

<b>STANDARD OPERATIONAL PROCEDURE (SOP):</b>				
<b>SOP Group(s)</b>		Education Safety Management (ESM)		
<b>SOP Sub-groups</b>		A. Access Control Business Process B. Holiday and Emergency Security Business C. Monitoring and Reporting on ESM activities		
<b>Type</b>		<b>Regulation</b>		<b>Policy</b>
		<b>Guideline</b>		<b>Procedure</b>
<b>Relevant legislation, policies, documents/manuals/handbooks/systems</b>		<ul style="list-style-type: none"> <li>• Constitution of the Republic of South Africa, 1996 (Act 108 of 1996)</li> <li>• Constitution of the Western Cape Province (1997)</li> <li>• Criminal Procedures Second Amendment Act, 1997 (Act 85 of 1997)</li> <li>• Employment of Educators Act, 1998 (Act 76 of 1998)</li> <li>• Firearms Control Act, 2000 (Act 60 of 2000)</li> <li>• Regulations for Safety Measures at Public Schools, published in <i>Government Gazette</i> No. 22754, 2001: Notice 1040 and <i>Government Gazette</i> No. 29376: Notice 876 of 2006, as amended</li> <li>• National Crime Prevention Strategy (National RDP Office, 1996)</li> <li>• National Educational Policy Act, 1996 (Act 27 of 1996)</li> <li>• Occupational Health and Safety Act (OHSA), 1993 (Act 85 of 1993)</li> <li>• Compensation for Occupational Injuries and Diseases Act, 1993 (Act 18 of 1993)</li> <li>• South African Schools Act (SASA), 1996 (Act 84 of 1996) [As amended]</li> <li>• National School Safety Framework</li> <li>• Provincial School Safety Framework</li> <li>• Checklist for the implementation of legislative provisions of the SASA and other related provisions</li> <li>• Safe Schools Procedural Manual</li> <li>• Code of Conduct – Circular 24/2009</li> <li>• Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)</li> <li>• Western Cape Provincial School Education Amendment Act of 2010</li> <li>• Searches and Seizures, Drug testing – Circular 24/2011</li> <li>• WCED Abuse No More Protocol, 2014</li> <li>• WCED Policy and Protocol on Safety in School Science – Circular 22/2004</li> <li>• Norms and Standards Funding for Schools – Circular 32/2009</li> <li>• Learner Attendance Policy, <i>Government Gazette</i> No. 33150</li> <li>• School Contingency Plan - IMG minute 0006/ 2011</li> <li>• Section 16(2) appointees as stipulated by the OHSA – Circular 33/2016</li> <li>• Management of School Safety – Circular 0005/2017</li> </ul> <p><b>Acronyms:</b>  <b>CCAC</b> – Creative and Constructive Approaches to Conflict  <b>OHSA</b> – Occupational Health and Safety Act  <b>DRM</b> – Disaster Risk Management  <b>GB</b> – Governing Body  <b>SSC</b> – School Safety Committee  <b>CES</b> – Chief Education Specialist  <b>DSSCO</b> – District School Safety Coordinator  <b>SSFW</b> – Safe Schools Fieldworker  <b>NSSF</b> – National School Safety Framework  <b>PSSF</b> – Provincial School Safety Framework  <b>CM</b> – Circuit Manager  <b>ESM</b> – Education Safety Management  <b>IMG</b> – Institutional Management and Governance  <b>SCM</b> – Supply Chain Management  <b>SSCC</b> – Safe Schools Call Centre  <b>CSD</b> – Central Supplier Database</p>		
<b>SOP Reference and version no.</b>		2018: V 2.1; 2019-12-19: Version 2.2; 2021-02-24: V3		
<b>Certification of due process</b>		<p>_____</p> <p>Delegated Authority Date</p>		
<b>Approval date</b>		<b>Commencement date</b>		<b>Review date</b>
<b>REVISION HISTORY</b>				
<b>Revision ref no.</b>	<b>Approved/Rescinded</b>	<b>Date</b>	<b>Authority</b>	<b>Resolution Number or Minutes Reference</b>
2021 – Version 3		2021-02-24		

1.0 Intent	To create centres of excellence with strong community links, quality learning and teaching and effective governance, and in so doing, combat the root causes of crime and violence.
2.0 Scope	<p>The Safe Schools' strategy focuses broadly on the safety of people – the educators, learners and support staff. The three-pronged strategy consisting of the following types of programmes is designed to create safe and effective environments conducive to teaching and learning:</p> <p><b>Environmental programmes:</b> where the physical structure of the school is secured by means of repairs to security fencing (not exceeding 35m), mesh and razor wire, hand-held metal detectors, burglar bars as well as alarms linked to an armed response.</p> <p><b>Programmes:</b> these are put in place to support, modify or influence parent, educator and learner behaviour at school. Where possible, the community is also included. Programmes such as conflict management, trauma counselling, peer counselling and human rights education are used to modify behaviour. In addition, sport and cultural activities and entrepreneurial training are introduced.</p> <p><b>Systems programmes:</b> these incorporate a holistic approach to changing how the whole school operates. These programmes involve leadership and management training, organisational development, community relations and effective governance. It also includes developing a relevant curriculum and identifying and assisting learners at risk. Partnerships involving other government departments, as well as non-governmental organisations and community-based organisations are formed to address issues of safety and security.</p>
3.0 Objective(s)	<ul style="list-style-type: none"> <li>• Youth development informed by psychosocial matters;</li> <li>• Mobilise school communities to combat crime &amp; violence, drug and gang activities in schools;</li> <li>• Effective management of safety at Western Cape Education Department (WCED) institutions including functional SSCs which will contribute to good quality basic education for all;</li> <li>• Schools are equipped and protected with security mechanisms;</li> <li>• Management of emergencies related to burglaries, vandalism and crime;</li> <li>• Train schools in the NSSF, CCAC, peer mediation, effects of substance abuse, drug testing, searches &amp; seizures; and</li> <li>• Train SSCs in the OHSA and DRM.</li> </ul>
4.0 Definitions and Acronyms	<p><b>4.1 Definitions:</b></p> <p><b>Cluster structures:</b> A geographic grouping of schools in a particular area, working together on crime prevention strategies to combat crime and violence that threaten and have an impact on schools in the Western Cape.</p> <p><b>Community safety:</b> Government departments responsible for safety and security through, amongst others, the support of crime prevention strategies.</p> <p><b>Dangerous object-free zone:</b> The Minister of Education, after consultation with the Council of Education Ministers, declared all schools as dangerous object -free zones. Thus, no person may carry or store any dangerous object on public school premises, except in officially designated places identified by the principal. A dangerous object is defined as any explosive material/device/firearm/gas weapon or any article/object/instrument which may be employed to cause bodily harm to a person/render a person temporarily paralysed or unconscious/cause damage to property or any object which the Minister, by notice in the <i>Government Gazette</i>, declares to be a dangerous object, unless such an object is used for educational purposes.</p> <p><b>Diversion programme:</b> The scope of the programme includes children at risk or those who are presenting problematic behaviour at school, home or community.</p> <p><b>Needs assessment:</b> A scientific approach used by the WCED Safe Schools to classify schools in a ranking which is used to finance schools with crime control and crime prevention projects.</p> <p><b>Safety officer:</b> The principal or official delegated, in writing, at a school to facilitate safety.</p>

	<p><b>District School Safety Coordinator (DSSCO):</b> The official employed by the WCED to coordinate, manage, facilitate safety and security at the district office.</p> <p><b>Schools at risk:</b></p> <p><b>Extremely high-risk school:</b> A school located geographically in a gang-infested area where there is a regular occurrence of gunfire.</p> <p><b>High risk school:</b> According to the Risk Self-Assessment Tool (RSAT), very few (0% - 49%) of the elements of the security programme of the institution have been implemented.</p> <p><b>Medium risk school:</b> According to the RSAT, many (50% - 79%) of the elements of the security programme of the institution have been implemented</p> <p><b>Low risk school:</b> According to the RSAT, most (80% -100%) of the elements of the security programme of the institution have been implemented.</p> <p><b>Mentoring programme:</b> A programme in which older role models provide youth at risk with guidance, care and support over a period of time and, in this way, assist them and increase their opportunities to become responsible citizens.</p>
<p><b>5.0 Principles</b></p>	<ul style="list-style-type: none"> <li>• Support to school communities in their efforts to reclaim and regain control of their situation;</li> <li>• Advocacy and implementation of the Nine-Point Safe Schools' Planning Process;</li> <li>• Introduction of intervention programmes to identify root causes, and preventative measures to contain any potentially risky situation;</li> <li>• Extension or addition of any necessary security mechanisms;</li> <li>• Enlist the assistance of law enforcement agencies to assist with patrolling; and</li> <li>• Always adhere to legal and policy prescripts including the PSSF in conjunction with the NSSF, when executing duties.</li> </ul>
<p><b>6.0 Responsibility</b></p>	<p><b>Education Safety Manager</b></p> <p><b>District School Safety Coordinator (DSSCO)</b></p> <p><b>Safe Schools Fieldworker (SSFW):</b> to assist the SSC in facilitating an enabling environment for safe and secure schools and to establish a culture of learning and teaching in a cluster of schools.</p>
<p><b>7.0 Accountability and Authority:</b></p>	<p><b>7.1 Implementation:</b> Immediate Focus on all ESM Safe Schools activities</p> <p><b>7.2 Compliance:</b> The Directorate: Institutional Management and Governance Planning (IMG) through the sub-directorate: Education Safety Management to ensure the compliance and adherence to applicable provisions contained in the WCED directives, circulars, policies and all the other relevant mandates regarding the management of safety and security at WCED institutions.</p> <p><b>7.3 Monitoring and Evaluation:</b> Reconciliations; Checklist for legislative provisions; and Holiday and after school programmes.</p> <p><b>7.4 Development/Review:</b> The Directorate: IMG</p> <p><b>7.5 Approval Authority:</b> As per delegation</p> <p><b>7.6 Interpretation and Advice:</b> The Directorate: IMG through sub-directorate: Education Safety Management to provide expert advice regarding the actual provision of the service.</p>
<p><b>8.0 Who was consulted regarding this SOP?</b></p>	<p>Chief Education Specialist: ESM, Head Office (HO) team and DSSCOs</p>

<b>9.0 Who should know this SOP?</b>	Officials responsible for execution, viz. HO: Head: IMG, ESM and District Director, Head: Management & Governance, SSC, DSSCO, SSFW.
<b>10.0 SOP implementation plan</b>	Annual Performance Plan
<b>11.0 Resources required</b>	Available budget, adequate number of human resources, technological and communication equipment
<b>11.0 Answers to FAQ</b>	<p><b>Q.</b> What kind of support will schools receive in a crisis?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Support [threat risk assessment, identification of the school's needs, provision of technical support] to school communities in their efforts to reclaim and regain control of their situation;</li> <li>• Trauma debriefing together with counselling;</li> <li>• Introduction of intervention programmes to identify root causes, and preventative measures to contain any situation [e.g. gang intervention, diversity programmes, creative and constructive approaches to conflict; peer mediation];</li> <li>• Extension or addition of any necessary security mechanisms; and</li> <li>• Enlisting the assistance of law enforcement agencies to assist with patrolling and joint operations with a joint operation centre.</li> </ul> <p><b>Q.</b> How can a school access this support?</p> <p><b>Answer:</b> Contact the Safe Schools' Call Centre – <b>0800 45 46 47</b> or District Safe Schools Office</p> <p><b>Q.</b> What kind of infrastructure support can a school request from Safe Schools?</p> <p><b>Answer:</b> Safe Schools will provide the following security mechanisms: repairs to perimeter fencing (not exceeding 35m), motorised gates, pedestrian monitoring gates, videocom, alarm system linked to armed response, barbed wire and mesh wire, burglar bars, safety gates, and stone guards.</p> <p><b>Q.</b> What procedure is necessary to access this support?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• All incidents of school crime and violence should be reported to the SSCC and the South African Police Service (SAPS), where necessary.</li> <li>• The school should apply in writing to the district director or DSSCO of its relevant district office.</li> <li>• Included with the letter should be details of all incidents reported to the Call Centre, relevant SAPS case numbers and a baseline assessment form.</li> <li>• The DSSCO will conduct a site visit at the school to assess the risk.</li> <li>• A school in a high-risk area that was not selected as a high-risk school will be provided with limited support in an emergency.</li> <li>• A school which has not been selected may apply in writing to the director or DSSCO strongly motivating its need for security mechanism support.</li> <li>• Any queries should be directed to the relevant DSSCO.</li> </ul> <p><b>Q.</b> What procedures can educators follow in cases of very serious violations of a school's code of conduct or serious misconduct by learners?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• A disciplinary hearing must be arranged according to the procedures for serious misconduct.</li> <li>• The complainant must report the indiscretion of the learner to the principal.</li> <li>• The district must arrange programmes for educators to manage alternatives to corporal punishment within the multi-functional team approach.</li> </ul>

- In exceptional circumstances, where learners pose serious behavioural problems, they must be referred to the district for individual development programmes before reintegration in schools.
- Where a learner's behaviour poses a physical threat to an educator's life, the principal, chairperson of the GB and the CM can decide on immediate suspension, pending a disciplinary hearing.
- The principal and the chairperson of the GB can take such a decision if it can be shown that an attempt was made to contact the CM.
- In very serious situations, a recommendation for expulsion may be made to the Head of Education (HOD).

**Q.** What is the procedure for the closure of a school due to gang violence?

**Answer:**

Preferably, a school should not be closed; rather, an attempt should be made to try to normalise and stabilise the school setting as soon as possible. If it feels necessary to close the school, the principal and the SSC must look at the checklist and make a recommendation to the district director or delegated authority who will engage with the HOD who may grant permission for closure of school.

Checklist for request for closure of a school due to gang violence:

Key practical questions to ask:

1. How many learners will be unsupervised at home in the violent areas?
2. Does the school have a mechanism in place to inform parents of early closure?
3. Are parents able to make alternative arrangements for learners?
4. Where did the shooting take place?
5. Were SAPS informed?
6. Are SAPS patrolling adequately?
7. Is the shooting likely to continue throughout the day (intelligence information)?
8. What is the degree of trauma?
9. What happened? Murder, gang violence, suicide, shooting?
10. Where did the death, injury or trauma occur? (A death, injury or trauma that occurs on the school grounds is more difficult to deal with.)
11. Who witnessed the death, injury or trauma? (It is important to know this in order to provide counselling.)
12. What other tragedies have impacted on this particular school recently?
13. Who are the perpetrators?
14. Should it be decided to close the school and dismiss the learners, when would be an appropriate safe time?
15. Will it be necessary for SAPS to escort the learners home, and will SAPS be available?

**Q.** What constitutes a School Safety Committee (SSC)?

**Answer:**

The SSC is a subcommittee of the GB. Section 17 (1) of the OHS Act prescribes that for every 20 - 50 employees there should be one safety representative on the school premises. The school-based safety officer will fulfil this mandate. The principal needs to appoint a safety officer in writing. The SSC should consist of GB members and representatives of religious and sport bodies, management, local business, the local SAPS, local government, parents and community organisations.

**Q.** What are the areas of responsibility of the GB?

**Answer:**

In line with the functions outlined in the SASA, the areas of responsibilities are the following:

- Overseeing and monitoring of the SSC;
- Receipt of monthly progress reports;
- Implementation of recommendations from the SSC; and
- Evaluation and assessment of progress.

	<p><b>Q.</b> Will Safe Schools put emergency security measures in place?</p> <p><b>Answer:</b> No, but the safety committee should forward a formal request via the DSSCO. Although the DSSCO may recommend the need, the decision rests with the Provincial Safe Schools Manager.</p> <p><b>Q.</b> What are the areas of responsibility of the SSC?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Conducting a safety audit;</li> <li>• Compiling monthly safety reports;</li> <li>• Regular reporting on health and safety to the GB;</li> <li>• Compiling and revising safety plans which include: <ul style="list-style-type: none"> <li>✓ Contingency plan</li> <li>✓ Industrial action contingency plan</li> <li>✓ Disaster management preparedness plan</li> <li>✓ Education Continuity Plan;</li> </ul> </li> <li>• Giving advice with regards to selection and implementation strategies;</li> <li>• Conducting an audit of SPs;</li> <li>• Programme planning with regards to safety priorities;</li> <li>• Representation by the school's safety officer and/or principal on the cluster safety committee; and</li> <li>• Evaluate and assess progress periodically.</li> </ul> <p><b>Q.</b> Why conduct a safety audit?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Gather relevant data regarding the root causes of crime;</li> <li>• Assess the extent and impact of the problem;</li> <li>• Identify security gaps;</li> <li>• Identify the school and community's areas of desired change; and</li> <li>• Identify areas needing improvement or change.</li> </ul>
<b>12.0 Performance indicator(s):</b>	<ul style="list-style-type: none"> <li>• Collect and compile/summarise needs assessment;</li> <li>• Access control to schools is identified and supported;</li> <li>• Business plans are submitted to SCM and approved by SCM;</li> <li>• Security Infrastructure is installed;</li> <li>• Security mechanisms are installed;</li> <li>• Risks are contained and alleviated;</li> <li>• Safety plans are in place;</li> <li>• Emergency plans are in place;</li> <li>• Trauma support and counselling are provided;</li> <li>• Selected schools are trained in Occupational Health and Safety /Disaster Risk Management and safety plans are revised;</li> <li>• All high-risk schools trained in CCAC, peer mediation, effects of substance abuse, drug testing, searches &amp; seizures; and</li> <li>• Youth development - learners are active in safety clusters/youth clubs.</li> </ul>
<b>13.0 Annexures</b>	<ol style="list-style-type: none"> <li>1. <i>Managing Safety and Security within WCED Institutions (PSSF)</i></li> </ol>

Standard Operating Procedures: Sub-groups					
Business Process Name	ACCESS CONTROL SCHOOLS BUSINESS PROCESS				
<b>Process scope</b>	<p><b>The provision of minimum-security standards to selected identified schools, including:</b></p> <ul style="list-style-type: none"> <li>• alarm system linked to armed response;</li> <li>• burglar bars;</li> <li>• stone guards;</li> <li>• pedestrian monitoring gates;</li> <li>• motorised access gates;</li> <li>• safety gates at classrooms and in passages;</li> <li>• barbed wire to raise the height of the fence; and</li> <li>• replacement or repair of perimeter fencing that does not exceed 35 metres in cases of threat to life and limb.</li> </ul> <p><b>In exceptional cases, after consultation and considering the threat to life and limb, 35 metres may be exceeded. This is an exception and not the norm. Evidence to justify the deviation: SSCC report and SAPS case numbers.</b></p>				
<b>Governance</b>	<ul style="list-style-type: none"> <li>• Occupational Health and Safety Act, 1993 (Act 85 of 1993);</li> <li>• The Western Cape Provincial School Education Act, 1997 (Act 12 of 1997);</li> <li>• <i>Procedural Manual on Managing Safety and Security within WCED Institutions</i>;</li> <li>• Public Finance Management Act (PFMA), 1999 (Act 1 of 1999);</li> <li>• National Treasury Regulations, 2005;</li> <li>• Provincial Instructions, 2009; and</li> <li>• Financial Accounting minute: 0002/2011</li> </ul>				
Business Process Name	ACCESS CONTROL				
Activity description	Activity owner	Control	Who	Timeframe	Activity output
<b>1. Identification process</b>	District	<ul style="list-style-type: none"> <li>• Baseline audit</li> <li>• GB priority meeting minutes</li> <li>• Needs as a result of burglary and vandalism</li> </ul>	District School	Oct – Nov Ongoing	Access control school list finalised
<b>2. Verification of need</b>	District	<ul style="list-style-type: none"> <li>• Baseline audit</li> <li>• Site visitation</li> </ul>	District DSSCO	Jan - Feb	Verification concluded
<b>3. Budget to need</b>	School	<ul style="list-style-type: none"> <li>• Develop specification</li> <li>• Request made to SCM for tender process</li> </ul>	DSSCO	Mar - Apr	Micro business plan submitted to SCM
<b>4. Allocation of budget</b>	District	<ul style="list-style-type: none"> <li>• Awarding of tender</li> <li>• District allocated budget for works order</li> </ul>	SCM DSSCO	Apr - May	DSSCO informed of outcome & school informed of SP awarded the tender
<b>5. District sign-off</b>	District	<ul style="list-style-type: none"> <li>• Work schedule completed</li> <li>• PFMA Accounting minute verification completed</li> </ul>	DSSCO	Jul - Aug	Sign-off verification of work completed sent to district office (DO) SCM
<b>6. Payment made to SP</b>	DO SCM	<ul style="list-style-type: none"> <li>• Verified documentation captured and authorised by SCM</li> </ul>	SCM	Aug - Sep	EFT to SP DSSCO informed
<p>In cases of emergency (threat to life and limb) or when SCM processes are closed and there is a need to address the matter immediately, the same business process is followed as with holiday and emergency security. Private Security Industry Regulatory Authority (PSIRA) is a mandatory requirement for all security related procurement.</p>					

Business Process Name	HOLIDAY SECURITY				
Activity description	Activity owner	Control	Who	Timeframe	Activity output
<b>1. Identification process</b>	District	<ul style="list-style-type: none"> <li>Criteria based on               <ul style="list-style-type: none"> <li>- risk to property</li> <li>- two consecutive financial years SSCC statistics to be used</li> <li>- SAPS hotspots</li> <li>- Other external risks</li> <li>- Use of Resilience Scorecard</li> </ul> </li> </ul>	District School	Mar - Apr	List of schools finalised
<b>2. Verification of need</b>	District	<ul style="list-style-type: none"> <li>Baseline audit</li> <li>Site visitation</li> <li>SSCC statistics</li> </ul>	District DSSCO	Mar - Apr	Verification concluded
<b>3. Budget to need</b>	School	<ul style="list-style-type: none"> <li>Develop specification guideline for schools               <ul style="list-style-type: none"> <li>- 24-hour security (two guards)</li> <li>- 12-hour security (one guard)</li> </ul> </li> <li>Call for a minimum of three SPs that are PSIRA registered and on the CSD to quote</li> </ul>	GB	Mar - Apr	Quotations received
<b>4. Business plan compilation</b>	School	<ul style="list-style-type: none"> <li>PFMA</li> <li>Accounting minute</li> </ul>	GB/SSC	May - Jun	Business plan completed and ready for district
<b>5. Allocation of budget</b>	District	<ul style="list-style-type: none"> <li>Quotations from school</li> <li>District allocated budget</li> </ul>	DSSCO	Mar - Apr	School informed of subsidy, determined by available budget
<b>6. Approval letter</b>	District	<ul style="list-style-type: none"> <li>Covering letter to be received from school</li> <li>Approval letter issued by DSSCO only <u>AFTER</u> the items listed below have been compiled:               <ul style="list-style-type: none"> <li>• WCED 043</li> <li>• Declaration of Interests (WCB4)</li> <li>• Financial agreement</li> <li>• SS 002</li> </ul> </li> <li>3 quotations with supporting documentation for each quotation. Deviation will be in the case of (i) an emergency and threat to life and limb = <b>one</b> quote and covering letter explaining the situation; and (ii) when supporting quotes cannot be acquired, principal needs to provide an affidavit from SAPS – must be original, no copies. However, this is not the norm.</li> <li>In extraneous situations the DSSCO may make decisions together with the Deputy Chief Education Specialist (DCES) Management and Governance (M&amp;G), where possible.</li> <li>SP CSD registration (printout dated one month before or after date of quotation)</li> <li>Tax Clearance Certificate should SP not be reflected as tax compliant on the CSD printout</li> </ul>	DSSCO	Mar - Apr	<p>School gets approval letter to commence project.</p> <p>SP informed and on completion of project the principal signs off, and forwards signed invoice to district.</p>



		<ul style="list-style-type: none"> <li>• Proof of current PSIRA compliance</li> <li>• Service-level agreement (SLA) for period of service being rendered</li> <li>• GB/Cluster meeting minutes (selection of SP) and attendance register</li> <li>• Cluster selection of SP: principal to have a written mandate to act on behalf of the GB</li> </ul>			
<b>7. District sign-off</b>	District	<ul style="list-style-type: none"> <li>• Business plan compiled as at #6 including: <ul style="list-style-type: none"> <li>✓ Checklist: Annexure A</li> <li>✓ PGWC 013</li> <li>✓ PGWC 002</li> </ul> </li> <li>• PFMA</li> <li>• Accounting minute</li> </ul>	DSSCO DO Director	Mar - Apr	Signed-off business plans sent to ESM HO
<b>8. Allocated funds transferred to schools</b>	ESM HO	<ul style="list-style-type: none"> <li>• Verified</li> <li>• Documentation captured and authorised</li> </ul>	HO Admin CES: HO	Mar - Apr	EFT to schools SP paid
<b>9. Monitoring and reconciliation completed</b>	District	<ul style="list-style-type: none"> <li>• School bank statements, cheque requisitions, EFT proof</li> </ul>	DSSCO/ SSFW	Mar - Apr	Reconciliations completed and verified by DSSCO & forwarded to CES at ESM HO

In the rural districts, where only one quotation is presented, the school needs to present written proof (emails, etc), as evidence, that they have attempted to obtain quotes from other SPs.

<b>Business Process Name</b>		<b>EMERGENCY SECURITY</b>			
<b>Activity description</b>	<b>Activity owner</b>	<b>Control</b>	<b>Who</b>	<b>Timeframe</b>	<b>Activity output</b>
<b>1. Identification process</b>	District	<ul style="list-style-type: none"> <li>• Application from school as a result of risk with regards to burglary, vandalism and/or other possible risks.</li> </ul>	District School	Mar - Apr	Letter of request received
<b>2. Verification of need</b>	District	<ul style="list-style-type: none"> <li>• Site visitation</li> <li>• Assessment of need</li> <li>• Letter to school</li> </ul>	District DSSCO  HO	Mar - Apr	Verification concluded <b>Negative:</b> DSSCO communicate to school <b>Positive:</b> recommendation made to HO Letter: Approved/not approved
<b>3. Budget to need</b>	School	<ul style="list-style-type: none"> <li>• Develop specification</li> <li>• Call for three SPs that are PSIRA registered and on the CSD to quote</li> </ul>	GB	Mar - Apr	Quotations received
<b>4. Business plan compilation</b>	School	<ul style="list-style-type: none"> <li>• PFMA</li> <li>• Accounting minute</li> </ul>	GB/SSC	May - Jun	Business plan completed and ready for district
<b>5. Allocation of budget</b>	HO	<ul style="list-style-type: none"> <li>• Quotations from school</li> <li>• HO allocated budget</li> </ul>	DSSCO	Mar - Apr	School informed of subsidy, determined by available budget
<b>6. Approval letter</b>	HO	<ul style="list-style-type: none"> <li>• Covering letter to be received from school</li> <li>• Approval letter issued by DSSCO only <u>AFTER</u> the items listed below have been compiled</li> <li>• WCED 043</li> </ul>	DSSCO	Mar - Apr	School gets approval letter to commence project  SP informed and on completion of project the principal signs off,

		<ul style="list-style-type: none"> <li>• Declaration of Interests (WCBD4)</li> <li>• Financial agreement</li> <li>• SS 002</li> <li>• Three quotations with supporting documentation for each quotation. Deviation will be in the case of (i) an emergency and threat to life and limb = <b>one</b> quote and covering letter explaining the situation; and (ii) when supporting quotes cannot be acquired, the principal needs to provide an affidavit from SAPS – must be original, no copies. However, this is not the norm.</li> <li>• In extraneous situations the DSSCO may make decisions together with the DCES (M&amp;G), where possible.</li> <li>• SP CSD Registration (printout dated one month before or after date of quotation)</li> <li>• Tax Clearance Certificate should SP not be reflected as tax compliant on the CSD printout</li> <li>• Proof of current PSIRA compliance</li> <li>• SLA for period of service being rendered</li> <li>• GB/Cluster meeting minutes (selection of SP) and attendance register</li> <li>• Cluster selection of SP: principal to have a written mandate to act on behalf of GB</li> </ul>			and forwards signed invoice to district.
<b>7. District sign-off</b>	District	<ul style="list-style-type: none"> <li>• Business plan compiled as at #6</li> <li>• PFMA Accounting minute</li> </ul>	DSSCO DO Director	Mar - Apr	Signed-off business plans sent to ESM HO
<b>8. Allocated funds transferred to schools</b>	ESM HO	<ul style="list-style-type: none"> <li>• Verified documentation captured and authorised</li> </ul>	HO Admin CES: HO	Mar - Apr	EFT to schools SP paid
<b>9. Monitoring and reconciliation completed</b>	District	<ul style="list-style-type: none"> <li>• School bank statements, cheque requisitions, EFT proof</li> </ul>	DSSCO/ SSFW	Mar - Apr	Reconciliations completed and verified by DSSCO & forwarded to CES at ESM HO
<b>Business Process Name</b>	<b>MONITORING AND REPORTING ON ESM ACTIVITIES</b>				
<b>Activity description</b>	<b>Activity owner</b>	<b>Control</b>	<b>Who</b>	<b>Timeframe</b>	<b>Activity output</b>
<b>1. REPORTING PROCEDURES</b>	ESM CES		DSSCO	Monthly Quarterly	
<b>Cluster</b>		Cluster Safety Committee minutes	Cluster Coordinator	Quarterly	Minutes and register of meetings held
<b>1.1 District quarterly reporting to ESM CES</b>	DSSCO	<ul style="list-style-type: none"> <li>• Template populated</li> <li>• Sign-off by: <ul style="list-style-type: none"> <li>- DSSCO (initiator of report – gathers and compiles)</li> <li>- Head: M&amp;G</li> </ul> </li> </ul>	DSSCO	Third day of the new term of each quarter	Received report on: <ul style="list-style-type: none"> <li>• Crime control</li> <li>- Access control</li> <li>- Holiday security</li> </ul>

		(Q&A – verifier) - District director (oversight and performance improvement)			<ul style="list-style-type: none"> <li>- Emergency Security</li> <li>• Crime prevention</li> <li>- CCAC</li> <li>- Peer mediation</li> <li>- Safety committee training</li> <li>- OHS</li> <li>• Youth development</li> <li>• Bullying and Xenophobia</li> <li>• Corporate</li> <li>- District Contingency plans</li> <li>- OHS committee</li> <li>• Systems</li> <li>- Clusters/youth clusters</li> <li>- Parent &amp; community meetings</li> <li>- Stakeholder meetings</li> <li>• After school programmes</li> <li>• Holiday programmes</li> <li>• Special events/commemorative days</li> <li>• Youth clubs/youth clusters</li> <li>• Statistical report</li> <li>- After school programmes</li> <li>- Holiday programmes</li> <li>- Drug testing</li> <li>- Drug testing training</li> <li>- Home visits</li> <li>- Holiday security</li> <li>- Access control</li> <li>- Pre-holiday checklist</li> <li>- Emergency Medical Services</li> </ul>
<b>1.2 Daily feedback</b> <b>1.3 Reports</b>	DSSCO	<ul style="list-style-type: none"> <li>• DSSCO to capture Budget Management Spreadsheet on One Drive</li> </ul>	DSSCO	Daily	<ul style="list-style-type: none"> <li>• Verified reports linked to Master spreadsheet by HO</li> </ul>
<b>1.4 Monthly feedback Reports</b>	HO	<ul style="list-style-type: none"> <li>• Management team members to submit to CES three days before ESM management team meeting (MTM)</li> <li>• ESM CES ensures alignment to strategic plan</li> </ul>	HO: MTMs	Submitted three days before MTM	<p>Verified reports received by CES</p> <ul style="list-style-type: none"> <li>• Report of work completed aligned to work plan</li> <li>• Minutes of meetings</li> <li>• Registers</li> </ul>
<b>1.5 Reporting to DBE</b>	HO	Sign-off of district reports by CES ESM, Director(D): IMG and Chief Director (CD): Inclusive Education and Special Programmes	CES	Two weeks prior to the inter-	<p>Verified report populated in prescribed template:</p> <ul style="list-style-type: none"> <li>• Partnership between the</li> </ul>

		<b>ESM CES</b> ensures alignment to strategic plan D: IMG - has a supervisory and performance improvement capacity CD: Inclusive Education and Special Programmes – oversight and performance improvement role		provincial meeting	Department of Basic Education (DBE) and SAPS <ul style="list-style-type: none"> <li>• Data: SSSC</li> <li>• Road Traffic Management Corporation</li> <li>• Active education</li> <li>• Provincial school safety priorities</li> <li>• School-based training by provincial Master Trainers</li> <li>• Best practices</li> </ul>
<b>1.6 Directorate reporting</b>				Monthly and quarterly as at 1.1 and 1.2	Same issues as above
<b>2. MONITORING</b>	<ul style="list-style-type: none"> <li>• <b>A quality control activity to ensure compliance and that set standards are achieved.</b></li> <li>• <b>To enable corrective action to address shortcomings and improve future programme.</b></li> </ul>				
	<b>Activity owner</b>	<b>Control</b>	<b>Who</b>	<b>Timeframe</b>	<b>Activity output</b>
<b>2.1 Holiday programmes</b>	District HO	<ul style="list-style-type: none"> <li>• Prescribed monitoring tool</li> <li>• Signed-off written report</li> </ul>	CES DCES DSSCO	Quarterly	<ul style="list-style-type: none"> <li>• Signed-off written report</li> <li>• Completed and signed-off Monitoring tool</li> <li>• Signed-off registers</li> </ul>
<b>2.2 After school programmes</b>	District HO	<ul style="list-style-type: none"> <li>• Prescribed monitoring tool</li> <li>• Signed-off written report</li> </ul>	CES DCES DSSCO	Monthly: Day 7 of each month	<ul style="list-style-type: none"> <li>• Signed-off report</li> <li>• M&amp;E tool signed-off</li> <li>• Signed-off registers</li> </ul>
<b>2.3 Safe Schools fieldworker</b>	District HO	SSFW agreed upon Work Plan and SSFW job description	DSSCO Head: M&G CES	Quarterly: Day 7 of the new school term	<ul style="list-style-type: none"> <li>• Signed-off report</li> <li>• Programme evaluation completed by learners/educators/DSSCO/CES</li> <li>• Registers</li> </ul>

**Head of Education:** B Walters

**Signature:** .....

**Date:** .....