs

NSSF RESOURCE PAGE

- **Online resource page to support the roll-out of the NSSF at school.**
 - The NSSF manual in pdf
 - Templates in PDF and Word
 - An online sampling tool that will assist schools in determining how many learners need to be sampled in order to be representative of the whole school
- **Programme manuals**
 - Addressing bullying
 - Addressing xenophobia
 - Positive discipline and classroom management
- PDF downloads providing resources for school administration, school governance and education.

<http://www.cjcp.org.za/national-school-safety-framework-resources.html>

PLANNING AND IMPLEMENTING THE NSSF



Problem identification



Problem analysis



Response Plan

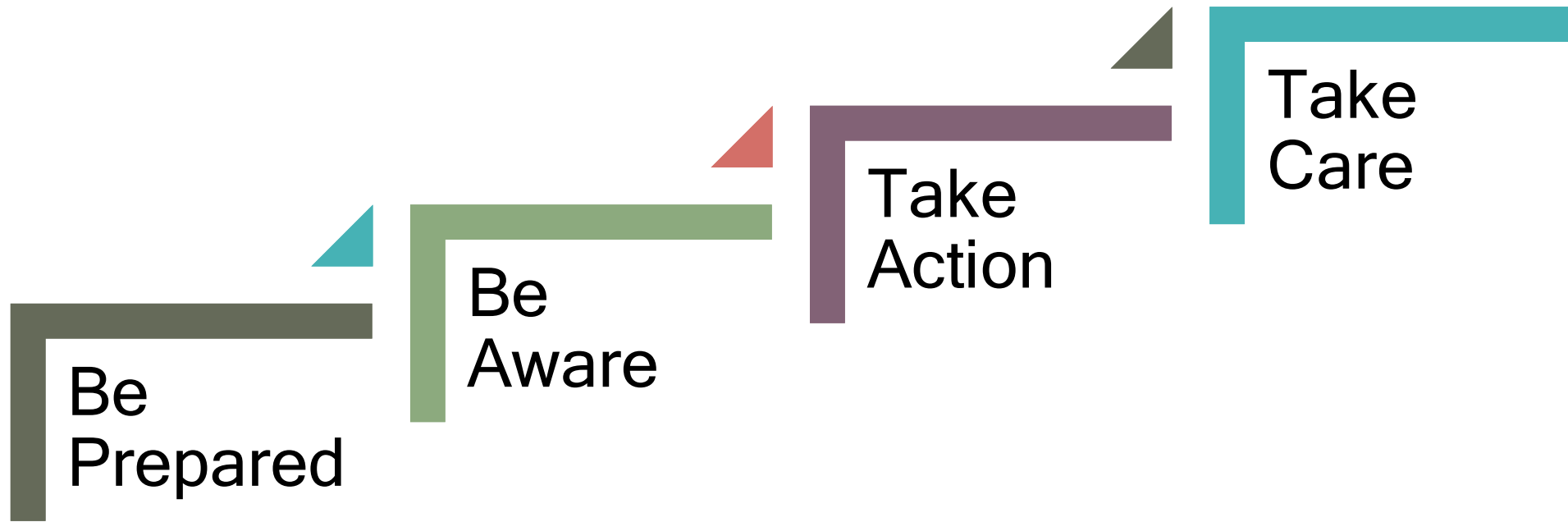


Evaluation of prevention strategies




Response implementation

THE 4 BUILDING BLOCKS



THE 4 BUILDING BLOCKS



Be Prepared

- School safety plan
- Codes of conduct
- SGB Constitution
- Disciplinary procedures
- Emergency plans




Be Aware

- Use NSSF tools
- Enact security and safety measures based on data



Take Action

- Report incidents & early warning signs
- Respond to incidents & early warning signs



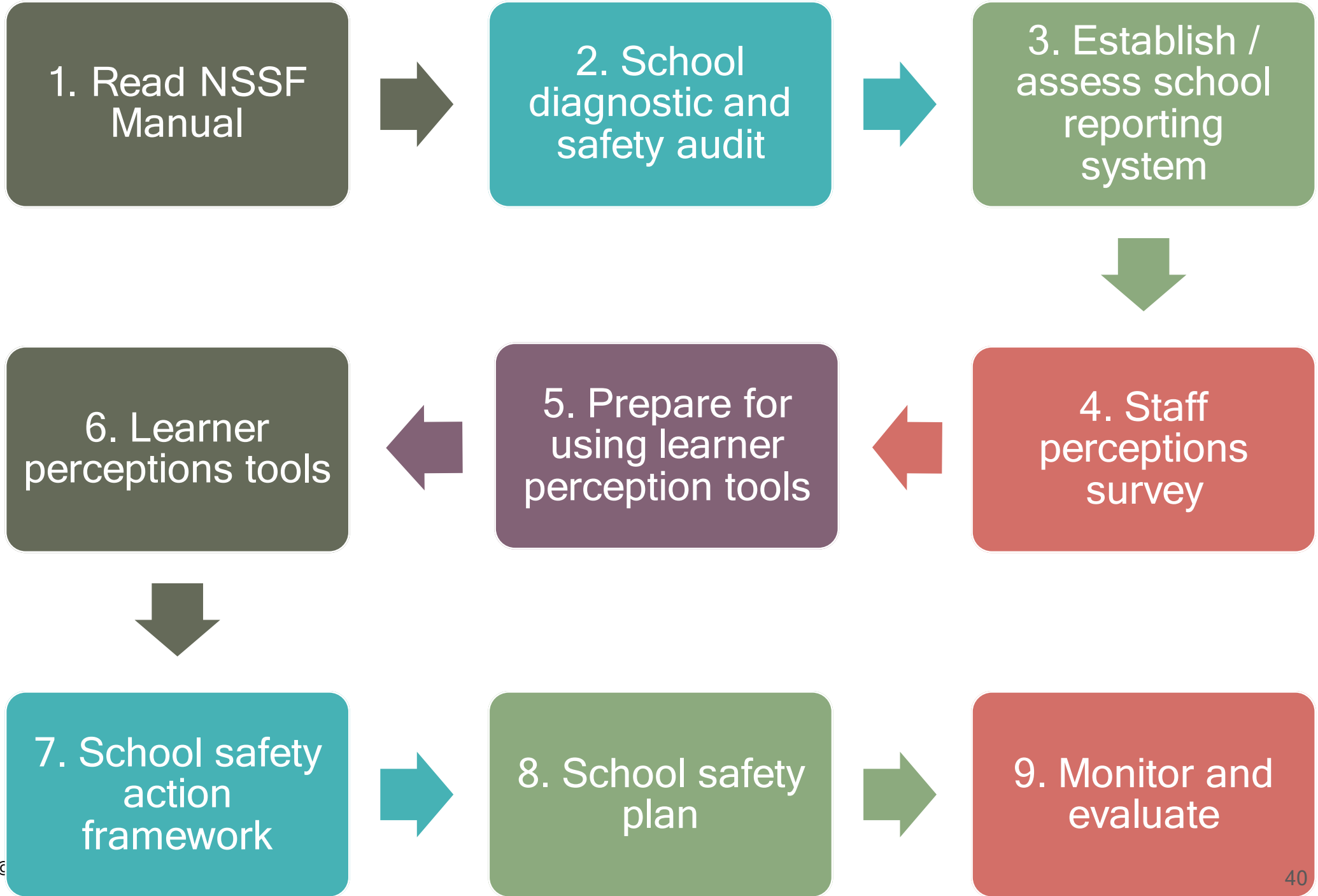
Take Care

- Build relationships between learners, staff, parents and the community
- Referrals system in place

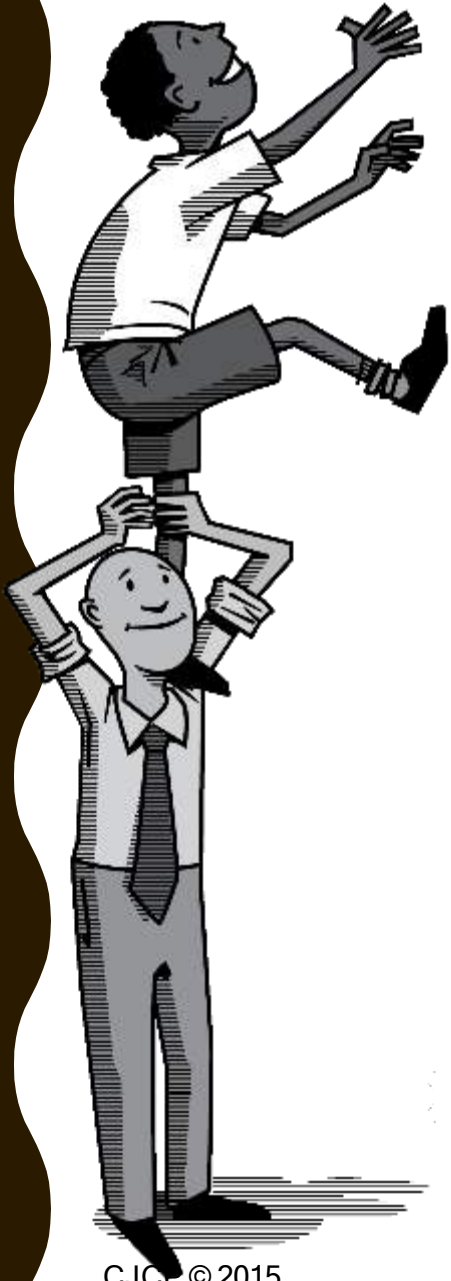
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IMPLEMENTATION STEPS





The Tools



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School safety
diagnostic
tool

School
Safety Audit
Checklist

Incident
reporting &
recording

Staff
perception
survey

Learner
perception
tools

School safety
action
framework

School
Safety Action
Plan

THE NSSF TOOLS

- School Safety Diagnostic Tool
 - Principal, SMT & SSC
- School Safety Audit Checklist
 - SSC



INCIDENT REPORTING & RECORDING



LEARNER CODE OF CONDUCT

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

SCHOOL RULES

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

Individual Record of Learner Misconduct

- Must be completed each time disciplinary action is taken against a learner

School Register of Misconduct

- Provides an overall picture of ALL disciplinary measures
- It must be updated EACH TIME a disciplinary action is taken
- Kept in the SGB file in the Principal's office.

SA-SAMS

Incident Report

- Completed by the SMT.
- Captures ALL unforeseen incidents in the school.
- Examples: child abuse, rape, physical injuries, and threats by outsiders
- Shared on a discretionary basis with the relevant parties, such as the Child Protection Unit, SGB or SAPS.

LEARNER CONFIDENCE AND TRUST

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STAFF TOOLS



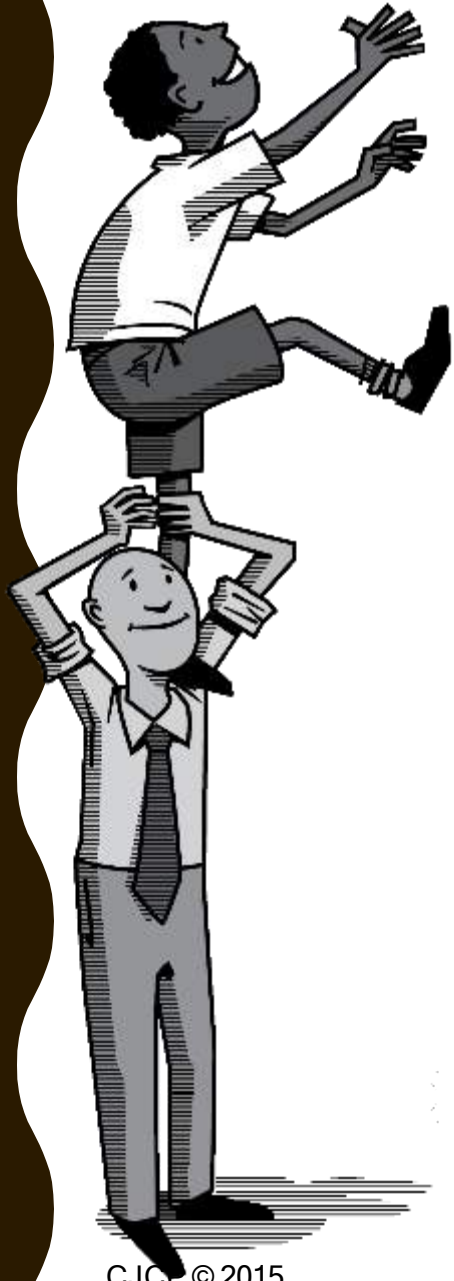
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STAFF PERCEPTIONS TOOL

- Who is responsible? SMT
- How often? Beginning and end of year
- How many staff? All
- How? Single session
- Length: 20 -30 mins
- **Guidelines: Discuss the following with the staff when handing out the surveys**
 - Purpose of the survey
 - Changing questions & answers structure
 - Anonymous
 - Feedback

Recommendations



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LEARNER TOOLS



Learner Perceptions

School safety
mapping

Survey

8 sub-
surveys

SCHOOL SAFETY MAPPING

Safety Mapping Example



LEARNER SURVEY (8 SUB-SURVEYS)

1. Dangerous objects

2. Drugs & Alcohol

3. Bullying

4. Verbal abuse

5. Physical violence

6. Discrimination

7. Sexual violence

8. Journey to & from school

LEARNER SURVEY

Recommendations

- Who is responsible? Principal & SSC
- How often? Beginning & end of year
- With Whom? Grade 5 - 11
- How many learners?
 - Ideal : all
 - Practical : sample across the grades and classes
- Length: Depends

LEARNER SURVEY

- **Guidelines: Discuss the following with the learners when handing out the surveys**
 - Purpose of the survey
 - Changing questions & answers structure
 - Anonymous
 - Sensitive information ▶ referral system

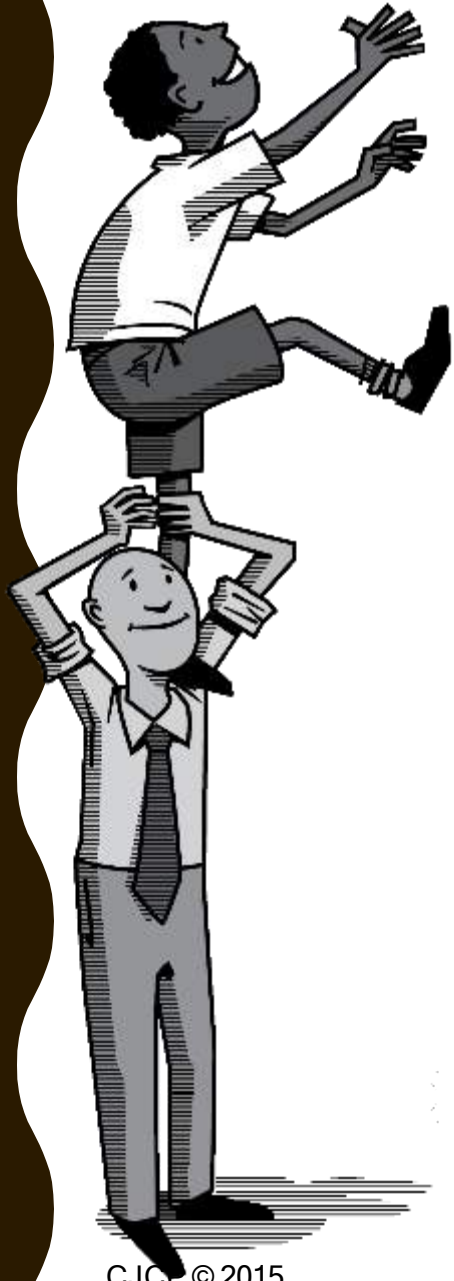
LINK BETWEEN SURVEY TOOLS AND SAFETY PLAN





SCHOOL SAFETY ACTION FRAMEWORK





SCHOOL SAFETY ACTION PLAN



MONITORING & EVALUATION



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Why is this important?

MONITORING HELPS A SCHOOL

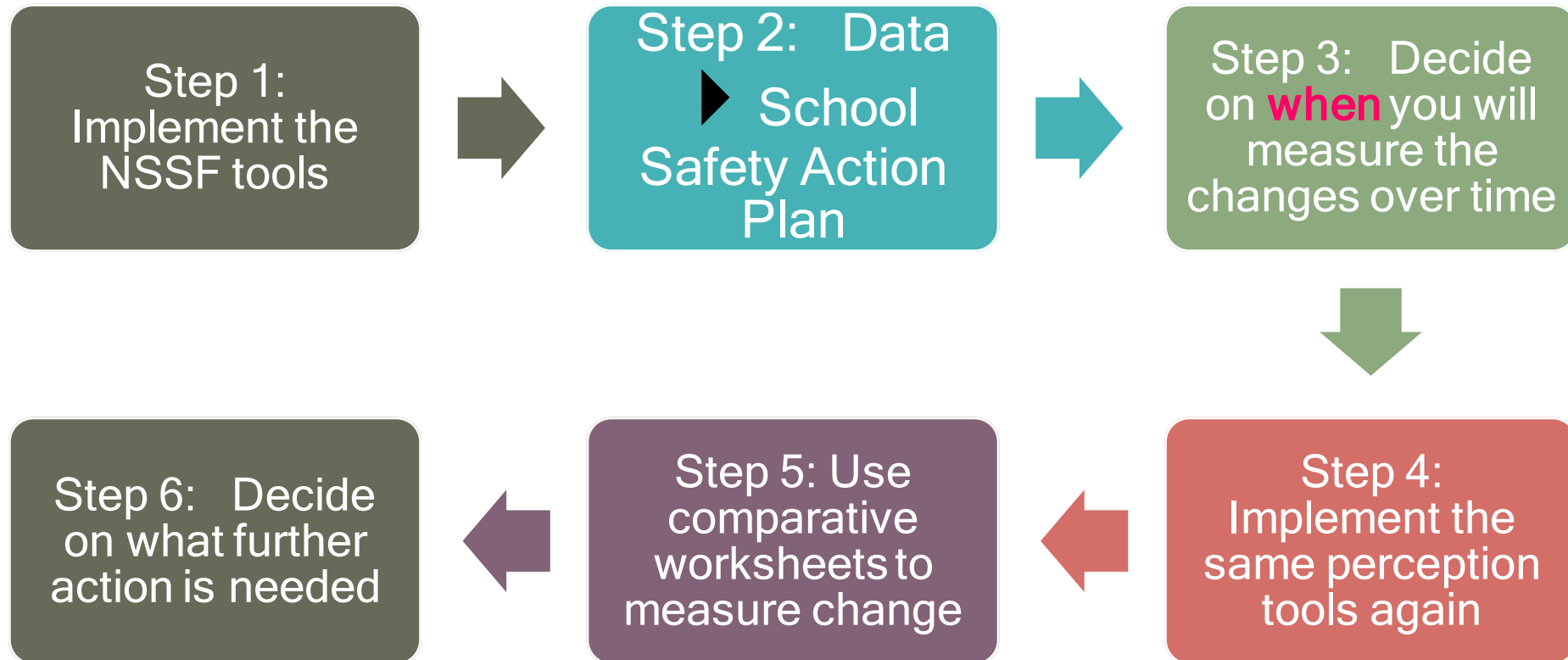
TO:

- Keep track of its progress towards creating a conducive learning environment;
- To learn from the experience or managing incidents;
- To check that the measures put in place to prevent incidents are working; and
- To confirm that the systems in place for reporting are working.

EVALUATE WHAT?

- The number of violent and safety-related incidents reported over time
- How well the school's reporting system is working
- Learners' and staff perceptions of safety

SIX STEPS IN MONITORING THE NSSF



M&E LOGIC



MONITORING & EVALUATION TOOLS



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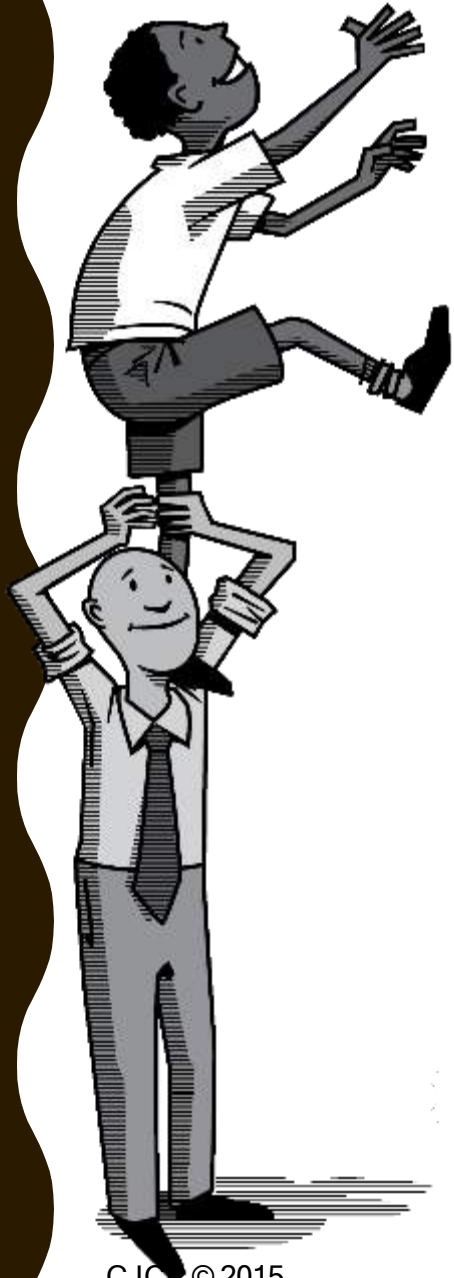


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Monitoring & Evaluation Tools

Staff Comparative Worksheets

Learner Comparative Worksheets



School Safety Report



SAFER SCHOOLS CALL CENTRE

- WCDBE Platform
- 9 March 2000
- Operates on a toll free number:

0800 45 46 47



SAFER SCHOOLS CALL CENTRE

- Provides immediate, free, online communication to learners, parents and teachers needing help, guidance or information regarding education-related issues.
- Is open from Monday to Friday, 07:00 to 16:00
- Provides a service in the three official languages of the Western Province: English, Afrikaans and Xhosa.
- Serves as a co-ordinating centre from which referrals are made to appropriate agencies and from which vital information is disseminated to the relevant parties.
- Links with an extensive network of service providers that support the work of the Call Centre.

Q&A

CLOSURE