

OUTSIDE COVER

INSIDE COVER

MESSAGE FROM CEO place this here on the inside cover

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ACRONYMS

ADHD	Attention Deficit/Hyperactivity Disorder
A.T.P	Articulate Teachers Program
BGEM	Boy, Girls Education Movement
CCMA	Commission for Conciliation, Mediation and Arbitration
COSAS	Congress of South African Students
CHH	Child Headed Households
CPF	Community Policing Forum
DBE	Department of Basic Education
CPF	Community Police Forum
EAP	Employee Assistance Programmes
EEA	Employment of Educators Act
HOD	Head of Department
HSRC	Human Sciences Research Council
IPID	Independent Police Investigative Directorate
LRA	Labour Relations Act
L.O	Life Orientation
MEC	Member of the Executive Council.
NGO	Non-government Organisation
PTSD	Post-Traumatic Stress Disorder
PAM	Personnel Administration Measures
QLTC	Quality Learning and Teaching Campaign
SBST	School Based Support Team
SACE	South African Council for Educators
SAPS	South African Police Services
SGB	School Governing Body
SMT	School Management Team
SSC	School Safety Committee
YMF	Youth Management Foundation

DEFINITIONS

Expulsion is the permanent prohibition by the Head of the respective Provincial Education Department of a learner from attending the school concerned if found guilty of serious misconduct.

Suspension, refers to the temporary prohibition by the governing body of a learner from attending school.

Serious misconduct is a set of behavioural norms which a learner at a school shall be found guilty of if he/she transgresses the school's code of conduct.

The "**code of conduct**" is a statement of behavioural norms compiled in terms of the South African Schools Act, Act No.84, 1996, to regulate the conduct of learners attending a public school.


An **educator/teacher** as defined by the Educators Employment Act 1994, is any person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and educational psychological services at a school.

A **parent** refers to:

- the parent or guardian of a learner
- the person legally entitled to custody of a learner, and
- the person who undertakes to fulfil the obligations towards the learner's education at school.

HOW SHOULD THIS HANDBOOK BE USED?

This handbook aims to provide a way forward for educators by serving as a user friendly reference and giving every educator access to his/her rights and responsibilities regarding violence in schools, how to protect him/herself in violent situations in the school environment, and most importantly, to know what action to take to decrease the risk of violence against every member of the school community, whether near, or in schools and classrooms.



As much as children should be provided with a safe learning environment, teachers also need to be provided with a safe work environment, so that they can carry out their duties with confidence. (SBV report, Exec summary)

It is SACE's hope that this handbook will help educators create a safe school environment and deliver lessons without fear and intimidation for or from their learners. In this way, hopefully, the passion for the education profession and teacher morale will be regained, and, as importantly, educators will be able to empower their learners to develop healthy psychological and social attitudes and behaviours which will, as a result, benefit the whole of South Africa.

This handbook is divided into five sections. Each section gives you, the teacher, a framework which can be used and applied in your daily practices.

We can use a whole school approach as a framework to identify what is in place to address violence, to identify the gaps, to develop a plan to fill the gaps and thereafter, to reflect on what progress has been made.

The framework provides a practical approach to reducing the risk of violence in schools. It focusses on five distinct steps that each encompass recognising the problem, and taking suggested actions (WHO, p3).



A "whole school approach" means ensuring that changes are systemic, and are entrenched through the collaborative action of the entire school community. These change would be reflected in the school's policies, practices and procedures, and ensure a culture that improves the schooling experience of learners' and the wellbeing of all role players.



Before we begin, it is essential to understand what violence is and the various forms violence can take, specifically within the school environment. This is addressed in **Step 1**.



Step 2 identifies and explains the roles and responsibilities of those who are responsible for playing a part in reducing the risk of violence in schools (the role players). In this step we introduce the concept of a “whole school approach”, where role players work together towards a shared vision. The World Health Organisation emphasises the importance of reducing violence in schools in order to improve educational outcomes and targets (WHO, p3).



Step 3 provides guidance on how to understand the risk in your own school. It provides a practical method for identifying “hot spots” and high-risk areas.



Understanding the risk of violence in your school

- What can the various role players do?
- Understanding your school environment

Step 4 addresses the practical side of how to take action. It outlines processes that can be followed both in a school situation and in the classroom.



Taking action in potentially violent situations

- Understand the situation
- Diffuse the situation
- Deal with the situation
- Reflect on the situation

Step 5 identifies the need to evaluate and reflect on processes and actions in order to improve and reduce risk. It also reflects on the relevance and effectiveness of policies as well as adaptive behaviour and attitudes amongst the role players.



Evaluating, reflecting and improving processes and actions

- Reflection and evaluation
- Act Now

Steps 1,2 and 3 lay the foundation for understanding the “problem” and evaluating the extent and risk of violence in schools, step 4 provides practical recommendation for possible solutions and outlines suggested actions. Step 5 encourages reflection and feeds back into step 3, thus encouraging the school’s role players to reflect on their current situation and adapt to changes. This cycle ensures that all role players work towards a shared vision, constantly and consistently improving on strategies, processes and policies.

During the course of this handbook we are going to ask you to reflect on your experiences, your beliefs, your values and your actions. These reflection exercises are for you alone and we are not asking you to share them with anyone else (of course you can if you wish). However we are asking you to be as honest as possible – we are all human, we all make mistakes, and we all have the capacity to change and learn. We can learn to take difficult and harrowing experiences and use them to become stronger. We can reflect on how we dealt with a situation and find an alternative. We can ask for input, assistance and support from management and colleagues – we urge you to engage with these reflection activities.

In addition to the framework, the handbook provides you additional benefits.



The Scenarios provide you with real examples given to SACE by South African school educators that will hopefully make you think and apply to your own situation and environment.



The reflection exercises provide an opportunity for you to reflect on your own circumstances and make changes and adaptations.



The knowledge boxes contain additional interesting facts and information that contextualise the violence in schools.



The 'what to do' boxes provide guidance on practical ideas and processes which you can implement in your classroom and school.

OVERVIEW

There have been some disturbing incidents of school violence and bullying. Motshekga said that it has been troubling to see an increase in contact violence among learners.

October 1, 2020, Fourways Review

The statistics reaffirmed the fact that there is a major correlation between inequality and violence in schools and addressing the triple challenge of poverty, inequality and unemployment within communities would go a long way in reducing incidents of violence, particularly at schools.

Sep 15, 2019, Sunday independent

WHAT ARE WE DEALING WITH?

The school environment is supposed to be a safe space for everyone within the school system - learners, teachers, management and support staff. In fact, our Bill of Rights protects the rights of learners to learn and educators to teach in an environment that is safe and free from all forms of violence.

However, the school environment is not always so. While one of the most important roles of the teacher is to provide a safe place, conducive to learning, teachers themselves are facing dangerous and uncomfortable situations both inside and outside the classroom and school.

And as much as children should be provided with a safe learning environment, so teachers also need to be provided with a safe work environment, so that they can carry out their duties with confidence.

Violence in our schools is an ongoing problem and impacts on our learners. We know that violence leads to poor academic performance, high absentee rates as well as increase in drop outs, and can even lead to an increase in child suicide.

Violence in schools has a similar impact on teachers. Just like learners, violence directed against teachers can include threats, harassment, victimization, bullying and sexual harassment.


Research conducted by the Youth Research Unit (YRU) of the Bureau of Market Research (BMR) [of people interviewed] 11% of pupils considered suicide after experiencing school violence, and almost half (47%) of the teachers who participated in the YRU@BMR study considered resigning from their positions.

26 August 2020 Sunday times

Elijah Mhlanga, spokesperson for the department of education "Crime prevention and the teaching of positive values and morals require a joint effort from all stakeholders, as violent tendencies are not just a direct influence but emanate from society." 13.6.2019 *The Citizen*

The study from ... (mentioned above), reported that almost half of teachers in Gauteng had considered resigning. Many teachers fear for their safety, and suffer from depression, burnout or Post Traumatic Stress Disorder (PTSD).

It is crucial to address violence against teachers, not only because teachers - like every other roleplayer in the school community - have clear and defined rights, but as importantly, because as a victimised teacher, you cannot carry out your work to the best of your ability. International research has shown that teachers who experience violence or harassment are absent from school more often, and are less prepared than teachers who are not victims of violence; these teachers may try to be transferred to another school, seek early retirement or even leave the teaching profession. It is difficult to stay motivated and enthusiastic when relationships between you the teacher and your learners, or their parents, are strained or have broken down.



SA Democratic Teachers' Union (Sadtu) on Sunday expressed serious concern over provincial statistics which reveal over 60 attacks on teachers in the province during the first quarter...and includes threats, insults, sexual abuse, criminal assault, and robbery.
Sep 17, 2018, Cape Argus

[Illustration: SCHOOL SURROUNDED BY WATER WITH teachers and students floating around looking like angels – halos etc. On the other side of the water “hell” with people beating each other, getting drunk etc]

“No school is an island”

Schools are an integral part of the community, and an integral part of society. In fact, schools are also part of the wider community, and schools are often a mirror image of the community it services. In other words, in a violent community it would not be unusual to see violent behaviour in its schools. Sadly, in many of our communities, violence is so common that is accepted as a normal way of life. Like a virus it can overflow into schools and turn what should be a safe space into a violent space.



There is no single or simple solution to making schools safe. It is a multifaceted, ongoing effort that requires commitment and participation from all stakeholders.

https://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/March_13_School_Safety.pdf

[Illustration – a school on the side, and the wider community outside the school fence – depiction of acts of violence in the community between adults, exactly the same action between pupils/teachers in the school pic]

As a school we are part and parcel of our communities. Schools cannot work effectively in isolation – they need to reach out to their community structures for help, support and networking.



The Department of Basic Education (DBE) has provided a framework for a whole-school approach – a strategy advocated for in the 2008 NSVS, following the recognition that a school comprises several interdependent components, including learners, educators, principals, parents, school bodies and teams. School Violence in South Africa: Results of the 2012 National

Neither are you, the teacher, an island. In order to deal effectively with violence the entire school body – comprising learners, administrators, management and educators – must see themselves as an integral part of the safety of all.

As a teacher you are aware that there are external factors (for example, gangsterism) and internal factors (for example, school leadership and management) that affect

the safety of teachers in a school environment. These factors have significant implications for the ways in which schools are organized and managed, and the ways in which learners do or do not see themselves as part of a genuine school community. In order to be in a position where you, the teacher, are able to respond with the right course of action should you encounter an unfavourable situation, you need to be fully aware of both your rights and your responsibilities.

HOW BIG IS THE PROBLEM INTERNATIONALLY?

Violence in school is a problem throughout the world. According to UNESCO, an estimate by Plan International suggests that 246 million children and adolescents experience violence in and around school every year. [\(reference\)](#)

Globally, slightly more than one in three students between 13 and 15 have said they experience bullying, and about one in three has been involved in physical fights.

According to UNICEF's #ENDviolence Youth Manifesto, of pupils worldwide aged 13 – 15:

- Half, about 150 million, report having experienced peer violence in and around school
- More than 1/3 have experienced bullying
- Around 1 in 3 have been involved in physical fights.



The 2012 NSVS ... highlighted the extent to which family and community factors intersect with the levels of violence occurring at schools. The results showed that by the time young people enter secondary school many of them have already been exposed to violence, either as victims or witnesses, in their homes or communities.

- More than a tenth of the participants (in the research) had seen people in their family intentionally hurting one another*
- One in ten learners had themselves been assaulted at home*
- Half of the sample had witnessed a physical fight in their community*



“... in different contexts around the world and regardless of significant differences in education systems, violence has a negative impact on the well-being of the teachers affected as well as on the quality of their teaching.” *Frontiers | Violence at School and the Well-Being of Teachers. The Importance of Positive*

Harassment of and violence against teachers is also not limited to South Africa. Teachers across the world face issues of safety in their schools. The form that violence takes may be different in different countries, but importantly, the impact that it has on teachers is very similar.

USA

According to a U.S. Department of Education survey conducted in 2015–16:

- 10% of public school teachers reported being threatened with injury by a student during the previous year.
- 6% of teachers reported having been physically attacked

According to a 2017 survey of 3,403 teachers:

- 1 in 5 teachers were the victims of physical attacks, threats of physical violence or verbal aggression/intimidation
- These teachers did not report that violence to school administrators.



UK

Research undertaken by a United Kingdom teachers union NASUWT, found that:

- 1 in 4 teachers say they experience physical violence from their pupils at least once a week. Many reported being shoved while a “significant percentage” said they had been hit, punched or kicked.
- Almost nine in 10 teachers reported being verbally or physically abused by pupils in the past year.
- 86% said they had been sworn at
- 46% said they had been verbally threatened.



GERMANY

The study, commissioned by VBE, one of Germany's largest teachers union, also found that teachers at half of schools had been verbally threatened or insulted and that teachers at around one-in-five schools had been the victims of cyberbullying.



ISRAEL

A 2017 nationwide survey revealed that 73% of teachers had experienced some form of victimization from students.



ARGENTINA

Saw increasing violence against teachers until the country passed a law classifying any attack on a teacher as aggravated assault. Students and parents found guilty of violence against teachers will now be subject to 25% longer jail sentences or 25% larger fines than if a similar offense had been committed against anybody else.



SOUTH AFRICA

80% of teachers in a nationwide survey reported being victimized at least once within the current or past school year.
teacher-victimization.pdf (apa.org)



NIGERIA

The education system in North East Nigeria has been devastated by nearly eight years In a research study looking at how the insurgency affected the teachers

- All but fifteen of the 104 teachers had witnessed violence. Many have lost close relatives and friends,
- Schools have become much more difficult to manage. Teachers reported issues of insubordination, while unruly behaviour among pupils has increased.



AUSTRALIA

35% of principals reported that they had experienced physical violence from students (Riley, 2018).

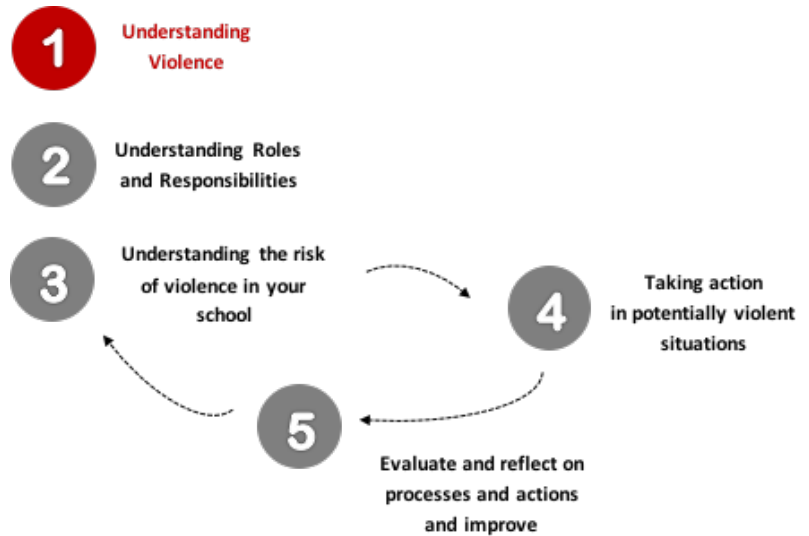


UNDERSTANDING VIOLENCE

What is Violence?

Often when people think of violence in schools, they think only about the sort of violence described in the newspaper example below. These incidents appear in the media precisely because they are so shocking.

Use the checklist below to reflect on your own understanding of what constitutes school violence. The answers to these are addressed in the sections which follow.



Indicate, in your opinion, which of these statements are True or False.

	True	False
<i>The definition of school violence is acts of violence that only take place on school premises</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sending a naked photo of a classmate to a learner WhatsApp group does not fit the definition of violence</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If someone threatens you but does not actually hurt you, this cannot be defined as violence</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>A 19-year-old grade 11 student refuses to answer his teacher. He stares at her constantly but will not say a word. It makes her feel uncomfortable, but this is bad behaviour rather than violence.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>To call behaviour "school violence", it needs, by definition, to be a criminal act</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>A teacher proposing love to an 18-year-old matric student cannot be defined as violence</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>A teacher making a disobedient learner kneel in the corner for the entire lesson can be defined as violence.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>A group of grade 11 boys make kissing sounds when they see a grade 9 learner, who they think is homosexual. The teacher says this is stupid behaviour but it is not violence.</i>	<input type="checkbox"/>	<input type="checkbox"/>



How would you define violence? Does it have a multiple meaning for you?

There are other forms of violence, perpetrated against learners and teachers, that do not make the papers – psychological bullying, for example, demeaning and humiliating others, sexual suggestions and/or verbal threats. In fact, threats of violence are the most common violent incident experienced by high school learners. And although threatening violence may not cause physical harm, it causes serious long term psychological damage that can lead to poor academic performance, absenteeism, or long term depression. This long term psychological damage applies as much to teachers as it does to learners. These latter forms of violence are also highly likely to be repeated.



The WHO 2002 report on violence and health defines violence as: “The intentional use of physical force or power, threatened or actual, (against oneself), another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.

In South Africa, school-based violence takes on many dimensions. Being involved in school violence can mean being a perpetrator or a victim, but it can also mean being a witness to the violence, which in itself can be psychologically damaging. School violence encompasses:

- Learner on learner violence
- Teacher on learner violence
- Learner on teacher violence
- Teacher on teacher violence
- External people on teachers and learners

SCHOOL OF DEATH

Another violent incident has occurred at an educational facility in Gauteng. The Sizwe Secondary School, based in Germinston, was the scene of abject horror on Wednesday, after a Grade 9 learner was fatally wounded by a fellow pupil at the school. We understand that a Grade 11 student is the main suspect, and the shocking altercation took place a small distance away from the school after classes had finished for the day.

SCHOOL BULLYING TURNS VIOLENT

Last Wednesday, a 17-year-old pupil from Roodepark High School was admitted to hospital after an alleged bullying incident at the school. The pupil was allegedly slammed onto the concrete by a fellow pupil during an altercation and subsequently admitted to hospital. The mother of the boy who was allegedly bullied by a 15-year-old pupil says her child was sensitive to light and sound since the incident occurred.
*Times live 07 February 2020 - 06:00
By Phathu Luvhengo*



Which of the above have you experienced?
 Can you think of the first time you witnessed or were involved in a violent incident?
 What happened? How did it make you feel?

As you have probably experienced, school violence does not only take place in the confines of the school grounds. It may take place:

- on the way to or from school;
- outside the school gate;
- at external school events.

It's crucial to work towards preventing school violence in all its forms. There is international research that shows that "when schools are transformed into places of safety and learning, and into environments where young people feel protected, appreciated and nurtured, the results have consequences far beyond the immediate school environment." (Burton)

A safe school is a haven for learners, and for all members of the school body. But it takes commitment and engagement from all stakeholders - learners, management, educators, the community –to create and maintain such an environment.



According to a South African teachers union, 50 teachers are attacked or threatened by learners in South Africa's schools a month. The union said from May 2018 to date, already over 600 cases of violence in schools have been reported at its offices. The South African Democratic Teachers Union's (SADTU) Nomsa Cembi said "monthly we talk of 72,000 incidents (of school-based violence) conservatively. Attacks are not only physical but verbally, cyberbullying, etc". The numbers Cembi refers to are all incidents of violence, not just learner-on-teacher violence. *Violence at School: 'Lack of political will' blamed, am...*

Violence is when we use, or threaten to use, power or physical force to harm or hurt. We could be intending to hurt one person, a group of people, or even ourselves. Violence is intentional: that means that it is done on purpose. Violence also does psychological harm. It can cause fear, especially the fear that the violence will be repeated. It humiliates people and damages their confidence and self-worth. (MIET???)



Research undertaken in developing the NATIONAL SCHOOL SAFETY FRAMEWORK 2015 found the following:

- The classroom is the site where most forms of violence take place;
- Corporal punishment, though banned, continues to be experienced by one half of secondary-school learners;
- Bullying is experienced by more than 1 in 10 learners;
- Most violence, of any form, is perpetrated by learners and peers from the school, rather than by others from outside the school environment;
- Sexual violence, in particular, remains common and is experienced at the hands of both fellow learners and educators;
- Learners receive very mixed messages when it comes to acceptance of, and approaches to violence, particularly messages provided by educators and principals.



Are there particular places within or outside the school grounds where you feel nervous? Where? Why? Have you done anything about it?

What are the forms of Violence?

As we have already established violence can take place in many forms and many actions and behaviours can lead to violence. According to the NSST, (date), violence includes:

-  *Assault and fighting,*
-  *Bullying,*
-  *Cyberbullying,*
-  *Corporal punishment,*
-  *Xenophobia,*
-  *Homophobia,*
-  *Sexual and gender-based, violence and*
-  *Gang-related violence*

A lot of these depend on the culture of the school and what is and is not tolerated.

Bullying is unwanted, aggressive behavior and happens when someone uses their physical strength or emotional force and influence over others, or their position (e.g. a prefect, teacher or a team captain) to hurt or frighten another person. They will usually do this repeatedly - bullying usually happens over a long time, which is why it is different from other aggressive behavior.

Many bullies may bully emotionally, verbally or physically or a combination of all three.

The victim is either physically weaker than the bully or has less influence with other people. Bullies try to make a person feel



Assault and Fighting:

Physical violence can be any form of physical aggression with intention to hurt, and it includes corporal punishment and physical bullying by adults and other children.” (UNESCO, 2017, p.14)

According to South African research (Ngqela & Lewis, 2012) high rates of violence in surrounding areas and easy access to weapons are some of the main reasons for assault or the threat of assault. Corporal punishment of any kind is also assault and is illegal.



Some signs of a bullying culture you could look out for at your school:

- School community gathers to watch fights and bullying.*
- Bullying usually continues until a teacher stops it.*
- Some kids get bullied repeatedly.*
- When one person starts bullying, others join in.*
- People who bully are quite popular or hold leadership positions.*
- Some teachers are bullies.*
- Boys bully girls sexually with things they say, movements or touching. This could happen at school or on the way to school.*
- There are places in the school grounds where learners are scared to go.*
- People or groups are treated badly because they are seen as different . Some may insult them and make them feel ashamed, and others may avoid or ignore them.*

small, powerless or stupid and force a particular action - for example, give something to them, do something for them or agree with them.



Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose (BULYING PAPER)

These days school violence can also take place on line, through messenger groups like WhatsApp, Tumblr or TikTok .

Cyber bullying and online violence includes:

- Sending rude, offensive or insulting messages
- Posting cruel and hurtful rumours
- Sending or posting personal or embarrassing secrets posted online or sent online
- Online threats
- Hacking messaging accounts and sending fake messages
- Distributing naked or sexually explicit images without permission

Many teachers and schools still discipline through **corporal punishment**. This is illegal and is not an appropriate and effective way to discipline. It is a form of bullying and an unethical violent practise.

Corporal punishment is any punishment in which physical force is used with the intention to cause pain or discomfort, however light. Examples include:



Ideas of how to begin to address bullying:

- Support learners to feel strong and proud of who they are without needing to feel superior to anyone else. This means using accurate and respectful language to describe others
- Enable learners to interact empathetically with one another, and to find comfort and joy in diversity.
- Foster learners' ability to identify bias, recognize injustice and be empathetic to the hurt discrimination causes
- Give learners the skills and ability to stand up for themselves and others when confronted with bias and prejudice.

Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum | NAEYC



Do you still employ corporal punishment in any form? (for example, throwing something at a learner, making a learner do push ups).

- Have you lost your temper with a learner in the last year or so?
- What happened?
- How was the issue resolved?

- Hitting – with a hand or an object (for example, a whip, stick, or belt)
- Kicking, grabbing or throwing
- Scratching, pinching, biting, pulling hair or boxing ears
- Forcing children to stay in uncomfortable positions
- Throwing objects at a learner (for example, a duster)
- Burning (for example, with hot water or cigarettes)
- Denying a child the right to use the toilet, to drink, to shelter or to take their meal *The United Nations Committee on the Rights of the Child*

Educators, however, need to be given alternative ways to discipline learners who are disrupting the learning process. This is a challenge for school communities, and the DBE.

Xenophobia or ethnophobia is a fear of something that is foreign. Xenophobic attitudes can lead to rejecting, excluding, bullying or attacking people who don't come from the same society or country. Xenophobia is rife in South Africa, and this has impacted on South African schools where children from other countries or who speak different languages are discriminated against. It is up to you, the teacher, to challenge stereotypes and to encourage learners to celebrate diversity rather than fear it.



Many research studies, both in South Africa and overseas, have shown that corporal punishment does not help with long term disciplinary issues. In fact, conversely, corporal punishment has been linked to disruptive behaviour and aggression in learners, as well as growing depression and declining academic performance.

As teachers, your primary commitment is to teach everyone in your class, no matter who or what they are. It is your responsibility to ensure that your beliefs, attitudes or behaviors are not responsible for any prejudiced based bullying. This includes bullying on account of sexual preferences, gender, race, religion, nationality.

In South Africa, teachers are often seen to be contributing to **homophobia**: Many teachers ignore homosexual harassment, name-calling or bullying. Gender roles and gender stereotypes are established for young people from a very young age. For

many young people, 'gay' means 'a man who is not a proper man and doesn't do the things which real men do' and 'lesbian' means 'a woman who is not a proper woman and doesn't do the things which real women do'. Gender roles are crucially important

"Moffie"
 "You're too fat to play with"
 "Too stupid for this class"
 "You Zimbabweans should go home"
 "She has sex with anyone"
 "Bongi has an ugly mother"
 "Don't talk to him"
 "Izitabane"



while growing up and, for some young people – particularly for young men – acting in a homophobic manner is a way in which they are able to reinforce their own masculinity and their heterosexuality to those around them.

Many teachers are reported to have negative attitudes towards homosexual or transsexual learners. But it is your job, as a concerned teacher, to work against discrimination within the school community.



Diversity is everything that makes people different from each other. This includes race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief, or political conviction. nursing.edited.docx

“What your sexuality is all about has got nothing to do with me, I don't need to know it, I don't need to see it ...”

“Teaching about ...sexuality is different from teaching homosexuality.”

“With me I will be praying for that person, reading the Bible for them, hoping they see the reality that it is really, really, really”

“Why can't they behave normally on the outside?”

“parents are more problematic the GB [governing body] is run by the parents.”

In the quotes on this page we see fear, judgement, dislike and exclusion – the characteristics that open the way to bullying.



The relationship between violent victimisation and later aggressive behaviour is well-documented. Those who are victimised at a young age are at greater risk of themselves engaging in violent and anti-social behaviour as they get older. Similarly, those who are bullied at school are at greater risk of themselves engaging in bullying behaviour. In a society that is already often perceived both domestically and internationally as being one of the most violent in the world, this in itself justifies concerted action to break the cycle of violence that young people are exposed to – starting with the school environment.

Sexual harassment is also a form of bullying. In schools where there is lots of bullying amongst learners and where educators bully learners, sexual harassment is also common. When learners and teachers accept this as normal, it can easily develop into more serious forms of gender based violence.



Sexual bullying: unwanted sexual jokes, sexually insulting pictures, calling out sexual insults, following people with unwanted sexual invitations, and spreading sexual rumours. It can also involve uninvited touching and forced sex.

All educators are bound to follow SACE's Code of Professional Ethics. Any form of sexual misconduct is a breach of this Code, including a consensual sexual relationship with a learner, sexual abuse, sexual harassment or any improper physical contact. It is the job of SACE to ensure any educator guilty of any of the above is not employed by any other school.



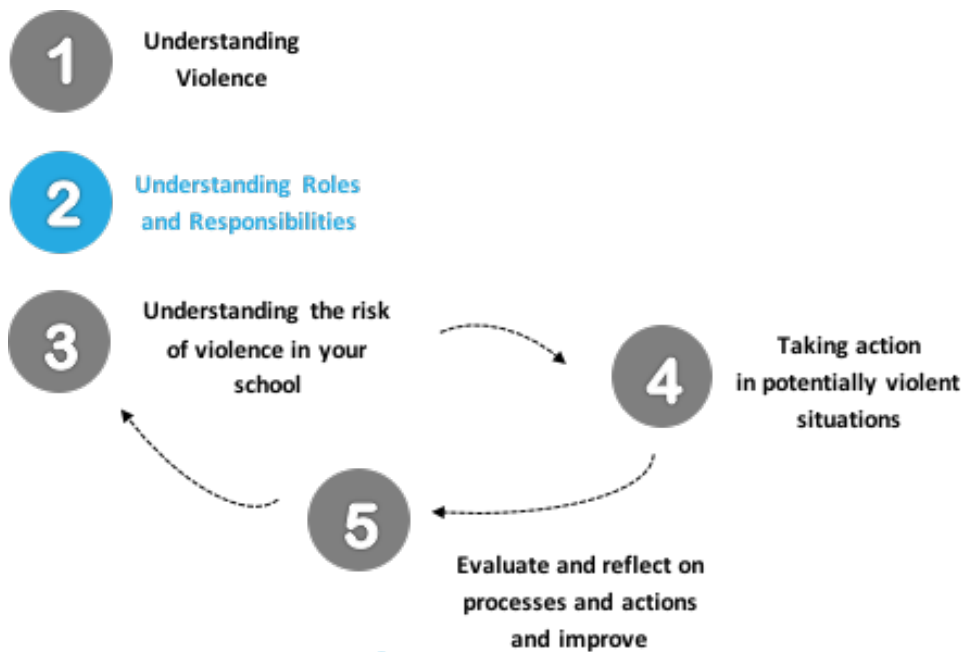
It is important to address even a single episode of aggressive behavior among students, when there is a clear imbalance of power, before the behavior becomes repetitive. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Gang-related violence stems from a formalized group or an informal social group and often involve alcohol, drugs, and weapons. People who involve themselves in one form of violence usually engage in other forms. (NSSF Trainers Manual, 19)

Look back at the true/false reflection exercise on page 17. Have any of your responses changed? Have you had new thought or ideas on what constitutes violence in school? Look at Annexure A to evaluate and rate your level of confidence to prevent violent and bullying behaviour.

UNDERSTANDING ROLES AND RESPONSIBILITIES

Now that you have a better understanding of violence, this section deals with the role players as part of a whole-school approach to reducing the risk of violence. We look at what their **roles and responsibilities** are, and we look at **what policies should be in place** at school level.



There is plenty of evidence to indicate that adopting a whole school approach is the most effective way to reduce violence and the risk of violence (NSSF, 16). A whole school approach means creating:

- A supportive, safe and inclusive school culture,
 - School-based programs that focus on emotional learning, diversity and acceptance
 - Policies that emphasise and monitor learners' progress and on removing inequalities
 - Partnerships with roleplayers and stakeholders within the greater community in order to grow the capacity of the school to help learners and their families outside the classroom.
- Adapted from [The Whole School Approach - Futures Without Violence Futures Without Violence](#)



Do you feel that they all stake holders play an equal role in addressing the problem of school-based violence?

The National School Safety Framework is an all-inclusive strategy that describes the role players and how they interact and work together using a whole-school approach to prevent violence. They emphasise the importance of the roles and responsibilities of each stakeholder within the boarder system (NSSF, 16).

Who are the Role Players?

As I am sure you have experienced, many role players are not involved in effectively helping or supporting the school in reducing violence. This is often because they don't understand what their roles and responsibilities are or they have not been given the chance to contribute. The figure below is taken from NSSF **[need full reference here]**

and outlines all of the relevant role players that should be involved and outlines their key roles.



Who are the role players roles and what are their responsibilities?

It is often left to the Principal and School Management Team to ensure safety in schools. While it is an essential function of any school’s management team, they cannot do it alone. There are many role players who can contribute to the safety and well-being of the staff and learners at the school. The larger school community, the parents, the school district office, the school governing body, the school management team (including the Principal), the entire staff and the learners all have valuable and essential roles to play. One of the most important committees in a school is the School Safety Committee (SSC). The SSC should consist of SGB members and representatives of



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

religious and sport bodies, educators, learners (where appropriate) management, local business, local SAPS, local government, parents and community organisations. The school should also appoint a school safety officer.

The table below summarises the minimum requirements of each role player's responsibility in reducing the risk of violence in the school. These just include the leadership and management structures. The roles of learners, parents and other organisations are discussed in the next section under "does everyone know and understand their roles?"

Education Departments and Districts

Support to school communities in their efforts to reclaim and regain control of their situation.

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

(Taken from Working Together to create safe learning environments, WCED 2017)

School Governing Body

Oversight of school systems, processes and management. They are involved in governance and not the management of the school.

- *Develop effective policies (see the list in the section below)*
- *Develop effective processes*
- *Constant review and revision of policies*
- *Ensure that the necessary funding is available for risk reduction measures*
- *Involve the public and form partnerships*
- *Communicate and seek input from other role players*
- *Support the Principal and SMT in the discipline processes*
- *Promotes a positive and safe environment for all learners and staff*
- *Establish reporting mechanisms that are easily accessible to all learners and staff.*
- *Carries out annual risk analysis of school*
- *Establish subcommittees e.g. School Safety Committee*

School Leadership (Principal and School Management Team)

The Principal and SMT are responsible for the management of the school. This includes implementing systems, guiding, inspiring and mentoring staff.

- *Effective implementation of policies and processes*
 - *Effective communication of policies, processes and actions to staff, learners, parents and broader community*
 - *Develop, support, and evaluate (as a member of the SGB) a consistent school-level safety plan, policies and guidelines*
 - *to address general safety matters, crisis management, codes of conduct for learners, and other relevant policies or guidelines;*
 - *Promote moral values amongst learners and staff*
 - *Empower and develop through awareness training for staff, learners, parents and broader community*
-

- *Develop plans and effectively and appropriately manage these*
- *Promotes a positive and safe environment for all learners and staff*
- *Implementing reporting mechanisms that are easily accessible to all learners and staff.*
- *Ensuring that appropriate responses and actions are followed through*
- *Carry out effective discipline actions*
- *Develop a school improvement plan that includes and addresses issues of concern around violence and safety of staff and learners (with input from SGB)*
- *Instil classroom discipline and systems and processes*
- *Ensure a collaborative and supportive working approach from all staff members*
- *Exhibit appropriate leadership for learners and school personnel;*
- *Ensure proper supervision of learners and staff;*
- *Report all criminal acts as provided for by the law;*
- *Ensure that school personnel are trained in a variety of strategies for dealing with learners' specific needs;*
- *Monitor and evaluate (as a member of the SGB) the School Safety Plan, as well as projects and/or programmes implemented to prevent crime and violence*
- *Cooperate with local law enforcement and human services agencies to promote Safe, Caring and Child-friendly Schools.*

School Safety Committee

This is a subcommittee of the SGB and combines representation from all stakeholders e.g. educators, learners, public organisations, senior management, any other relevant players. They are the 'eyes' and 'ears' on the ground and should play an active role in all risks and preventions.

- *Establish a school safety plan (management plan) that links to all other policies*
- *Constant meetings and evaluation*
- *Compiling monthly safety reports*
Compiling and revising safety plans
Communication and feedback to SGB, SMT and staff
- *Promote a climate of safety and security within the school*
- *They should be extremely knowledgeable, and all should be trained appropriately to carry out their roles. E.g. First Aid*
- *Reporting and investigating all accidents and taking all reasonable steps to rectify identified hazards.*
- *Conducting a safety audit*
- *Giving advice with regards to selection and implementation strategies*
- *Conducting an audit of service providers*
- *Programme planning with regards to safety*

Teachers and support staff

- *Assist in the development and implementation of the School Safety Plan according to delegated roles and responsibilities;*
- *Carry out all job-related responsibilities that impact learner safety,*
- *Serve as positive role models;*
- *Demonstrate integrity and respect through attitudes, personal conduct, and dress;*
- *Provide supervision for all learners under their care; and*
- *Report all misdemeanours.*
- *Maintain a classroom environment that is safe, secure, and orderly;*

- *Empower learners with skills needed to meet expected standards of behaviour;*
- *Monitor and evaluate the safety procedures as outlined in the School Safety Plan;*
- *Participate in school safety training;*
- *Implement strategies to address the diverse needs of all learners in relation to school safety;*
- *Provide and enforce appropriate disciplinary consequences for disruptive learners (Code of Conduct); and*
- *Cooperate with social services agencies and law enforcement (SAPS) or private security agencies to promote safe, caring and child friendly schools that will meet the needs of all learners.*

Reference: National School Safety Framework; page 26-28: The Role of stakeholders in School Safety Working Together to create safe learning environments, WCED 2017

See Annexure B at the back of the handbook. This provides a checklist for you to reflect on who does what in your school.

On reflection, you may find that no one has taken responsibility for the roles above. All of these actions are essential in reducing violence in schools. You will notice that the responsibility of all of these key actions is spread across a variety of role players. An example of this is effective leadership. While it is the responsibility of the Principal to ensure the SMT is effective, it is also the responsibility of the School Governing Body to ensure that the appropriate people are appointed and efficient in their role as manager. Many of these actions are overseen by the Principal and/or SGB but might be more effective if they got input and assistance from other role players. Promoting a positive and safe environment for all learners and staff would also be more effective and easier if the parents and community were brought on board.

It is essential that everyone plays their part in contributing to a safer school.



Have a look at the scenario below and reflect on how things could have been different if the role players had carried out their tasks effectively.

A parent has taken a grievance to the SGB. He is very angry because the incident happened in March and it is now October. The parent says James, a learner in his son Bongani's class, threw Bongani's cell phone into the toilet. Although the principal suspended James for a month, the parent wants James expelled. The parent says that James is a disgusting homosexual and should not be allowed in the school with normal children. James says that Bongani and his friends have been bullying him ever since they saw him holding hands with another boy in town. On that day in March, Bongani and his gang surrounded him in the toilet and threatened to do terrible things so he grabbed the phone, threw it in the toilet and ran away. Their class teacher said he had heard them calling James a XXXX, but that it was normal boys' teasing. Once the suspension was over he asked the boys to leave James alone but he can see that the bullying is continuing. The principal says that if James got himself a girlfriend the bullying might stop. The SGB looked to the principal for a recommendation. The principal says there is no excuse for breaking property but an expulsion is too tough. James is given a demerit instead.

What could have been done differently?

The SGB could have stated that the school has policies in place concerning violence and policies concerning discrimination and prejudice and referred to those policies. Action should have been taken on the basis of those policies.

The **SMT** could have asked the principal to investigate the incident more thoroughly and look at the school's internal policy on bullying, violence and discrimination and taken more appropriate action against Bongani and his gang, rather than James. The SMT should have informed the SGB of the incident

The teacher should not have ignored the initial signs of bullying. He should have nipped those in the bud as soon as he became aware of what was going on. He could have referred to his classroom code of conduct, and had private discussions with both boys. The teacher should also have had a discussion with the entire class about diversity, respect and human rights. The situation should have been referred to the SMT

The **parent community** need more awareness training on the problem of bullying, violence and discrimination in schools. This particular parent should have been called in to the principal's office and had the situation laid out for him the moment the incident in the toilets occurred. The principal should have referred the parent to the schools multiple codes of conduct and policies around bullying, violence and discrimination

Both **learners**, Bongani and James should have had the chance to meet with the school councillor, or a senior teacher, to talk through the situation and understand what occurred, why and what alternative responses could be to episodes of bullying.

Rights and Responsibilities of Teachers

As a teacher, you are responsible for ensuring that your own classroom is safe, is safe and secure and conducive to learning. Your approach to discipline and your attitude towards your learners should be something you constantly reflected upon. You should be familiar with policies and processes and be able to identify problems early. It is also essential that you build good relationships with the parents of your learners and understand the learners' individual circumstances.

While you, as a teacher, are supposed to provide learners with knowledge and a safe environment for social and psychological development; research has shown that many



- What do you do in your classroom to reduce the risk of violence?
- How well do you know your learners personal circumstances?
- Do your learners feel comfortable speaking to you if they have a problem?

teachers feel that their rights have been violated at times in both the classroom and on the school property. It is essential that all teachers are respected, and their rights are protected, but the success of this depends on the contribution and of a number of role players. Use these two checklists below to assess whether you know what your rights and responsibilities are.

Responsibilities of Teachers

Look at the table below and reflect on how well you carry out your responsibilities as a teacher.



Do you carry out these responsibilities as a teacher?

YES NO

Fairly, reasonably and consistently implement school discipline policy	<input type="checkbox"/>	<input type="checkbox"/>
Build self-esteem of learners through encouragement and positive reinforcement	<input type="checkbox"/>	<input type="checkbox"/>
Build positive relationships with students	<input type="checkbox"/>	<input type="checkbox"/>
Understand how students learn and how to teach them effectively.	<input type="checkbox"/>	<input type="checkbox"/>
Know and understand the content you teach.	<input type="checkbox"/>	<input type="checkbox"/>
Know your students.	<input type="checkbox"/>	<input type="checkbox"/>
Plan and assess for effective learning.	<input type="checkbox"/>	<input type="checkbox"/>
Create and maintain safe and challenging learning environments.	<input type="checkbox"/>	<input type="checkbox"/>
Implement the anti-bullying and harassment policy	<input type="checkbox"/>	<input type="checkbox"/>
Access specialist welfare and referral services when required	<input type="checkbox"/>	<input type="checkbox"/>
Use a range of teaching strategies and resources to engage students in effective learning.	<input type="checkbox"/>	<input type="checkbox"/>
Regular monitoring of student progress, attendance, participation and welfare	<input type="checkbox"/>	<input type="checkbox"/>
Treat all members of the college community with respect, fairness and dignity	<input type="checkbox"/>	<input type="checkbox"/>
Keep parents and guardians informed on student progress and learning	<input type="checkbox"/>	<input type="checkbox"/>

<https://www.ashwood.vic.edu.au/page/179/Rights-and-Responsibilities>

As well as upholding and protecting the rights of learners, teachers are also obliged by law to report any abuse of a learner. It is a criminal offense not to report such abuse because, as a teacher, you have a “duty of care” – a legal duty to ensure children under your care are protected from any form of violence.

Rights of a teacher

A large number of the rights of teachers, rely on the parents and community and the values instilled in the learners. Although there are a number of preventative mechanisms that can be put in place at school to minimise the violation of teachers rights, many rely on values and morals that are set in the family, home and community environment. Often the lack of respect stems from individual, social and cultural prejudices and although there are many ways in which to challenge social and cultural norms and promote equal relationships, this is only effective if the parents and community is supportive.



Section 110(1) of the Children’s Act states that any educator who on reasonable grounds concludes that a child has been abused in a manner causing physical injury, sexually abused or deliberately neglected, must report that conclusion in the prescribed form to a designated child protection organisation, the provincial department of social development or a police official. (Adapted from Basic Education Rights Handbook; Chap 27)

A blue paperclip icon is positioned at the top right corner of the text box.

“Teachers are among those professional groups that are at high risk to become victims of violence. The school should provide support to teachers who become victims of violence at the workplace. Teachers often hesitate to report violence they experience to the school administration, as they might fear that disclosing violence could have negative effects on their career or feel shame about not having been able to control the violent situation. It is important that the school considers this. Schools should consider establishing easily-accessible support mechanisms for teachers.” WHO



Reflect on the rights of teachers and indicate who you feel is responsible for ensuring that these rights are respected.

	Teachers and staff	School Manage Team	School Gov Body	Parents and Community	Learners
Right to be respected in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to always to be in class on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to teach in a conducive situation and safe environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be free.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right not to be discriminated against race and gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to dignity and humanity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be treated reasonably and fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right for voice and opinion to be heard and be taken seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be empowered/educated and made aware of their rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to know the recourse when their rights have been violated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right not to be victimised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right not to be physically attacked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to have intervals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right for their voice not be silenced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be paid on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to teach what they know, and what they trained for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to develop/study further.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to inclusivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Read the scenario and reflect on which rights of the teacher were violated. Is this something that happens at your school?

Ms Joba is a young teacher with only one year's experience in the classroom. Nomusa is in Ms Joba's grade 11 class and keeps commenting on Ms Joba's clothes and hair. She makes rude jokes and the other learners laugh. Ms Joba has tried to ignore these comments, but they upset her. She hasn't tried to talk to Nomusa but she has spoken to the principal who said she must instil discipline in her class. She tells an older teacher who says that Ms Joba must dress more modestly. The situation in class gets worse. Some of the boys make remarks about her appearance, and about her body. Ms Joba sees an SGB member on the school grounds and explains what has been happening. The SGB member tells her to ask for a disciplinary enquiry. Ms Joba does not know how to do that, and the principal will not help. She cannot cope and starts to take off days, saying that she feels sick. At the end of the year the SGB look at her poor attendance record and questions her commitment. The principal says that he does not think she is suited to teaching.

- The teacher's rights have been disregarded (her right to be respected in class; not to be victimised; to teach in a conducive situation and safe environment; not to be discriminated against ; to be made aware of her rights; and the right to know the recourse now that her rights have been violated.)
- **Ms Joba** should have put the issue of violence and victimization in writing, and requested a formal meeting with the principal.
- **The principal** has an obligation to ensure the teacher's rights are upheld
- The issue should be referred to and acted upon by **the SMT**
- **Nomusa** should have been interviewed by a school councillor or senior teacher. She may be unhappy or have problems at home and its important to find out why she is behaving in this way.
- **The SMT** needed to reflect on what policies and rules are in place to prevent this or to deal with situations like this, and revise them if they are found to be lacking
- The situation and/or need for changes to policies/codes/ rules needs to be presented to the **SGB**.

What Policies should be in place?

It is essential to have policies in place in schools and this is the key function of the School Governing Body. While the Principal forms part of the governing body, the responsibility does not fall on him/her alone to develop, review and adapt policy. It should be a collaborative effort and all the necessary stakeholders should be brought in for advice and expertise. Once policies are drawn

up and signed off by the School Governing Body, it is the responsibility of the school management team to effectively implement and communicate the policies. The policies should be effectively communicated to all staff, parents and learners. It the responsibility of all staff members to adhere to the policies and processes and implement them effectively.

The School Management Team, together with the School Governing Body should monitor the effectiveness and appropriateness of the policies.

While it is the responsibility of the School Management Team and the School Governing Body to put most of the structures, policies and procedures in place for the school, it is also essential that the teachers do not neglect the important role that they have to play.

Although there should be school policies including, codes of conduct for both learner and staff, discipline policy and a safety policy, each teacher is responsible for discipline in their own classroom. Within the framework of the school policy, rules and regulations, teachers should develop their own rules and acceptable behaviour model for their classroom.

Below is a summary of the policies that every school should have in place.

Discipline policy

The school discipline policy outlines the levels of misconduct the appropriate disciplinary procedures and possible consequences. It mentions the disciplinary committee and how it is constituted and when it is applied.

School Safety Policy

The school safety policy outlines safety related issues, risk management strategies and risk assessment processes. It also highlights procedures and guidelines to ensure safe working practices and environments. The policy sometimes includes the safety framework of the school. This policy needs to be reviewed and revised more often than most other policies.

Code of Conduct for learners

The code of conduct spells out the rules regarding learner behaviour at the school and describes the disciplinary system that is implemented when the rules are transgressed.



POLICY DEVELOPMENT: Who is responsible for what?

- Developing policy - SGB
- Communicating policy - SMT
- Implementing policy - SMT and Staff
- Interpret and use policy in classroom- Teachers
- Monitor policy - SMT
- Review policy - SGB

The school safety policy should include the following policies or be linked to them:

- HIV/AIDS,
- Nutrition,
- Disciplinary procedures,
- late coming,
- absenteeism and truancy,
- bullying,
- scholar transport,
- SBST,
- Maintenance,
- First Aid

The code of conduct should be customised to the needs of the school. The code of conduct should not contravene any national or school policies. It should specifically include rules that promote safety. (e.g. no smoking, weapon free zone etc.)

Code of Conduct for Staff

Many schools split the code of conduct into one for learners and one for staff.

The code of conduct for staff spells out the rules and regulations regarding staff duties, behaviour and roles and responsibilities at the school and describes the disciplinary system that is implemented when any of these are transgressed. These should be attached to the back of the staff members contract and signed by the staff member.

All policies should be consistent with the aim of the school, written clearly and in a way that is easy to understand. They all need to be adopted by the school and signed off by the Chair of the School Governing Body.

All policies should be clearly communicated, understood and implemented by all of the role players.

A complete summary of all the policies and legislative framework for reducing violence in schools can be found in Annexure C.

UNDERSTANDING THE RISK OF VIOLENCE IN YOUR SCHOOL

In section 1 you got a better understanding of what violence is and in section 2 a clearer understanding of the role and responsibilities of the stake holders. In order to reduce the risk of violence, it is essential that you get a clear idea and **understanding of what the potential risk is at your school**. In this section, we look at two key elements. The first is identifying what each role player can do to reduce the risk of violence and the second is establishing where the greatest risk in the school environment lies.

What can role players do to reduce risk?

A. Get everyone on board

Accountability includes commitment, participation, transparency and responsibility. In order to achieve this it is essential to get all stakeholders on board. The role players, could include district office, parents, community leaders and religious leaders, school management team, governing body members and all staff - All need to be actively involved and accountable. It is also essential to establish *who* is accountable for *what* and to *whom*.

B. Know and understand their roles

Principal

The principal should firstly ensure that he/she is leading effectively and guiding everyone towards a shared vision. The Principal is fundamental in establishing and implementing this shared vision. He/she should contribute to the development of policies as part of the SGB and ensure that they are implemented. It is essential that all staff members are constantly updated, informed and communicated to in an effective manner. Capacity building and staff development should be a priority and staff empowered with the knowledge and confidence to deal with discipline issues



Eight steps to get everyone on board and be accountable

- 1. Establish a shared vision*
- 2. Discuss and communicate the vision with all role players*
- 3. Ensure that everyone agrees with and takes ownership of the vision*
- 4. Collaborate on a plan*
- 5. Put policies and processes in place to achieve vision and plan*
- 6. Ensure that each individual / group understands and accepts their role in the process*
- 7. Ensure effective teamwork and co-operation*
- 8. Ensure regular communication*

that may arise in the school or classroom. Effective leadership contributes to a positive staff attitude and effective teamwork and cooperation.

School Management Team

The School Management team should be a constant support to the Principal and the staff. It should assist in implementing the policies and processes already in place. It is essential that reporting mechanisms are put in place that are easily available and constantly reflected on. It should also assist teachers to establish positive and effective discipline in their classrooms and manage the overall discipline system in the school. They should encourage and enable teachers to attend training to work on positive discipline and classroom management.



- Is your school's leadership effective?
- Do they give direction?
- Do they guide and inspire?
- Do they contribute to a positive environment?

If your answer is not 'yes' to all questions, then what can you and your colleagues do to improve the situation?



All teachers should have training in positive discipline and classroom management as part of continuing professional development. Positive discipline involves setting clear expectations of behaviour in the classroom and praising and encouraging students who meet those expectations. Misbehaviour is dealt with using non-violent strategies that allow children to understand and learn from their mistakes. [reference]

Educators

Positive discipline is a key factor in any classroom. Here are some suggestions for teachers:

- Identify problems early on and use effective approaches to dissolve any issues. Do regular audits of your classroom to assess where potential violence may take place.
- Attempt to constantly improve your classroom management style – what could you change or adapt to encourage positive behaviour in your classroom?
- Embark on continuous professional development to ensure that you are



Six steps: do your own risk assessment in your classroom

1. Identify the hot spots in your classroom
2. Identify any patterns of occurrence e.g. times, situations, certain classes, certain learners
3. Decide who might be affected and how
4. Evaluate the risks and decide on precautions that could be taken in your classroom
5. Put rules, processes and precautions in place.
6. Record and Review your findings and update if necessary

constantly developing new ideas and exposing yourself to the latest trends and success stories.

- Incorporate human rights values and beliefs into curriculum-based activities and use these as talking points for reducing violence amongst learners.
- Develop good parent-teacher relationships and keep informed of what is happening in the learners' personal lives and in their homes. This knowledge and understanding will assist in identification of problems early on.
- Make a visible effort to address bullying and violence in the school generally as well as your classroom.



Well-managed classrooms are also likely to increase teacher safety through minimizing the opportunities for teachers to be victimized.



Read the scenarios below and compare how the two teachers handled the same situation very differently.

Teacher A

The maths teacher is explaining a difficult concept but Mahlangu and Siya are talking openly and loudly. It is clear they are not discussing the subject. The teacher makes eye contact and they stop. A few minutes later they begin again. She again asks them to stop but this continues. Eventually the teacher stops the lesson and says: "I'm sick of your disruptions. You are going to amount to nothing in your lives. You are a pair of donkeys. Get out!" The class bursts out laughing. The boys walk out, and Siya throws a rude finger sign at the teacher and bangs the door on his way out. The class takes another 5 minutes to settle down and the lesson continues.

Teacher B

The maths teacher is explaining a difficult concept but Mahlangu and Siya are talking openly and loudly. It is clear they are not discussing the subject. The teacher makes eye contact and they stop. A few minutes later they begin again. She again asks them to stop but this continues. She walks over to the boys and stands next to them as she continues explaining the maths. She does not look at them or address them. When she is finished explaining she sets the class some exercises and calls the boys to her, one at a time, to gently ask them if they are OK, if they have a personal problem, and why they needed to continue talking. She also draws attention to the classroom code of conduct.

Compare the two scenarios of how a teacher handled a minor situation in the classroom and answer the questions below:

	Teachers	
	A	B
1. Which teacher's discipline style do you relate to more?	<input type="checkbox"/>	<input type="checkbox"/>
2. Which teacher seemed to be more in control of the situation?	<input type="checkbox"/>	<input type="checkbox"/>
3. Which teacher is more likely to experience a repeat of this situation?	<input type="checkbox"/>	<input type="checkbox"/>

It is essential that educators adopt a positive attitude. They should not let their own prejudices interfere with the way in which they build in the classroom.

Training around discipline could also include awareness of how traumatic experiences and neglectful or abusive home lives can affect children's behaviour and learning. Trauma-informed approaches recognize this link and the important role that teachers have in building safe, trusting relationships with children outside of the home. These approaches support troubled children in dealing with broader social issues rather than penalize them for bad behaviour, and could help to improve their mental health and longer-term behaviour [not sure if we need ref here]



When last did you do a professional development training course?

Have you thought of doing courses on any of the following?

- Strategies to manage challenging behaviour*
- Setting classroom rules and behavioural expectations;*
- Building positive relationships between teachers and children;*
- Rewarding appropriate behaviour;*
- Developing children's social, emotional and academic skills.*

(WHO, 36)

Other school staff

There are many non-educator staff members who also play a vital role in the shared vision of the school. Where possible they should be consulted as they may experience things from a different point of view. If they feel included, they are more likely to demonstrate a commitment to addressing violence in the school. They also play an essential role in identifying problems that may result in unwanted violence.



When people feel committed and involved in a process, they are more likely to be accountable!

Community

As we have already mentioned, the school is not an island and is part of a wider community. It is essential to get NGO's, CBO's and other community support systems involved in reducing the risk of violence. Community organisations are especially useful for referrals and counselling support, where school may not have the human resources and structures needed to fulfil these roles. Building relationships with community organisations is vital.



Core community Actions

- Take part in multisectoral coordinating bodies such as community violence prevention committees.*
 - Involve community members in school-based coordinating committees and developing school policies and codes of conduct.*
 - Outsource serious incidents, drug related issues and trauma and psychological counselling to specialist organisations*
 - Involve SAPS and community security organisations in policy decisions and implementation.*
- (taken from WHO, 11)*

School Governing Body

The governing body plays an oversight role in forming a shared vision for the school and deciding on and setting policy. It may be required to get involved in serious discipline issues or cases of gross misconduct. The SGB should review its policies every three years and ensure that the relevant circumstances of the school and its environment are always considered. Its main role is governance and not management and they should be supportive of the Principal. The SGB also play a vital role (together with the Principal) in establishing community initiatives to reduce the risk of violence and build relationships with parents and other community organisations.

Parents

Parents should be encouraged to provide consistent discipline in the home environment. The school should encourage parents to



Developing a Policy

1. Formulate a Title for the Policy
2. Decide on the people or groups to be involved in the drawing up of the policy
3. Make sure that all the relevant stakeholders have contributed (SGB, Principal, SMT, educators, learners, etc.)
4. Be clear on the purpose of the policy
5. Identify the problems and write down the proposed solutions
6. Identify the 'WHAT' and address the 'HOW'
7. Include steps for the HOW and the solutions.
8. Circulate draft and ask for critical feedback
9. Implement necessary changes
10. Get policy signed off by relevant people
11. Constantly reflect on relevance of policy and effectiveness of implementation



Ideas to involve Parents

- Keep parents involved and informed about violence prevention activities and school policies on violent behaviour.
- Invite parents to sit on prevention coordinating committees. e.g. School Safety Committee
- Encourage parents to attend training programmes e.g. recognising violence, drug prevention and abuse
- Encourage parents to take an interest in their child's work, behaviour and discipline at home and school.
- Assist parents in building relationships with the school, and teachers and to communicate openly
- Assist parents to become familiar with, and supportive of the implementation of school rules, code of conduct and disciplinary processes.
- Parents should be encouraged to report any potential incidents.
- Encourage parents to offer services e.g. security patrols (taken from WHO and NSST)

establish values and morals that encourage positive actions, respect and positive attitudes. Parents should remain in constant communication with the school and teachers and report any incidents or behaviours that may lead to or result in violence. Parents should identify problems and seek support if they feel that they are not able to handle them on their own. It is essential that parents support the school and share the same vision for violence prevention. This involves proactive input and support from the school body and its members.

Additional school structures and committees

There are many structures which a school can put in place to support the reduction of violence. A school safety committee is an excellent mechanism to carry out surveys, identify hot spots and risk factors. Using input from many different people and structures, combined with their findings from their own research, they can put a safety plan in place and then ensure that this is implemented effectively. This takes some of the pressure off the Principal and SMT. They can also assist in building external relationships with, for example, security companies, SAPS etc.

Learners

It is essential that the shared vision, policies and plans are communicated effectively to the learners and that they commit to addressing of issues of violence in the school. They need to be able to report any incidences in a confidential manner and feel



Have you thought of including discussions around of prevention of violence, harassment and bullying and what violence is in your classes? This will give learners an opportunity to learn and exchange views, opinions and fears. You may also learn a lot from the discussions!

secure that these will be followed up on. Learners should know and understand their rights, but equally respect the rights of teachers. They should be provided with opportunities to development values and morals and respect the discipline processes of the school. In high schools, where learners form part of the SGB, their opinions and inputs should be valued. It is often an advantage to involve learners in committees such as the safety committee.

Understand you school environment

An essential part of reducing risk is to analyse your own school situation. It is important that you constantly look at your weaknesses and identify the hot spots in your school environment. It is also essential to keep records of violent situations and map where they happened and when they happened. This may give you some idea of trends and why these are happening.



Findings indicated that school toilets are sites of increased risk for sexual violence, accounting for the location of more than 12.5% of sexual assaults in schools. Female learners, in particular, reported cases where male learners had sexually violated them, in the school toilets). Addressing Violence in South African Schools - Understand - SaferSpaces

As South Africa comes to grips with gender-based violence with ongoing protests following the recent student deaths at universities, the spotlight has turned to bullying at schools where Basic Education Minister Angie Motshekga revealed there were 1 345 violent hot spots in the country. Mpumalanga leads the way with 414 schools hit by crime and violence, followed by 251 in Gauteng, 202 in Kwazulu-Natal, 147 in Western Cape, 99 in the Eastern Cape, 90 in the Free State, 80 in North West, 40 in Northern Cape and 22 in Limpopo.

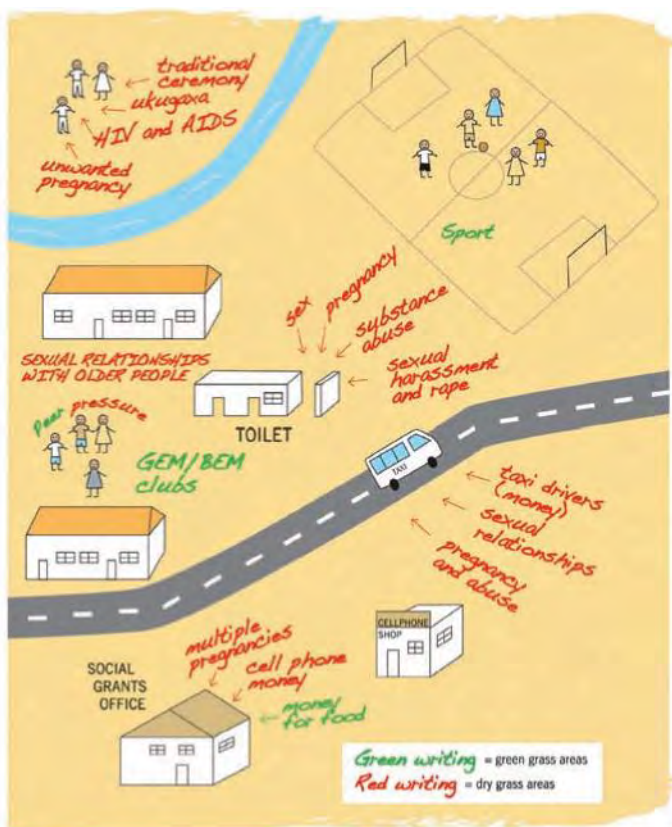
“Bullying is the most common form of violence in schools and often occurs between learners. School violence most often occurs on school premises, but it also takes place on the way to and from school. Bullying is also increasingly taking place online and with the use of mobile devices,” the minister said during a safety and security in schools briefing in Parliament on Tuesday.

Edwin Naidoo, IOL News, Sep 15, 2019

A. Map your school

Of course the geography and layout of each school is different. Some schools have many buildings, spread far apart. Other schools may have secured the safety of their toilets. In order to take action against school violence it is important to understand your school’s “hotspots”. Keep in mind, when we speak of sites of school violence, we are talking about all forms of violence including bullying, sexual harassment, violent threats and physical violence.

A useful exercise (taken from WHO and MIET) is to map your environment. As we have said before, a whole school approach has a better chance of success, so involve other teachers, and of course, learners.



When it comes to teachers, the findings were similar. Teachers reported feeling most unsafe in the following areas:

- Classrooms (29.9%)
- Toilets (20.8%)
- Other open areas (15.6%)
- Outside of the school gate (10.4%)
- Near the learners’ toilets (7.8%)
- Playgrounds (6.5%);
- Walking between classrooms (3.9%). (BURTON)

[map taken from MIET book – needs to be redrawn]

The illustration is an example of a school mapping exercise. The questions provide a guideline on questions that should be asked in order to identify hot spots.

This mapping exercise can also be done by groups of learners. This may provide insight for problem areas you may not be aware of and assists in getting the learners involved and gathering important information. Now it is your turn.

When you draw your hotspot map, make sure you also include all the areas surrounding your school. Include classrooms, learner and teacher toilets, car park, play area, the library, the tuck shop the fencing, the outlying area and the areas outside the gate.

Your map should not be the only reference, there are many other ways to gather information. Have discussions with the learners and teachers about the types of violence that happen in the hot spots and when they generally occur. It is useful to draw up a table to input your findings. We have included an example of a table below. Mark the area on your map and then use this to complete the table. Try to get as much detail as possible.



Questions to reflect on map.

1. Which area do you feel the learners feel least safe?
2. Which areas do you feel are the safest?
3. Where do most of the violent incidences occur?
4. Which areas would you address first?
5. What could you do to make this area safer?



How to draw your own map

1. Draw a detailed map of your school
2. Have learners and teachers give feedback on the map and add places or areas that they identify.
3. Now make multiple copies of the map.
4. Give the copied maps to groups of learners and teachers.
5. Ask them to mark all of the places that they feel unsafe in red.
6. Ask them to mark all of the places that they feel safe in green.
7. Collect the maps and collate all of the information on one map. Indicate the number of times the particular place was identified by different people.
8. Discuss the places where different types of violence happen. Identify the form of violence (corporal punishment? Bullying? Sexual harassment, verbal threats?) Identify the times of the day the violence is most likely to occur

Another suggestion is to take a team comprising teachers, learners and management on a walkabout. Keep a critical eye on the buildings, the school grounds, the vegetation, the security and together make a note of risky features. Each school will have its own unique list (Bradshaw et al, 2015).

According to research the majority of violence at schools in South Africa takes place in the classroom. This occurs when educators are unable to control their classroom, or when the classroom is left unsupervised. (Burton & Leoschut, 2013). This is followed by sports grounds and playing areas. The area most feared by

learners is the school toilets (CJCP's 2012 NSVS study). Added to this, many learners face general violence on their way to and from school, especially if they are obliged to walk. If these learners are female, they also face the risk of sexual violence.



Example of a table to collate the information

Where?	What form of violence?	What times?	Against whom?	By whom?
classroom	Smacking with ruler	All morning	Bongani, Xolani, Peter and Frank	Mrs Chen
Girls toilet	Sexual threats	All day	All female learners	A bunch of matric boys
Outside the school on the street	Wolf whistling, ugly comments	On the way home	The young female teachers	Groups of schoolboys in uniform



Read the case study and answer the questions that follow:

Learners enter the school gate in the morning without drugs. During and after break, they are found using drugs which they bought from vendors standing outside the school's fences. When these learners return to class after break, teachers can see something is wrong because their eyes are red and their behaviour is abnormal.

- This is a situation where the school could call on the **community** for help. Is there a **local councillor, a chief, or a priest** who has the respect of the community? Could he be asked to help put something in place to prevent the vendor coming near the school? Could community member patrol the fences during break?
- Could the **LRC** be brought in to monitor the buying and use of drugs?
- Do any **policies or codes** need to change or be adapted? Are there disciplinary procedures in place that address drug possession or use in the school?
- Do the **teachers** have class rules that clearly deal with learners under the influence of drugs or alcohol?
- Does the school have a relationship with the **SAPS**? Could SAPS not be brought in to make presentations or to warn learners caught using drugs or alcohol?

The school is supposed to be a safe environment, where learners are nurtured, where they can learn and flourish and ultimately become active citizens. This is the fundamental role of teachers, but while trying to create a conducive learning environment teacher often find themselves in uncomfortable or dangerous situations both inside and outside the classroom. (SBV report, Exec summary)



In your school and your classroom, which of these factors contribute to crime and violence?

- Individual Level (e.g. low self-esteem, impulsiveness, stress, lack of skills)
- Relationship Level (parenting, family violence, poverty, home circumstances)
- School level (age in grade, absenteeism, school size)
- Friendship level (social isolation, participation in group activities, influences)
- Social level (exposure to media and inappropriate actions, unemployment levels, access to illegal substances)

Every teacher should do their own mapping exercise and audit in their classroom. Part of the audit is to reflect on what may be contributing to violence in the classroom. Your own behaviour and relationship with the learners in your class, should also be considered.



Classroom Risk Analysis

1. Identify the hot spots in your classroom
2. Identify any patterns of occurrence e.g. times, situations, certain classes or learners
3. Decide who might be affected and how
4. Evaluate the risks and decide on precautions that you could implement
5. Put rules and processes in place.
6. Record and Review your findings and update if necessary.

B. Draw on your records

There are many other forms of information that you could draw on. Surveys and records are an essential part of putting a plan in action to reduce the risk of violence in your school. Once



Now that you have drawn your own map and collated the information, ask yourself the following questions.

- Where in your school do you feel, as a teacher, the most at risk of violence? (whether it be physical, psychological, threats or harassment)
- Where in the school do your learners feel unsafe?
- Have you taken any action regarding the answers above?
 - If so what?
 - If not, why?

you have all of this information, it is advisable to collate it all together. This way you have a summary from which you can develop plans, processes and adjust policies.



Audit of Violent actions:

Use information from your school mapping exercised and other records to compile this

	YES	NO	Time of Day (during breaks, before school, after school, during class)	Area of School (refer to hotspots on map)
Verbal aggression from teachers towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Verbal aggression from learners towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Verbal aggression from learners towards teachers	<input type="checkbox"/>	<input type="checkbox"/>		
Physical abuse by teachers on learners	<input type="checkbox"/>	<input type="checkbox"/>		
Physical abuse by learners on learners	<input type="checkbox"/>	<input type="checkbox"/>		
Physical abuse by learners on teachers	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying and intimidation from teachers towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying and intimidation from learners towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying and intimidation from learners towards teachers	<input type="checkbox"/>	<input type="checkbox"/>		

TAKING ACTION IN POTENTIALLY VIOLENT SITUATIONS

In section 1 and 2, you got a clearer understanding of the background to what violence is and who has what roles and responsibilities. Section 3 took you through the process of what the various role players should or could be doing and how to evaluate the risk in your own school. This section deals with what to do when you are faced with a potentially violent situation and how to deal with it. It includes 4 key steps.



- *Understand the situation*
- *Diffuse the situation*
- *Deal with the situation*
- *Reflect on the situation*

Having taken a whole school approach you have now identified problem areas. The next step is to draw up a plan to tackle hotspots - what needs changing, how it can be done and who is responsible?



Read the scenario and reflect on the questions that follow:


Learners start fighting at the back of the classroom. One learner picks up a pair of scissors and stabs his classmate. The teacher runs to the principal's office and asks him to call the police.

- Could this have been you? Would you have picked up tension or problems between the learners before the situation reached this point?
- Is it likely that one/both of the learners had been showing signs of escalating violence?
- Would you know if the learners have a history of conflict?
- Is there a code of conduct for your classroom? How would your code of conduct address this situation?
- Would you have left the classroom to go to the principal's office or stayed and sent another learner to the principal's office? Why?
- Would it have been helpful for the teacher to make the rest of the learners quietly leave the classroom and go to the break area?
- Does your classroom policy address the use of cell phones during lessons? Having fights like this appear on social media can only escalate the problem.

When a situation arises, it is essential to act immediately and in the most appropriate way. Sometimes it is not immediately clear as to what has transpired, who is involved and what the potential dangers are. Follow this 4-step process to assist you when a potential violent situation occurs. **[this section needs some referencing]** This process can be used for minor classroom infringements as well as violent school situations.

1 Understand the situation

Before you act in a situation, it is important to know what you are dealing with. Each situation is unique and there are always different circumstances that lead to it as well as different personalities and attitudes involved. Sometimes it is wise to take a breathe and understand the situation. Start by asking yourself *What is actually happening?* Observe the environment and people involved to understand what is actually happening. You may not have time at this point to ask witnesses or bystanders but be aware of who they are so that you can call on them for information later. It is then important to identify the people involved. This may determine how you deal with the situation. Ask yourself: *Who is involved?* Understanding who is involved may provide some clarity on how bad the situation is or could become. For example, is one of those involved known to have a temper? Is one of them a bully? Is one of them quiet and often victimised? Have those involved had issues in the past?



Education MEC blames overaged learners for violence in schools. The North West MEC for education, Mmaphefo Matsemela, said overage learners perpetuate bullying and gangsterism in schools.
News24 19 Aug 2019



Getting to know the learners in your classroom always helps when assessing a potentially violent situation. It is important to build relationships with your learners.

2 Diffuse the situation

Now that you have a better idea of what you are dealing with, your immediate response should be to prevent the situation from getting worse. *Could this situation escalate?* You also need to protect the people involved or that potentially could become involved or hurt. *Is there anyone in immediate danger? Who should be removed from the situation? Who should be contained?* There may also be something you could do quickly and effectively to eliminate the situation or prevent it from escalation. *Is there anything I can do to immediately stop the situation?*



Read the scenario and reflect on the questions that follow:

A learner throws an exercise book at his teacher, Mr Shezi, when his back is turned. The other pupils begin to laugh and so Mr Shezi walks out of the class. He believes this is better than losing his temper with the learners.

In order to diffuse the situation, it is sometimes better to walk away. This prevents the situation from escalating. Often learners are looking for a reaction. This doesn't however mean that the learner shouldn't be spoken to and disciplined after the incident.. The situation still needs to be dealt with as the teacher must remain in control. Perhaps calling the learner back after class going through the code of conduct, and imposing the appropriate disciplinary sanction.. Perhaps speaking to the class about the disruption they caused and the effect it will have on teaching time. A discussion about respect and self control might also be a good idea.

3

Deal with the situation

Once you have done everything you can to diffuse the situation, you are now able to deal with what has transpired. You will need to take certain actions. It is important to first assess: *Can you deal with this on your own?* If you cannot, make sure you call the appropriate person to assist. *Is anyone hurt?* Your first priority is to call for medical assistance should that be needed. Your school will hopefully have policies, processes and guidelines to deal with potentially violent and violent situations. You should be familiar with these and be able to follow these processes. Ascertain *Which policy or process should I follow in this case?* An important part of dealing with any situation is gathering evidence.

This may be from people who witnessed it or from your own observations. These all need to be documented directly after the incident.. *What evidence is there?* and *What was witnessed?*

You need to determine whether this is a disciplinary issue or a support issue. Often people don't need to be disciplined but rather supported. It is essential to establish *Who needs disciplining and who needs*



Discipline versus support

When to support and when to reprimand?

- If a person CAN'T DO something, they need support and encouragement.
(this is a skills problem)*
- If a person WON'T DO something, they need discipline.
(this is an attitude problem)*

Adapted from: Putting the One minute Manager to Work by K Blanchard and R Lorber

support? In some case you may find that there is a need for both. If there is a discipline issue, *How serious is the offence?* and *What process needs to be followed?*



Read and reflect on this scenario:

Senkosi was a hard worker and always performed well at school. However lately he had become very quiet and withdrawn. His marks had dropped and he was frequently absent. When he failed his exams his mother went to the school to ask the teacher why Senkosi had suddenly failed. He doesn't work hard enough, the teacher said. You don't teach him properly, the parent said. The principal got involved and stopped the argument, but Senkosi's mother remained unhappy and her questions unanswered.

It sounds like there is something wrong in Senkosi's life. His teacher should have been observing him – does he have friends? Is he being bullied? Is something terrible happening at home? His teacher should make an effort to meet with him, show sympathy and concern and try to get to the root of the problem. If he doesn't want to speak to her she could suggest he speaks to a school councillor and she could offer to set up a meeting with a councillor or social worker. If this does not work the next step may be ask Senkosi's mother to come to the school to discuss the problems facing her son.

This situation went too far. It is the teacher's responsibility to ensure his/her learners have the right mind-set to enable them to learn, and to counsel and comfort them.

Once you have completed the discipline process or handed it over to the person that should best deal with it, ask yourself: *Have I recorded the event and passed on the information to the necessary role players?* Use the guidelines provided to ensure that you are informed of the different discipline levels.

Disciplinary problems mean when learners act out in a variety of ways, impacting those around them and their ability to learn. **Disrespect**, defiance, bullying, and **aggression** are the most common disciplinary problems. A dysfunctional **home life** can **impact learner behaviour**.

Managing disciplinary issues may be one of the most challenging aspects of



Sometimes punishments may be seen to be implemented hastily and without thinking. Positive discipline, on the other hand, takes some forethought, consideration and reflection. Education takes time. (NSST Training Manual, 23)

teaching. Mistakes made as a disciplinarian: befriending your learners and then coming down too harshly when they overstep the murky boundaries.

Make sure that you use an appropriate restorative discipline method rather than a punitive measure.

Seek assistance and advice from others to constantly improve on your discipline processes and classroom practices. Many serious incidents can be avoided by addressing the number of smaller events and issues that occur leading up to the event.

Some of the success factors in handling discipline include:

- Timely intervention
- Follow-up support
- Logical consequence
- Non-punitive undertone
- Fairness
- Cooperation
- Firmness

The essence of discipline is finding effective alternatives for punishment to help learners learn self-discipline. Some educationists believe that ineffective punishment may frustrate the learner and make him uneducable. It may be more helpful to perceive punishment as a last resort after the more positive measures have failed to get through.

Now that you have been guided through the success factors in the management methods and strategies, you may like to develop your alternative perspectives and strategies in dealing with some common problem behaviour in schools.

When a discipline measure is adopted, it should not merely be as a form of punishment but as an educative process. It should have the following characteristics:

- focuses on rules and not the power of the teacher;
- proves to learners that they are being cared for;



What type of disciplinarian are you?

- A: Punisher?**
 - ➔ *Uses direct or indirect violence*
 - ➔ *The punishments tend to be physical or psychological in nature*
- B: Withdrawer?**
 - ➔ *Non-violent*
 - ➔ *Tends to be a withdrawal of privileges or participation or a curtailment of movement*
 - ➔ *Involves coercion*
 - ➔ *Little or no emphasis on learning from the experience, except to avoid the penalty in future*
- C: Constructor?**
 - ➔ *Emphasises explanation, reasoning and problem-solving*
 - ➔ *Emphasises learning and comprehension*
 - ➔ *Positive discipline is carried out from the perspective of teaching, not punishing, the child.*

- is fair, reasonable and flexible, taking every situation into account, rather than erratic or irrational;
- is accompanied by desirable alternatives; and
- is followed with guidance activities.



It is important to record misconduct, threats, injury and actual incidents.

Level 1	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 of, or trading illegal drugs, intentionally using a dangerous weapon, sexual harassment, abuse, assault and robbery. Frequent repetition of Level 4 infringements.
Level 2	Very serious violations of school Code of Conduct or rules	For example, threatening with a dangerous object, and intentionally causing physical injury. Frequent repetition 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 4	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 the safety of another person. Frequent repetition of Level 1 infringements.
Level 5	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

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

TRRS handbook (p103 - 107)



Who can suspend a learner?

The governing body may, on reasonable grounds and as a precautionary measure, suspend a learner who is suspected of serious misconduct from attending school, but may only enforce such suspension after the learner has been granted a reasonable opportunity to make representations to it in relation to such suspension.

Who can expel a learner?

A learner at a public school may be expelled only by the Head of Department; and if found guilty of serious misconduct after disciplinary proceedings contemplated in section 8 were conducted.

(South African Schools Act No. 24 of 2005)

4 Reflect on the situation

Once you have dealt with an issue, it is always important to reflect on it and find ways that you could have handled things differently. Ask yourself: *What*

could I have done better? It is always difficult to reflect as often these situations are emotional and all you want to do is put them behind you. Analyse how you reacted and what you did in order to learn from the incident. It can also be helpful to analyse the incident with a supportive colleague who may be less emotional.



How often do you stop and think about how you could have handled something better? Think about a discipline issue that you could have handled it more effectively?

Also reflect on what you did well. *Did I manage to reduce the risk?* Sometime these are development opportunities for you and other role players that can provide guidance on what structures and support may be lacking. *Did I have the necessary knowledge and skills to deal with the situation?* There are many courses available to assist teachers with dealing with conflict and managing classroom situations. *Were the necessary policies and processes in place for preventing the situation and dealing with it effectively?*



Think about this scenario

Tebogo did not do her homework for the third day in a row, and refused to answer the teacher when she was asked for a reason why. Her teacher punished her by detaining her at school for two hours. During that time she had to clean the school toilets. She went back home, and told her father who was furious. Her father confronted the teacher the next morning in the classroom and they started shouting and pushing each other. There was a huge commotion at the school.

Let us look at the flashpoints. These are moments which if there had been a different response, things might have gone very differently.

- Tebogo refused to answer the teacher. If she had answered, the situation would not have arisen
- The teacher could have spoken to Tebogo later in the lesson, gently and in private. Possibly there is an underlying problem
- The teacher has a right to discipline, but the discipline should ideally be positive. Making a student clean toilets is demeaning (learners also have rights) and does not help with her learning. More reasonable discipline might have been for Tebogo to tackle that homework.
- If Tebogo still refused to respond or respect the teachers instructions, the teacher could have arranged a meeting with her parent, or looked for advice and information from Tebogo's other teachers
- When Tebogo's father arrived, the teacher could have insisted that they speak in the staff room or another private place.
- Teachers have the responsibility not to use physical violence.

Although policies are often in place in a school, they are not always clearly communicated, and some teachers are not aware of the processes which they should follow. Where policies are not adequate or effective, they should be reviewed and updated.



Read the scenario and reflect:

A learner is caught smoking dagga on school premises. The school principal calls the parent. The principal also reports the learner to the circuit office. They advise the principal to allow the learner to attend school after a week's suspension. After this incident, the smoking of dagga on school property increases and a learner is caught selling dagga behind the staff toilets.

This was not the most effective way to deal with this situation. It is clear that either the school policies need updating or are not being followed. The SMT was not involved in the decision making, nor was the SGB. The greater issue of how the drugs got into the school, and how widespread the problem is, was not addressed.

Some incidents can be very traumatising for all the people involved including the bystanders and witnesses. *What is the impact on the people involved and have they been sufficiently supported? Have they been debriefed?* The importance of emotional and psychological support should not be underestimated and there are many ways that this can be provided. This may be a good opportunity to bring in community organisations, especially if trauma counselling is needed.

Don't be afraid to ask for support and assistance.



Do you have someone that you trust to go to speak about your emotions? Who would you approach if you were traumatised after an incident?



Emotional health is very important as it builds resilience to stress allows you to develop deeper relationships. It also builds self-esteem and provides you with energy and clearer thoughts.

How to improve your Emotional Health

- Spend time with close friends and family*
- Learn to react to stressful situations*
- Focus on one thing at a time*
- Exercise*
- Get enough sleep*

taken from How to build Good Emotional Health, Healthline by Cindy Lamothe on June 14, 2019



Read the scenario and reflect:

Richard's family comes from Malawi. He does very well in class. There is a group of boys in the class who bully him. They say things like, "You are here just to hide! Your parents didn't contribute to the building of this school. Go home where you belong." Richard ignores the boys and so does his teacher.

- Learners are often bullied because they are different – different religion, sexual orientation, or nationality. Think of a time when you came across this in your teaching career. What happened? How did you respond? What would you do in future?



"Positive school cultures provide a safe, supportive, encouraging, inviting, and challenging environment for students and staff, which in turn allows students' academic achievement to evolve."
 Sara Confeld, 2016
 (<https://alfredadler.edu/library/masters/2016/sara-confeld>)



What culture exists in your school? Does the management team and teachers act professionally and respectfully towards each other and the learners?

Teachers actions and attitudes play a major role in the environment and culture of the classroom and school. As professionals we should always reflect and ask ourselves: *Did my actions or attitude cause the situation in any way?* Sometimes we underestimate the large impact our emotions, attitude and responses have on learners, parents and other teachers.



Be Positive!

A teacher's attitude has a direct effect on the attitude, performance and behaviour of the learners that they interact with. According to Bonni Gourneau (University of North Dakota, 2005) the five attitudes that a teacher should have include:

- a genuine caring and kindness of the teacher,
- a willingness to share the responsibility involved in a classroom,
- a sincere sensitivity to the students' diversity,
- a motivation to provide meaningful learning experiences for all students, and
- an enthusiasm for stimulating the students' creativity

(https://www.researchgate.net/publication/251297404_Five_Attitudes_of_Effective_Teachers_Implications_for_Teacher_Training)

The culture of the school is determined by the positive relationships built between teachers, parents and learners and the interaction and support from and for the Management Team

Part of your reflection is to ask:

Could this happen again and if so, how could I handle it differently?

When answering this, be honest with yourself as making mistakes is essential to learning.

“Having the respect and personal relationships with their students’ families, school leaders are uniquely positioned to guide them on how to support their children at home during this exceptional challenge.” (<https://www.globalpartnership.org/blog/3-recommendations-support-school-leaders-during-coronavirus-pandemic>)



Read the scenario and reflect:

After one week teaching, Busi, a newly qualified teacher, tells the librarian that she can't cope with the boys in her class. She asks what she should do. The librarian offers sympathy but says that the lack of respect and good manners have been a problem at the school for a while. The next day, Busi e-mails the principal and asks for help transferring to another school.

Learners are more likely to bully or turn to violence when discipline is not managed consistently within the school as a whole. Schools that are well managed and well organised with clear systems, policies and protocols have fewer victims of violence. Teachers can limit violence in their classroom (aimed at themselves or learners) through having and sharing clear classroom and school rules, being role models through their own behaviour, rewarding positive behaviour and/or mentoring learners with behaviour difficulties. Teachers need to be aware of their rights and what steps to take to enforce these rights.

“Teachers need to change their attitude towards pupils. They need to realise that teaching children how to behave is part of the job. They need to show children that there are consequences for bad behaviour, and for breaking the rules.

Schools need to do away with any practices that foster violence. For example, corporal punishment merely teaches children the values of degradation, force and humiliation. It must be stopped. Intimidation by leaders and teachers also needs to be avoided in school situations.”

How Do We Combat Violence in Schools? - The Southern Cross (scross.co.za)

EVALUATE AND REFLECT ON PROCESSES AND ACTIONS

You have now reached the last section of the handbook. You have got a clear understanding of violence (section 1), the forms of violence, the role players involved and what their roles and responsibilities are (section 2). You have been through the process of evaluating the risk of potential issues in your school and in your classroom (Section 3) and in Section 4 you went through the 4 step process of how to take action when a potentially violence issue arises. This Section (5) emphasises the importance of constant reflection and evaluation of all of the sections. It also discusses the importance of constantly re-evaluating policies, processes and procedures with regards to reducing the risk of violence in schools.



A school needs to constantly evaluate and reflect on how they can change, develop and improve their systems, policies and processes to reduce the risk of violence. Constant self-reflection and review of policies and processes provides insight on behaviours, values, knowledge and growth (<https://www.katherinespinney.com/importance-selfreflection-selfevaluation-throughout-year-not-just-performance-review-time/0>).

Sometimes school life gets so busy that we forget to stop and reassess whether the systems and processes that we have in place are effective and appropriate for the changing nature of school and society. Some policies become out-of-date, especially when it comes to social media. With the recent COVID-19 epidemic, new policies may have had to be put in place.

This process of reflection and reassessment should include all of the role players and should be done on a regular basis. It is particularly important after an incident has occurred as this is often where we see the gaps in managing the reduction of risk of violence in our schools. We should however not wait for an incident to occur before evaluating and reflecting. The school safety committee should constantly be reflecting on the policies and processes in place and exploring ways to improve on them. The committee should use input from incident reports and how they were dealt with as well as insights and ideas from all stakeholders.



Does your school continuously review its policies? Part of the School Governing Body's role is to review all school policies every three years?

According to the NSST 10 there are particular roles that the school plays in preventing violence. This checklist is an excellent starting point for your evaluation process.

Does your school implement the following?



	YES	NO
1. Are policies and processes effectively implemented (code of conduct, discipline, safety etc)?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are policies and processes constantly reviewed?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there community involvement?	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the leadership of the school effective?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do teachers prepare for their lessons and continuously undergo training?	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the school adopt a proactive approach (have plans in place with effective and appropriate management of these)?	<input type="checkbox"/>	<input type="checkbox"/>
7. Is there a collaborative working approach from all staff members?	<input type="checkbox"/>	<input type="checkbox"/>
8. Does your district, parents and teachers carry out their rightful responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>
9. Are there easily accessible and child-friendly reporting mechanisms and adequate response systems in place?	<input type="checkbox"/>	<input type="checkbox"/>

Many schools have policies and processes in place, however they are not always known to everyone and sometimes not applied.

Use this checklist below to reflect on the factors facilitating violence in schools. Indicate how strongly these influence the violence and safety in your school. (Taken from SACE research repost September 2019)



Are all the policies and processes in your school:

- Developed?
- Communicated?
- Actioned?



Reflect on how much each of these factors contribute to the issues of discipline and violence in your school

	No impact	Some impact	Impact	Strong impact
Learners show little respect for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners have a negative attitude towards learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners do not respect teachers authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners carry knives and weapons to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners behaviour is impacted by the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners have poor socio-economic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gang violence impacts the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs and alcohol impact the learners' behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners do not respect young teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school is poorly managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender dynamics impact the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial dynamics impact the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are no serious consequences for actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Little support for teachers from parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a lack of parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Absenteeism of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age disparity between learners in the same grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of communication of school rules and consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of discipline policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners come from broken families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher learner ratio is not manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers do not keep the learners focussed in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of structure and support from Department of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of structure and support from the School Governing Body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of structure and support from the Management Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of structure and support from parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of structure and support from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This handbook has taken you through a process that every school and teacher should follow to help reduce the risk of violence in schools. Part of the evaluation and reflection process is evaluating each of these steps and assessing *What is lacking?*, *What should be changed?* and *What should be improved?* The decisions that are made here, feed back into the process improve the overall whole school approach to reducing the risk of violence.

The Case Study that follows takes you through many different reflective questions which will hopefully guide you through the process of reflecting on and evaluating a potentially violent issue. Once you have finished, read the analysis on the next page and compare it to your outcomes and observations.








Read the case study and answer the questions that follow:

Mrs Jolobe was aware that her Grade 9 maths class could be fairly disruptive and the class was particularly weak and needed all the teaching time possible. One morning, she was teaching a new and difficult concept that some of the learners understood better than others. She gave one group work to continue with in order to reinforce the concepts with others. When she turned around, she realised that one of the learners had been videoing her with his phone. The other kids were laughing and when she asked what the learner was doing he said that he wanted to record the lesson to watch later in case he missed some important information. However the teacher had a very short skirt on and was writing on the board and knew that the learner was videoing her. She was concerned about him putting it on Facebook. The learner argued against the fact that although he knew there were rules in place, there were no rules to not record in the classroom. In fact, in the previous lesson, the teacher had actually asked them to take out their phones to use the calculators on them. This teacher was nervous to discipline this learner as in a previous discipline situation, the learner become verbally abusive and insulting, and called her 'meat on legs' and accused her of 'asking for it' and he was going to get the head of his gang to 'hunt her down'. The learner lives next door to the one of the senior management members and the teacher knows that they are family friends so she was not sure who to go to. After considering her options, and knowing that she was not putting any of the other learners in danger, she decided to let the incident go. It was however stressful for her as she was not sure what the learner was going to do with the video and she was worried about her reputation. The school does have an incident reporting mechanism, but she knows that no one ever reads it so she decided not to report it.

1. Is this a potentially violent situation?
2. What type of violence is referred to?
3. Who are the various role players in this scenario? Have they carried out their roles? If not, what could each of them have done to reduce the risk of the situation?
4. Was there anything that the teacher could have done to reduce the risk in her classroom?
5. Was there anything that the school could have done to support her in this situation?
6. Did the teacher analyse the situation before taking action?
7. Did she have the necessary knowledge and skills to deal with the situation?
8. Did the teacher contribute to the events leading up to the situation in any way?

Now that you have answered the questions on your own, reflect on some of the ideas below.

Step in Whole school Approach	Case Study Question	Some thoughts
 <p>Understanding Violence</p>	1. Is this a potentially violent situation?	The teacher identified that it could become a potentially violent situation. She drew on her past experiences with the child. She should have also taken into consideration the learner’s social environment.
	2. What type of violence is referred to?	Although this is not physical violence, it is still a form of violence. It could be classified as bullying as it was demeaning and humiliating for the teacher. It could also be classified as sexual harassment. If the learner posted the video on social media, it would be considered cyber-bullying.
 <p>Understanding Roles and Responsibilities</p>	3. Who are the various role players in this scenario? Have they carried out their roles? If not, what could each of them have done to reduce the risk of the situation?	It is mentioned that there are rules at the school. The question is, are they known to the learners and are they reinforced? The rule about cell phones should appear in the code of conduct of the school. These should be clearly laid out and signed off by the SGB. Although the school rules and code of conduct are essential, teachers should also make sure that they establish classroom rules that the learners are familiar with and that the teacher consistently enforces. It could be confusing to the learners where mixed messages occur. In this case the teacher says no cell phone, but then got the learners to use them in a previous lesson.
 <p>Understanding the risk of violence in your school</p>	4. Was there anything that the teacher could have done to reduce the risk in her classroom?	The teacher could have been more consistent with the cell phone rule and reinforced it to the learners. Positive reinforcement has proven to be an effective way to reduce violence in schools and classrooms? After the previous incident with this learner, did the teacher take time to evaluate risks and decided on precautions to take in the classroom. Did the teacher take time to get to know and understand the reasons behind the learners violent tendencies? Does the teacher spend enough time to incorporating values and beliefs into their curriculum-based activities? Does the teacher manage her classroom appropriately and are there aspects that she could change? The teacher needs to build relationships with her learners and develop emotional and social skills.

	5. Was there anything that the school could have done to support her in this situation?	The School Management team does not have a good system to report and record incidents. This should be put in place. The teacher did not report the incident as she felt that she would not get the necessary support. This should not be the case. The SGB and SMT need to support the teachers in disciplining the learners and possibly put in a better overall discipline system in the school.
 <p>Taking action in potentially violent situations</p>	6. Did the teacher analyse the situation before taking action?	The teacher assessed the situation and knew what she was dealing with and chose to not to react. She also looked at the impact on the entire class and lesson.
	7. Did she have the necessary knowledge and skills to deal with the situation?	She chose the option of ignoring the learner. This would indicate that she felt that she did not have another option or the skills to carry out another option. This teacher needs to develop her ability to manage challenging behaviour in her classroom.
	8. Did the teacher contribute to the events leading up to the situation in any way?	<p>There are many precautions that the teacher could have put in place:</p> <ul style="list-style-type: none"> • Setting classroom rules and behavioural expectations; • Building positive relationships between herself and learners • Rewarding appropriate behaviour; • Developing children’s social, emotional and academic skills.
	9. Did the teacher deal appropriately with the situation?	The teacher did not really deal with the situation at all. She chose to ignore it. This means that the learner got away with his behaviour and will more than likely repeat it again.
 <p>Evaluate and reflect on processes and actions and improve</p>	10. Did she reflect and record the situation appropriately.	<p>She was concerned about the repercussions but did not necessarily reflect on how she could have handled it better or differently. Even though there is no formal reporting mechanism, she still could have reported the incident, in writing, to the SMT or Principal. This also shows how useful it would be to have a school safety team (or whatever we have called it). The teacher could have reported the incident to them and been given the support she needed to take this further or to ensure structures are put in place to help her deal with any similar incidences in future</p> <p>The school should also constantly evaluate and reflect on how they can change, develop and improve their systems, policies and processes to reduce the risk of violence.</p>

What to do?
?

Tips for teachers on staying legal and keeping safe:

- Never touch your pupils – especially not when angry.
- Never transport pupils in your car.
- Never be alone with one pupil in the room.
- Never be an internet/social media friend with pupils.
- Never ask a pupil out for a social occasion.
- Never use extreme physical activity as a form of punishment.
- Never use corporal punishment.

(SA School Violence Shock by Nokuthula Ntuli, IOL, Aug 6, 2015)

ANNEXURES

Annexure B



Look at the list below and reflect on who does what in your school?

Teachers and staff SMT SGB Parents and Community

<i>Empower and develop educators</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Involve the public and form partnerships</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Promote moral values amongst learners and staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Develop effective policies</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Develop effective processes</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Effective implementation of policies and processes</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Effective communication of policies, processes and actions to staff, learners, parents and broader community</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Effective awareness training for staff, learners, parents and broader community</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Effective leadership</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Develop plans and effectively and appropriately manage these</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Instil classroom discipline and systems and processes</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Ensure a collaborative and supportive working approach from all staff members</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Implementing reporting mechanisms that are easily accessible to all learners and staff.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Ensuring that appropriate responses and actions are followed through</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Constant review and revision of policies</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Carry out effective discipline actions</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Promotes a positive and safe environment for all learners and staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Carries out annual risk analysis of school</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Develop a school improvement plan that includes and</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annexure C

Summary of policies available for teachers to refer to for the prevention of and dealing with violence in schools

<p>International and Regional Policies</p>	<ul style="list-style-type: none"> • The Convention on the Rights of the Child (CRC) • The African Charter on the Rights and Welfare of the Child (2000) • The African Youth Charter
<p>National Policies</p>	<ul style="list-style-type: none"> • The South African Constitution • The Child Justice Act (No. 75 of 2008) • The Children’s Act (No. 38 of 2005) • The Liquor Act (No. 59 of 2003) • The National School Health Policy and Implementation Guidelines (2003) • The National Development Plan (NDP)
<p>Educational policies and acts</p>	<ul style="list-style-type: none"> • The South African Schools Act, (No. 84 of 1996) • The National Education Policy Act (No. 27 of 1996) • The Employment of Educators Act (No. 76 of 1998) • The Regulations for Safety Measures at all Public Schools • The Regulations to Prohibit Initiation Practices in Schools (Government Gazette 24165, 2002: 68) • The Norms and Standards for Educators (Government Gazette 20844, 2000: 48) • The Policy Framework for the Management of Drug Abuse by Learners in Schools and in Public Further Education and Training Institutions • The National Guidelines for the Management and Prevention of Drug Use and Abuse in all Public Schools and Further Education and Training Institutions • The Devices to be Used for Drug Testing and the Procedure to be Followed (2008) • The Implementation Protocol between the Department of Basic Education and the South African Police Services on prevention of crime and violence in all schools (2011)
<p>School Policies</p>	<ul style="list-style-type: none"> • Code of Conduct for Staff • Code of Conduct for Learners • Discipline policy • Safety Policy • School Safety Framework • School rules and regulations

RESOURCES

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