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To: Deputy Directors-General; Chief Directors; Directors; Deputy Directors; Circuit Managers; Managers: Strategic Information, Governance and People Management (SIGPM); Heads: Curriculum Coordination and Advice; Principals and Governing Body Chairpersons of public primary and secondary schools

Short summary: *This circular informs schools of the support provided by Safe Schools and the responsibilities of the various role players within the WCED in terms of the management of school safety.*

**Subject: Management of school safety**

## 1. Introduction

- 1.1 This circular should be read in conjunction with Circulars 0099/2000 and 0031/2012 (**Addendum A**) but does not replace either circular.
- 1.2 The Western Cape Education Department (WCED) and educator unions are concerned about the level of crime within our school communities. The *Regulations for Safety Measures at Public Schools* spells out the various roles, responsibilities and actions to be followed with regard to matters pertaining to safety and security at public schools. Attached please find the relevant legislative framework as **Addendum B**.
- 1.3 This circular aims to remind schools of the functions of Safe Schools and the roles and responsibilities of the various role players with regard to safety and security at schools. Attached please find a list of the various stakeholders as **Addendum C**.

## 2. **Safe Schools objectives**

Safe Schools has a three-pronged strategy which is linked to five programme areas.

### 2.1 The three-pronged strategy consists of:

- (a) *crime control* through environmental modification, such as partial fencing (less than 30 metres), burglar bars, alarms and armed response;
- (b) *crime prevention* by focusing on attitudinal or behavioural changes (developmental programmes for learners, educators and parents); and
- (c) *system programmes* focusing on systemic development, community relationships and effective partnerships (partnerships with other departments and non-governmental institutions, community relations).

### 2.2 The five programme areas aim to:

- (a) enhance safety and security mechanisms at school (lead department is the WCED — governing bodies, School Management Teams (SMTs), Representative Councils of Learners (RCLs) and School Safety Committees (SSCs));
- (b) enhance school safety management systems (lead department is the WCED (Safe Schools));
- (c) facilitate appropriate law enforcement (lead department is South African Police Service (SAPS));
- (d) build a cohesive school-community culture located in a community-orientated problem-solving approach (lead department is the Department of Community Safety (DoCS)); and
- (e) limit substance abuse (lead department is the Department of Social Development (DSD)).

Please note that the WCED plays a support role in the programme areas where other departments take the lead.

## 3. **Safe Schools services**

The following Safe Schools services are available:

### 3.1 Occupational health and safety (OHS) training

- Capacitating educators in developing plans to reduce risks and action to follow in an event of an emergency.
- Establishing a functional School Safety Committee (SSC).
- Training an Occupational Health and Safety Committee.
- Developing a Safety/Contingency Plan, a Disaster Management Preparedness Plan, a Business Continuity Plan and an Industrial Action Contingency Plan.

### 3.2 Substance abuse training

#### (a) Drug testing

- Providing multi panel drug testing devices with training on how to use them and how to keep records.
- Detecting users early and placing them in developmental programmes.
- Improving the performance of identified schools through targeted assistance and support.

#### (b) Searches and seizures

- Organising workshops on the guidelines for random searches and seizures.
- Addressing all uncertainties and grey areas.
- Ensuring a restorative approach through life skills and diversion programmes so that learners are empowered to take charge of their destiny.

### 3.3 Conflict management and peer mediation

- Capacitating educators and learners with the necessary skills to deal with conflict in a constructive way.
- Capacitating learners to have peer mediators in place.
- Assisting schools in managing learner conflict.
- Creating a positive change in behaviour at the school.

### 3.4 Youth development

- Providing life skills for learners at risk, to prevent possible problems or to help them cope better with existing situations related to teenage pregnancy, sexuality, sexual abuse, drug abuse, gender inequality, gender-based violence, HIV and AIDS, racism and other social problems.
- Sharing information with learners.
- Reaching out to school communities through integrated holiday and after-school programmes.
- Being a positive influence on learners and communities.
- Developing back-to-school programmes.
- Establishing functional youth clubs. Youth clubs function as a substructure of the Representative Council of Learners (RCL).
- Organising youth camps.

### 3.5 Trauma support — specialised support is provided in the event of trauma.

### 3.6 Educational institutions are encouraged to access the support offered by Safe Schools and to make use of the above services by applying for them (training, programmes and assistance) in writing via the District Safe Schools Coordinator. Said applications should include the safety needs of the relevant institution.

#### 4. Trauma support pathway and communication protocol

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

(a) The Principal—

- communicates with the Safe Schools Call Centre;
- directs the school's Safety Committee to take charge of the situation (*intervention*);
- contacts the family of the deceased or injured;
- informs the circuit manager and governing body (*information*);
- is visible and supportive;
- provides accurate information to learners, staff and parents;
- dispels rumours by providing updated factual information; and
- models an appropriate response.

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

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

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

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

(d) The Safe Schools Call Centre—

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

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

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

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

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

- assesses the situation and the nature of support/intervention required (in conjunction with the safe schools coordinator);
- contacts the senior education psychologist and/or social work supervisor;
- manages the psychosocial support plan in collaboration with the senior education psychologist and/or social work supervisor;
- facilitates support from members of the special learner education support (SLES) team to provide cross-boundary support;
- submits a written motivation to the Safe Schools Call Centre should additional support be required; and
- reports to the circuit manager.

- (g) Senior education psychologist and/or social work supervisor (based at district office)—
- avail themselves as soon as possible and make contact with the school the same day;
  - assign a psychologist(s) and/or social worker(s) to provide support to learners and educators;
  - inform the school of proposed support plan;
  - locate debriefing/counselling therapy venue(s);
  - keep records of affected learners and staff, provide follow-up support and share information with relevant professional partners in the best interests of the learner; and
  - report to Head: SLES.
- (h) Circuit manager (based at district office)—
- monitors and offers managerial support to principal/school; and
  - keeps district director informed.
- (i) District director—
- oversees support to schools; and
  - keeps Chief Director: Districts informed.
- (j) Safe Schools field workers — provide support to the safe schools coordinator.
- (k) Manager: SIGPM (based at district office)—
- tasks the safe schools coordinator with taking overall control and responsibility for coordination;
  - tasks circuit manager to liaise with principal; and
  - reports to district director.
5. Kindly bring the contents of this circular to the attention of all staff members.
6. I wish to appeal to all involved to assist in making our schools safe havens for all children so that good quality teaching and learning can take place as a priority at all times.

**SIGNED:** BK SCHREUDER  
**HEAD: EDUCATION**  
**DATE:** 2017-02-17



Reference: 20120810-0028  
13/12/45

Enquiries: Nariman Khan

Circular: 0031/2012

Expiry date: None

To: Deputy Directors-General, Chief Directors, Directors, Deputy Directors, Circuit Team Managers, Heads: Curriculum Co-ordination & Advice, IMG Managers, and Principals and Governing Body Chairpersons of public primary and secondary schools  
Short summary: This circular introduces the revised Safety in School Science Policy and Protocol

*Brief summary: Reporting of school crime and abuse*

**Subject: Safe Schools Call Centre – Reporting of school crime and abuse**

1. This circular must be read in conjunction with Circular 0099/2000 and does not replace that circular, but reiterates the function of the Safe Schools Call Centre and encourages the ongoing reporting of ALL school crime and abuse. The school must take the initiative in encouraging the community to report all incidents of crime and violence to the Safe School Call Centre. This could be done through safety-related messages in all school correspondence sent to parents.
2. The Safe Schools Call Centre
  - can be reached at toll-free number **0800 45 46 47**;
  - provides immediate, free, online communication to learners, parents and teachers needing help, guidance or information regarding education-related issues (The aim is to assist educators and learners to teach and learn in a safe, crime-free school environment.);
  - is open from Monday to Friday, 07:00 to 16:00, and is situated at the WCED Head Office on the second floor;
  - provides a service in the three official languages of the Western Province: Afrikaans, English and Xhosa;
  - serves as a co-ordinating centre from which referrals are made to appropriate agencies and from which vital information is disseminated to the relevant parties; and
  - is linked with an extensive network of service providers that support the work of the Call Centre.

### 3. Current Operations

Callers receive online debriefing during crisis calls and, during non-crisis calls, are directed, when necessary, to the counselling agencies of the Western Cape Education Department, non-governmental organisations and community organisations.

Members of school communities are encouraged to telephone the toll free number **0800 45 46 47** with regard to the following:

#### Emergency or Crisis

Call Centre agents respond to these calls immediately. They will contact the South African Police Services or the applicable emergency service with regard to the following:

- **Gang violence**

Gang violence and its disruption of normal teaching and learning have reached alarming proportions in some areas of the Western Cape. The Call Centre will ensure that schools receive assistance in dealing with gang presence on the school premises, gang intimidation and threats, gang shootings and gang killings.

- **Trauma**

The Call Centre will provide assistance in the event of any traumatic incidents, such as accidental deaths, suicides, hijackings, missing persons, bomb scares and weapons on school premises.

#### School Crime

The Call Centre responds to all incidents of school crime by offering advice on the procedures that need to be followed and by informing the relevant authorities with regard to the following:

- Property-related crime at schools, such as burglaries, arson, theft, robberies and vandalism
- Physical assault, for example stabbings, fighting and intentional inflicting of injuries

#### Abuse

Child abuse in communities and in educational institutions has become a serious problem. All abuse calls are handled sensitively. Initial counselling or guidance, based on the *Abuse No More Protocol* is given when necessary. The Call Centre responds to the following forms of abuse:

- Physical or emotional abuse
- Child neglect
- Sexual abuse and rape
- Sexual harassment
- Corporal punishment
- Substance abuse
- Racial discrimination
- Child trafficking or teenage runaways



## General Queries

The Call Centre provides information or advice on the following:

- Teenage pregnancies and abortion
- HIV/AIDS
- General educational matters, such as governing body issues, suspensions, expulsions, trespassing, behavioural problems, school fees, registration of pupils, school uniform and compulsory school attendance

## Service Providers

The Call Centre networks with a wide range of service providers: inter- and intra-dependent, non-governmental organisations, community organisations and faith-based organisations. These organisations contribute to the Safe Schools' efforts to create a safe learning environment at our schools, and are valued for their time, commitment and support.

4. Make our school environment safe. Help by reporting all incidents of school violence, vandalism, crime and any other form of abuse to the Safe Schools Call Centre at toll-free number

**0800 45 46 47.**

**You are not alone. We are here for you.**

**SIGNED:** PA VINJEVOLD

**HEAD: EDUCATION**

**DATE:** 2012-08-24

## Relevant Legislation, Policies, Documents, Manuals

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- Abuse no more: Dealing Effectively with Child Abuse, WCED On-Line Guide;
- Batho Pele Principles;
- Checklist and Procedures to ensure implementation of Safety Measures during the School Holiday. 16/2014
- Checklist for the implementation of legislative provisions of the SASA No.84 1996 and other related provisions
- Child Justice Act (No. 75 of 2008)
- Circulars on Answering of Telephones and Enhanced Service Delivery; to WCED Clients (Circular 0082/1996 and Circular 0027/2000);
- Code of Conduct for Public Servants;
- Compensation for Occupational Injuries and Diseases Act (COIDA) (Act 181/1993) South African Schools Act (SASA) (Act 84/1996)
- Constitution of South Africa (Act 108 of 1996)
- Constitution of the Western Cape Province Act (1997)
- Contingency Minute – 0006/ 2011
- Corporal Punishment and Bullying
- Criminal Procedures Second Amendment Act (Act 85/1997)
- DOE Code of Conduct – 24/20089
- Employment of Educators Act (EEA) (Act 76/1998)
- Firearms Control Act (Act 60/2000)
- Government Gazette 22754, 2001: Notice 1040
- Government gazette No. 29000, Notice 876 of 2006
- Learner Attendance Policy. Government Gazette No. 33150
- Managing Safety and Security within Western Cape Education Department(Safe Schools Procedural Manual);
- National Crime Prevention Strategy (NCPS) (National RDP Office, 1996)
- National Educational Policy Act (Act 27/1996)
- National School Safety Framework (2015)
- Occupational Health and Safety Act (OHSA) (Act 85/1993)
- Protected Disclosure Act, no. 26, of 2000
- Regulations for safety measures at public schools. Government gazette No 29378
- Safe Schools Procedural Manual
- Searches and Seizure, Drug testing – 24/ 2011
- Sexual Violence in schools
- Telecommunications Act, No 103 of 1996;
- The Children’s Act (No. 38 of 2005)
- 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 the prevention of crime and violence in all school (2011)
- The national Guidelines for the Management and Prevention of Drug Use and Abuse in all Public Schools and Further Education and Training Institutions
- The Policy Framework for the Management of Drug Abuse by learners in Schools and in Public Further Education and Training Institutions
- The Promotion of Access to Information Act no. 2 of 2000;
- The Promotion of Administrative Justice Act, no. 3 of 2000.
- The Rights and Responsibilities of Parents, Learners and Public Schools (2005);
- Vandalism to Property – 32/ 2009
- WCED Abuse No More Protocol
- Western Cape Education Amendment Bill of 2010
- Western Cape Education Provincial Act (WCPSEA) 12 of 1997

## Abbreviations

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<b>WCED</b>	Western Cape Education Department
<b>DOCS</b>	Department of Community Safety
<b>SAPS</b>	South African Police Services
<b>DSD</b>	Department of Social Development
<b>SIGPM</b>	Manager: Strategic Information, Governance and People Management
<b>CM</b>	Circuit Manager
<b>DSSC</b>	District Safe Schools Coordinator
<b>RCL</b>	Representative Council of Learners
<b>SSC</b>	School Safety Committee
<b>OHS</b>	Occupational Health and Safety

## **Stakeholders**

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South African Police Service

Metro Police

Law Enforcement

Provincial Disaster Management Centre

City of Cape Town Disaster Risk Management Centre

Department of Local Government

Department of Social Development

Department of Community Safety

Directorate: IMG Advice and Coordination

Directorate: Inclusive and Specialised Education Support

Directorate: Infrastructure Planning and Management

Directorate: Curriculum GET and FET