



Education Safety Management (ESM)

STANDARD OPERATING PROCEDURE (SOP)

STANDARD OPERATING PROCEDURE (SOP)				
SOP group(s)	Education Safety Management (ESM)			
SOP sub-groups	A. Access control business process B. Holiday and emergency security business process C. Monitoring and reporting on ESM activities			
Type	Regulation		Policy	
	Guideline		Procedure	
Relevant legislation, policies, documents/manuals/handbooks, systems	<ol style="list-style-type: none"> 1. Constitution of South Africa, 1996 (Act 108 of 1996) 2. Constitution of the Western Cape (Act 1 of 1998) 3. Criminal Procedures Second Amendment Act, 1997 (Act 85 of 1997) [as amended] 4. Employment of Educators Act, 1998 (Act 76 of 1998) 5. Firearms Control Act, 2000 (Act 60 of 2000) 6. Regulations for Safety Measures at Public Schools, published in <i>Government Gazette</i> 22754, 2001: Notice 1040 of 12 October 2001 7. National Crime Prevention Strategy(National RDP Office, 1996) 8. National Education Policy Act, 1996 (Act 27 of 1996) 9. Occupational Health and Safety Act (OHSA), 1993 (Act 85 of 1993) 10. Compensation for Occupational Injuries and Diseases Amendment Act, 1993 (Act 181 of 1993) 11. South African Schools Act (SASA), 1996 (Act 84 of 1996) [as amended] 12. National School Safety Framework (2015) 13. Provincial School Safety Framework (2017) 14. <i>Safe Schools Procedural Manual</i> (2017) 15. Checklist for the implementation of legislative provisions of the SASA and other related provisions 16. Western Cape Provincial School Education Act, 1997 (Act 12 of 1997) [as amended] 17. Guidelines for Random Search and Seizure and Alcoholic Liquor and Illegal Drug Testing at Public Schools, Circular 0024 of 2011, dated 03 October 2011 18. <i>WCED Abuse No More Protocol</i>, 2014 19. Regulations for Safety Measures at Public Schools <ul style="list-style-type: none"> - <i>Government Gazette</i> No. 29376, 2006; and - <i>Government Gazette</i> No. 29000. Notice 876 of 07 July 2006 20. WCED Policy and Protocol on Safety in School Science - Circular 22 of 2004, dated 10 April 2004 21. Vandalism to School Buildings – Circular 0247 of 2003, dated 18 December 2003 22. Policy on Learner Attendance, <i>Government Gazette</i> No. 33150, General Notice 361 of 2010, dated 04 May 2010 			

23. Revision and Submission of School Contingency Plan , Institutional Management and Governance Planning Minute 0006 of 2011, dated 05 September 2011
24. Section 16(2) appointees as stipulated by the Occupational Health and Safety Act, Circular 0033 of 2016, dated 18 August 2016
25. Management of School Safety, Circular 0005 of 2017, dated 17 February 2017

Acronyms and abbreviations	
CCAC	Creative and Constructive Approaches to Conflict
CES	Chief Education Specialist
CES:ESM	Chief Education Specialist: Education Safety Management
CM	Circuit Manager
CSD	Central Supplier Database
DCES	Deputy Chief Education Specialist (district – responsible for ESM)
DCES:ESM	Deputy Chief Education Specialist: Education Safety Management
DRM	Disaster Risk Management
DSSO	District School Safety Officer
DSSSW	District School Safety Support Worker
ECP	Education Continuity Plan
ESM	Education Safety Management
HMG	Head of Management and Governance (districts)
IMG	Institutional Management and Governance
NSSF	National School Safety Framework
NGO	Non-governmental Organisation
OHSA	Occupational Health and Safety Act
PSSF	Provincial School Safety Framework
SCM	Supply Chain Management
SSC	School Safety Committee
SSCC	Safe Schools Call Centre

SOP reference and version no.:

2018: V 2.1; 2019-12-19: Version 2.2; 2021-02-24: V3; 2023-07-25: V4

Certification of due process	SHAIK NAZEEM SHEIK ISMAIL CERTIFIED AND CHECKED BY: _____ SIGNATURE: _____ DATE: _____			
Approval date	2023-09-22	Commencement date	2024-01-01	Review date
REVISION HISTORY				
Revision ref no.	Approved/ Rescinded	Date	Authority	Resolution number or minutes' reference
2023 – Version 4	2023-09-22	2023-09-01		
1. Intent	To create centres of excellence with strong community links, quality learning and teaching, and effective governance, and in doing so, combat the root causes of crime and violence.			
2. Scope	<p>The Western Cape Education Department's (WCED's) strategy to create safe schools focuses broadly on the safety of people – educators, learners and support staff. The three-pronged strategy consists of the following three types of programmes (listed below), and is designed to create safe, caring, encouraging, positive, respectful and supportive learning environments conducive to teaching and learning.</p> <p>2.1 Environmental programmes where the physical structure of the school is secured by means of repairs to security fencing (not exceeding 35 metres (m) in length), mesh and razor wire, hand-held metal detectors, burglar bars, stone guards, motorised access gates as well as alarms linked to an armed response.</p> <p>2.2 Developmental and behavioural programmes that are put in place to support, modify or influence</p> <ul style="list-style-type: none"> (a) parents; (b) non-educator staff members; (c) educators; and (d) learners' behaviour at school. <p>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>2.3 Systems programmes that incorporate a holistic approach to changing how the whole school operates, including the implementation of ECPs. 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</p>			

	well as NGOs and community-based organisations, are formed to address issues of safety and security.
3. Objective(s)	<p>3.1 Ensuring that youth development is informed by psychosocial matters.</p> <p>3.2 Ensuring that school communities are mobilised to combat crime and violence as well as drug and gang activities in schools.</p> <p>3.3 Ensuring the effective management of safety at WCED institutions, including functional SSCs, which will contribute to good quality basic education for all.</p> <p>3.4 Ensuring that schools are equipped and protected with security mechanisms.</p> <p>3.5 Ensuring the effective and efficient management of emergencies related to burglaries, vandalism and crime.</p> <p>3.6 Training of schools in the NSSF, ECP, CCAC, peer mediation, effects of substance abuse, drug testing, searches and seizures, and anti-bullying programmes.</p> <p>3.7 Training of SSCs in Occupational Health and Safety (OHS) and DRM.</p>
4. Definitions	<p>4.1 Cluster structures: A group of schools in a geographic area working together on crime prevention strategies to combat crime and violence that threaten and have a negative impact on these schools.</p> <p>4.2 Police oversight and community safety: Western Cape Government department responsible for safety and security through, amongst others, the support of crime prevention strategies.</p> <p>4.3 Dangerous object free zone: The Minister of Education, after consultation with the Council of Education Ministers, declared, as per the SASA (As promulgated by Government Gazette 29376, Government Notice 1128 of 10 November 2006), all schools as dangerous object free zones. Thus, no person may carry or store any dangerous object on a public school premise, except law enforcement officials in their official capacity and in full uniform. A dangerous object is defined as any explosive material or device, any firearm or gas weapon, any article, object or instrument which may be employed to cause bodily harm to a person or render a person temporarily paralysed or unconscious or to cause damage to property or any object, which the Minister, by notice in the said <i>Government Gazette</i>, declares to be a</p>

	<p>dangerous object, for the purpose of the regulation, unless such an object is used for an educational purpose.</p> <p>4.4 Intervention programme: The scope of the programme includes working with and supporting children at risk or who are presenting problematic behaviour at school, home or in the community.</p> <p>4.5 Needs assessment: It is a scientific approach used by the WCED to classify schools in a particular ranking, which is then used to finance these schools with crime control and crime prevention projects.</p> <p>4.6 Safety officer: The principal or employee delegated, in writing, by the principal at a school to manage safety.</p> <p>4.7 DSSO: The district official employed by the WCED to coordinate, manage, and facilitate safety and security at schools within the district.</p> <p>4.8 Schools at risk</p> <p>4.8.1 <u>High risk school:</u> 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>4.8.2 <u>Medium risk school:</u> According to the RSAT, many (50%–79%) of the elements of the security programme of the institution have been implemented.</p> <p>4.8.3 <u>Low risk school:</u> According to the RSAT, most (80%–100%) of the elements of the security programme of the institution have been implemented.</p> <p>4.9 Mentoring programme: Programme in which older role models provide youth at risk with guidance, care and support over a period, and so assist them and increase their opportunities to become responsible citizens.</p>
5. Principles	<p>5.1 Support to school communities in their efforts to reclaim and regain control of their safety and security situations.</p> <p>5.2 Advocacy and implementation of the WCED's <i>Nine Point Safe Schools Planning Process</i>.</p> <p>5.3 Introduction of intervention programmes to identify root causes, and preventative measures to contain any situation.</p> <p>5.4 Extension or addition of any necessary security mechanisms.</p>

	<p>5.5 Enlist the assistance of law enforcement agencies, parents and staff to create a safe learning environment for learners.</p> <p>5.6 Always adhere to legal and policy prescripts (with special reference to those of the PSSF in conjunction with the NSSF) when executing duties.</p>
6. Responsibility	<p>6.1 CES: ESM and DCES: ESM: To coordinate inter and intra governmental relations regarding safety and security on a provincial level and to provide support to DSSOs.</p> <p>6.2 DSSO: to facilitate an enabling environment for safe and secure schools.</p> <p>6.3 DSSSW: to assist the DSSO in facilitating an enabling environment for safe and secure schools.</p>
7. Accountability and authority	<p>7.1 Implementation: Immediate focus on all ESM Safe Schools activities.</p> <p>7.2 Compliance: The Directorate: IMG through the sub-directorate: ESM has 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>7.3 Monitoring and evaluation:</p> <p>7.3.1 Holiday and after school programmes are monitored and evaluated by the district office officials and ESM officials.</p> <p>7.3.2 Checking compliance with and implementation of legislative provisions conducted by ESM Head Office (HO) officials with DSSO.</p> <p>7.3.3 DSSO to complete the School Safety checklist for Western Cape public schools online.</p> <p>7.4 Development/Review: The Directorate: IMG through the sub-directorate: ESM is to ensure review and development biennially.</p> <p>7.5 Approval authority: As per delegated authority</p> <p>7.6 Interpretation and advice: The Directorate: IMG through the sub-directorate: ESM is to provide expert advice regarding the actual provisioning of the required service.</p>
8. Who was consulted	<p>8.1 CES: ESM, HO team within the sub-directorate and DSSO</p>

regarding this SOP?	
9. Who should know this SOP?	<p>Officials responsible for execution</p> <p>9.1 HO: Director: IMG, CES: ESM, DCES: ESM, assistant director SSCC, Call Centre agents' team district director, HMG, SSC, DSSO, DSSSW</p> <p>9.2 District: Director, HMG, DCES, SSC, DSSO, DSSSW</p>
10. SOP implementation plan	Annual Performance Plan
11. Resources required	<p>11.1 Available budget;</p> <p>11.2 Adequate number of human resources; and</p> <p>11.3 Technological and communication equipment.</p>
12. Answers to frequently asked questions	<p>12.1 What kind of support will schools receive in a crisis?</p> <p>Answer:</p> <p>The type of support (threat risk assessment; identification of the school's needs; provision of technical support) to school communities that will assist them in their efforts to reclaim and regain control of their safety and security situation.</p> <p>(a) Trauma debriefing together with counselling by district office psychologists and social workers as well as by the Employee Health and Wellness Programme unit.</p> <p>(b) Introduction of intervention programmes to identify root causes.</p> <p>(c) Introduction of preventative measures to contain any situation (e.g. gang intervention, diversity programmes, CCAC, peer mediation).</p> <p>(d) Extension or addition of any necessary security mechanisms, should it be deemed necessary.</p> <p>(e) Enlisting the assistance of law enforcement agencies to assist with patrolling and joint operations with a joint operation centre.</p> <p>12.2 How can a school access this support?</p> <p>Answer:</p> <p>By contacting the SSCC on 0800 45 46 47 or district Safe Schools office.</p> <p>12.3 What kind of infrastructure support can a school request from Safe Schools?</p> <p>Answer:</p> <p>Safe Schools may provide the following security mechanisms: repairs to perimeter fencing (not exceeding 35m in length), motorised gates, pedestrian</p>

monitoring gates, video camera, alarm system linked to armed response companies, barbed wire, mesh wire, burglar bars, safety gates, stone guards, etc.

12.4 What procedure is necessary to access this support?

Answer:

- (a) All incidents of school crime and violence must be reported to the SSCC and the South African Police Services (SAPS) where necessary.
- (b) The school must apply in writing to the director or DSSO of its relevant district office.
- (c) Included with the letter should be details of all incidents reported to the SSCC, relevant SAPS case numbers, and a baseline assessment form.
- (d) The DSSO will conduct an *in loco* site visit at the school to assess the risk.
- (e) 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.
- (f) A school which has not been selected for security mechanism support may apply, in writing, to the director or DSSO or via the Safe Schools Management Information System, strongly motivating its need for the support.
- (g) Any queries should be directed to the relevant DSSO.

12.5 What procedures can educators follow in cases of very serious violations of a school's Codes of Conduct by learners?

Answer:

- (a) A disciplinary hearing must be arranged according to the procedures set up in the regulation dealing with suspension and expulsion.
- (b) The complainant must report the infraction of the learner to the structure set up at the school, by the principal/governing body.
- (c) The district must arrange programmes for educators to manage discipline of learners by using alternatives to corporal punishment within the multi-functional team approach.
- (d) In exceptional circumstances, where a learner poses serious behavioural problems, he/she must be referred to the district for individual development programmes before reintegration into the school.
- (e) Where the learner's behaviour poses a physical threat to an educator's life, the governing body may take such steps as they may consider necessary for the safeguarding of the public-school premises, as well as for the protection of the people therein.
- (f) In very serious situations, a recommendation may be made for expulsion to the HOD by the governing body.

12.6 What is the procedure for the closure of school due to gang violence?

Answer:

A school should preferably not be closed, but an attempt should rather be made to try and normalise and stabilise the school setting as soon as possible during or after gang violence has erupted at the school. If it is felt 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 the closure of the school on a temporary basis. Please refer to section 16(4) of the SASA.

Checklist for request for closure of school owing to gang violence:

Key practical questions to ask:

- (a) How many learners will be unsupervised at home in the violent areas?
- (b) Does the school have a mechanism in place to inform parents of early closure?
- (c) Are parents able to make alternative arrangements for learners?
- (d) Where did the shooting take place?
- (e) Were SAPS informed?
- (f) Are SAPS and other law enforcement agencies patrolling adequately?
- (g) Is the shooting likely to continue throughout the day (intelligence information)?
- (h) What is the degree of trauma?
- (i) What happened? Murder, gang violence, suicide, shooting?
- (j) 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.)
- (k) Who witnessed the death, injury or trauma? (It is important to know this in order to provide counselling.)
- (l) What other incidents have impacted on this particular school recently?
- (m) Who are the perpetrators?
- (n) Should it be decided to close the school and dismiss the learners, when would be an appropriate safe time? *(This will be decided upon after consultation with SAPS and the city's Law Enforcement unit).*
- (o) Will it be necessary for SAPS to assist and will they be available to escort the learners to their homes?

12.7 What constitutes an SSC?**Answer:**

- (a) The SSC is a committee of the governing body.
- (b) It must be chaired by an enfranchised member of the governing body. Section 17 (1) of the OHSA prescribes that for every 20–50 employees there should be one safety representative on the school premises.
- (c) The school-based safety officer will fulfil this mandate. The principal needs to appoint a safety officer in writing.

- (d) The SSC should consist of governing body members, Representative Council of Learners (high school) and representatives of religious and sport bodies, school management, local business, the local SAPS, local government, parents and community organisations.
- (e) The governing body may co-opt people from the community to serve on the SSC, but the SSC must be chaired by an enfranchised member of the governing body.

12.8 What are the areas of responsibility of the governing body?

Answer:

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

- (a) Overseeing and monitoring of the SSC.
- (b) Receiving of the monthly progress reports.
- (c) Evaluating the recommendations of the SSC. If in agreement, the plan is approved by a duly convened and quorate governing body meeting, and the governing body must ensure that the plan is implemented.
- (d) Control (which is monitoring and evaluation/assessing) of the implementation and progress of the plan.

12.9 When will emergency security be placed at a school?

Answer:

The school, on behalf of the governing body, makes a formal request via the DSSO. Although, the DSSO may recommend the need, the decision rests with the provincial Safe Schools manager who is responsible for issuing a letter of approval in the case of a positive outcome.

12.10 What are the areas of responsibility of the SSC?

Answer:

The areas of responsibility of the SSC are to:

- (a) Conduct a safety audit.
- (b) Compile monthly safety reports.
- (c) Report regularly on health and safety issues to the governing body.
- (d) Compile and revise an ECP and submit recommendations to the governing body for adoption, which include:
 - (i) Comprehensive Safety Plan;
 - (ii) Contingency Plan;
 - (iii) Industrial Action Contingency Plan;
 - (iv) Electricity Disruption Plan; and
 - (v) Disaster management preparedness plan.
- (e) Give advice with regards to selection and implementation strategies.
- (f) Conduct an audit of service providers (SPs).
- (g) Programme planning with regards to safety priorities.

	<p>(h) Representation on the cluster safety committee.</p> <p>(i) Evaluate and assess progress periodically.</p> <p>12.11 Why is a safety audit conducted at school?</p> <p>Answer:</p> <p>(a) To gather relevant data regarding the root causes of crime.</p> <p>(b) To assess the extent and impact of the problem.</p> <p>(c) To identify security gaps.</p> <p>(d) To identify the school and community's areas of desired change.</p> <p>(e) To identify areas needing improvement or change.</p>
<p>13. Performance indicator(s):</p>	<p>(a) Collect and compile/summarise needs assessment.</p> <p>(b) Identified schools that require access control mechanisms are supported.</p> <p>(c) Business plans are submitted and approved by SCM.</p> <p>(d) Security mechanisms are installed.</p> <p>(e) Risks are contained and alleviated.</p> <p>(f) Safety plans are in place at the school.</p> <p>(g) Emergency plans are in place at the school.</p> <p>(h) Trauma support and counselling are provided.</p> <p>(i) Selected schools are trained in OHS/DRM.</p> <p>(j) ECPs and comprehensive safety plans are revised.</p> <p>(k) All high-risk schools are trained in CCAC, peer mediation, the effects of substance abuse, drug testing, and searches and seizures.</p> <p>(l) Youth development — Learners are actively engaged in holiday programmes, after school programmes and other identified interventions.</p>
<p>14. Annexures</p>	<p>1. <i>Managing Safety and Security within WCED Institutions (PSSF).</i></p>

SOP: Sub-Groups

Business process name	ACCESS CONTROL SCHOOLS BUSINESS PROCESS
Process scope	<p>The provision of minimum-security standards to selected identified schools, including:</p> <ul style="list-style-type: none"> • Alarm system linked to armed response; • Burglar bars; • Stone guards; • Pedestrian monitoring gates; • Motorised access gates; • Safety gates at classrooms' doors and in passages; • Barbed wire to raise the height of the perimeter fence (any fence on the perimeter); and • Replacement or repair of perimeter fencing that does not exceed 35m in length in cases of threat to life and limb. <p>In exceptional cases, after consultation and considering the threat to life and limb, the 35m length may be exceeded. This is not the norm, but an exception. Evidence to justify this deviation will include but is not limited to data on record at the SSCC and SAPS case numbers as evidence of cases being reported to SAPS.</p>
Relevant legislation and policies	<ul style="list-style-type: none"> • SASA • OHSA • The Western Cape Provincial School Education Act • <i>Procedural Manual for Managing Safety and Security within WCED Institutions (PSSF)</i> • Public Finance Management Act, 1999 (Act 12 of 1999) • Financial Accounting Minute 0002/2011, dated 08 February 2011

Business process name	ACCESS CONTROL				
Activity description	Activity owner	Control	Who	Time frame	Activity output
1. Identification process	District	<ul style="list-style-type: none"> • Baseline audit • Governing body priority meeting minutes • Needs as a result of burglary and vandalism 	District School	Oct – Nov On-going	Access control school list finalised
2. Verification of need	District	<ul style="list-style-type: none"> • Baseline audit • Site visitation 	District DSSO	Jan – Feb	Verification concluded

3. Budget to need	School	<ul style="list-style-type: none"> Develop specification Request made to SCM for tender process 	DSSO	Mar - Apr	Micro business plan submitted to SCM
4. Allocation of budget	District	<ul style="list-style-type: none"> Awarding of tender District allocated budget for works order 	SCM DSSO	Apr - May	DSSO informed of outcome and school informed of SP awarded the tender
5. District sign-off	District	<ul style="list-style-type: none"> Work Schedule completed PFMA Accounting minute verification completed 	DSSO	Jul - Aug	Sign-off verification of work completed sent to district office SCM
6. Payment made to SP	District SCM	<ul style="list-style-type: none"> Verified documentation captured and authorised by SCM 	SCM	Aug - Sep	EFT to SP DSSO informed

Business process name	HOLIDAY SECURITY				
Activity description	Activity owner	Control	Who	Time frame	Activity output
1. Identification process	District	<ul style="list-style-type: none"> Criteria based on <ul style="list-style-type: none"> - Risk to property - Two consecutive financial years SSCC statistics to be used - SAPS hotspots - Other external risks - Use of Resilience Scorecard 	District School	Apr - Mar	List of schools finalised
2. Verification of need	District	<ul style="list-style-type: none"> Baseline audit Site visitation SSCC statistics 	DSSO	Apr - Mar	Verification concluded
3. Budget to need	School	<ul style="list-style-type: none"> Develop specification guideline for schools regarding <ul style="list-style-type: none"> - 24 hour guarding services - 12 hour guarding services 	Governing body or school FinCom	Apr - Mar	Quotations received

		<p>original, no copies. This is not the norm.</p> <ul style="list-style-type: none"> • In exceptional situations the DSSO may make decisions together with HMG, where possible. • SP CSD registration (printout dated must be current to at most one month before the date of the quotation) • Tax clearance certificate • Proof of current PSIRA compliance • Service Level Agreement(SLA) for period of service being rendered • WCBD4: Declaration of Interests for each quotation • Governing body/Cluster meeting minutes (selection of SP) and attendance register • Cluster selection of SP: The governing body must provide a written mandate to the FinCom 			
7. District sign-off	District	<ul style="list-style-type: none"> • Business plan compiled as at no.6 including: <ul style="list-style-type: none"> - Checklist: Annexure A - PGWC 013 - PGWC 002 • Accounting minute 	DSSO District Director	Apr - Mar	Signed-off business plans sent to Directorate: IMG (sub-directorate: ESM)
8. Allocated funds transferred to schools	ESM HO	<ul style="list-style-type: none"> • Verified 	HO Admin CES: ESM	Apr - Mar	EFT to schools SP paid by schools

		<ul style="list-style-type: none"> Documentation captured and authorised 			
9. Monitoring and reconciliation completed	District	<ul style="list-style-type: none"> School bank statements EFT proof 	DSSO/ DSSSW	Apr - Mar	Reconciliations completed and verified by DSSO and forwarded to the CES: ESM

Business process name	EMERGENCY SECURITY				
Activity description	Activity owner	Control	Who	Time frame	Activity output
1. Identification process	District	<ul style="list-style-type: none"> Application from school as a result of risk regarding burglary and vandalism and/or other possible risks 	District School	Apr - Mar	Letter of request received
2. Verification of need	District	<ul style="list-style-type: none"> Site visitation Assessment of need/s as per the SOP to be followed Letter to school 	District DSSO CES: ESM	Apr - Mar	Verification concluded Negative: DSSO communicate to school. Positive: Recommendation may be made to sub-directorate: ESM. Letter: Approved/not approved to be issued by the CES: ESM or DCES
3. Budget to need	School	<ul style="list-style-type: none"> Develop specification Call for three SPs that are PSIRA registered and on CSD to quote 	Governing body	Apr - Mar	Quotations received
4. Business plan compilation	School	<ul style="list-style-type: none"> SASA Financial Accounting minute 	Governing body/ SSC	Apr - Mar	Business plan completed and ready for district
5. Allocation of budget	HO	<ul style="list-style-type: none"> Quotations from school HO allocated budget 	DSSO	Apr - Mar	School informed of subsidy,

6. Approval letter					determined by available budget
	HO	<ul style="list-style-type: none"> • Covering letter to be received from school • Approval letter received from HO issued by DSSO only <u>AFTER</u> the items listed below have been compiled • WCED 043 • Declaration of Interests (WCBD4) • Financial Agreement • SS 002 • Three quotations with supporting documentation for each quotation. Deviation will be in the case of: <ul style="list-style-type: none"> - a threat to life and limb = one quote and covering letter explaining the situation; and - When supporting quotes cannot be acquired = principal/cluster lead needs to provide written evidence of attempts to obtain quotations together with an affidavit from SAPS; it must be original, no copies. This is not the norm. • In exceptional situations the DSSO may make decisions together with DCES 	DSSO	Apr - Mar	<p>School gets approval letter to commence with project</p> <p>SP informed and on completion of project the principal signs-off, and forwards signed invoice to district</p>

		(Management and Governance), where possible. <ul style="list-style-type: none"> • SP CSD registration (printout dated one month before or after date of quotation) • Tax clearance certificate • Proof of current PSIRA compliance • SLA for period of service being rendered • Governing body/Cluster meeting minutes (selection of SP) and attendance register • Cluster selection of SP: The governing body must provide a written mandate to the FinCom 			
7. District sign-off	District	<ul style="list-style-type: none"> • Business plan compiled as at no.6 • Accounting minute 	DSSO District Director	Apr - Mar	Signed-off business plans sent to ESM HO
8. Allocated funds transferred to schools	ESM HO	<ul style="list-style-type: none"> • Verified documentation captured and authorised 	HO CES: ESM	Apr - Mar	EFT to schools SP paid by schools
9. Monitoring and reconciliation completed	District	<ul style="list-style-type: none"> • School bank statements, requisitions, EFT proof 	DSSO/ DSSSW	Apr - Mar	Reconciliations completed and verified by DSSO and forwarded to CES: ESM

Business process name	MONITORING AND REPORTING ON ESM ACTIVITIES				
Activity description	Activity owner	Control	Who	Timeframe	Activity output
1. REPORTING PROCEDURES	CES: ESM		DSSO	Monthly Quarterly	
Cluster		Cluster Safety Committee minutes	Cluster coordinator	Quarterly	Minutes and register of meetings held
1.1 District quarterly reporting to CES: ESM	DSSO	<ul style="list-style-type: none"> • Template populated • Sign-off by: <ul style="list-style-type: none"> - DSSO (initiator of report – gathers and compiles) - HMG (Q & A – verifier) - District director (oversight and performance improvement) 	DSSO	Third day of each new term	<p>Received report on:</p> <ul style="list-style-type: none"> • Crime control <ul style="list-style-type: none"> - Access control - Holiday security - Emergency security • Crime prevention <ul style="list-style-type: none"> - CCAC - Peer mediation - Safety committee training - OHS - Drug testing - Searches and seizures • Youth development • Bullying/Xenophobia • Corporate <ul style="list-style-type: none"> - District contingency plans - OHS committee • Systems <ul style="list-style-type: none"> - Clusters/Youth clusters - Parent and community meetings - Stakeholder meetings • After school programmes • Holiday programmes • Special events/ Commemorative days

					<ul style="list-style-type: none"> • Youth clubs/ Youth cluster • Statistical report <ul style="list-style-type: none"> - After school programmes - Holiday programmes - Drug testing - Drug testing training - Home visits - Holiday security - Access control - Pre-holiday checklist - ESM
1.2 Daily feedback Reports	DSSO	<ul style="list-style-type: none"> • DSSO to capture Budget Management Spreadsheet on One Drive 	DSSO	Daily	<ul style="list-style-type: none"> • Verified reports linked to master spreadsheet by HO
1.3 Monthly feedback Reports	HO	<ul style="list-style-type: none"> • Management team members to submit to the CES three days before ESM management team meeting • CES: ESM ensures alignment to strategic plan 	HO: management team meetings	Submitted three days before management meeting	<p>Verified reports received by CES: ESM</p> <ul style="list-style-type: none"> • Report of work completed aligned to work plan • Minutes of meetings • Registers
1.4 Reporting to the Department of Basic Education (DBE)	HO	<p>Sign-off of district reports by CES: ESM</p> <p>Sign-off of provincial report by Directorate: IMG</p>	CES: ESM	Two weeks prior to the Inter-provincial meeting	<p>Verified report populated in prescribed template:</p> <ul style="list-style-type: none"> • Partnership between DBE and SAPS • Data: call centre statistics • Road Traffic Management Corporation • Active education • Provincial school safety priorities

					<ul style="list-style-type: none"> • School-based training by provincial master trainers • Best practices
1.5 Directorate Reporting				Monthly and quarterly as at 1.1 and 1.2	Same issues as above
2. MONITORING	<ul style="list-style-type: none"> • A quality control activity to ensure compliance and to ensure that set standards are achieved • To enable corrective action to address shortcomings and improve future programmes 				
	Activity owner	Control	Who	Timeframe	Activity output
2.1 Holiday programmes	District	<ul style="list-style-type: none"> • Prescribed monitoring tool • Signed-off written report • Signed-off registers of attendees 	CES: ESM HMG DSSO	Quarterly	<ul style="list-style-type: none"> • Signed-off written report • Completed and signed-off monitoring tool • Signed-off registers
2.2 After school programmes	District	<ul style="list-style-type: none"> • Prescribed monitoring tool • Signed-off written report • Signed-off registers of attendees 	CES: ESM HMG DSSO	Quarterly	<ul style="list-style-type: none"> • Signed-off written report • Completed and signed-off monitoring tool • Signed-off registers

OFFICIAL SIGN-OFF

This SOP has been read and approved by the HOD. The SOP is a set of step-by-step instructions compiled to enable the execution of operations. The aim of this SOP is to achieve efficiency, quality output and uniformity of performance, while reducing miscommunication and failure to comply with legislation and regulations and the statutory requirements of the WCED.



SN SHEIK ISMAIL

CHIEF EDUCATION SPECIALIST: EDUCATION SAFETY MANAGEMENT (ACTING)

DATE: 2023-11-16

COMMENT:

I agree with the content of this SOP.



WJS JANTJIES

DIRECTOR: INSTITUTIONAL MANAGEMENT AND GOVERNANCE

DATE: 2023/11/16

COMMENT:

I agree with the content of this SOP.



H VAN STER

CHIEF DIRECTOR: DISTRICTS

DATE: 16/11/2023

COMMENT:

I agree with the content of this SOP.



AJE MEYER

DEPUTY DIRECTOR-GENERAL: INSTITUTION DEVELOPMENT AND COORDINATION

DATE: 17/11/2023

RESOLUTION:

SOP approved/~~Not approved~~



B WALTERS
HEAD: EDUCATION
DATE:

2023/4/17