

**Nature of safety and security in public secondary schools of Matlosana area office: a public management perspective**

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## **DECLARATION**

I hereby declare that:

### **THE NATURE OF SAFETY AND SECURITY IN PUBLIC SECONDARY SCHOOLS: THE CASE OF MATLOSANA AREA OFFICE**

is my own work, and that all the resources used or quoted have been indicated and acknowledged by means of complete references, and that this mini-dissertation has not been previously submitted by me for a degree to any other university.

B.J. Ntehelang

2011

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## **LIST OF ABBREVIATIONS**

AO – Area Office

DoE – Department of Education

Dr – Doctor

LRC – Learner Representative Council

NW – North West Province

SACE – South African Council for Educators

SAPS – South African Police Service

SASA- South African Schools Act

SGB – School Governing Body

SMT – School Management Team

SRC – Student Representative Council

SSC – School Security Committee

## **ABSTRACT**

The title of this research is: "The nature of safety and security in public secondary schools". The purpose of this study is, therefore, to determine the nature of safety and security in public secondary schools of Matlosana Area Office's (AO) area of responsibility, with a view to developing a more comprehensive set of recommendations on how to improve the safety and security policy – to the benefit of educators, learners and visitors to school premises.

The study was carried out in the North West Province's department of Education. An empirical research was conducted to gather data from the respondents regarding the safety and security of educators, learners and visitors in public secondary schools of the Matlosana Area Office's area of responsibility. The target groups were the AO Manager, the Safety Co-ordinator, the Safety Officer, the School Management Teams, educators, learners, School Governing Bodies and Adopt-a-Cop members.

The investigation also analysed the extent to which public secondary schools are complying with the statutory and regulatory frameworks governing safety and security. The study employed a quantitative approach, using a structured questionnaire.

In this study, the research is concluded with a presentation of the findings. Amongst others, it was found that some learners carry dangerous objects on school premises, because the Adopt-a-Cop programme is not effectively implemented. Conclusions were drawn on the basis of the findings; and finally, recommendations for further research were suggested.

Keywords: Safety, Security, Learners, Educators, Visitors, Public Schools

## **SAMEVATTING**

Die doel van hierdie studie, "The nature of safety and security in public secondary schools", was om die aard van veiligheid en sekuriteit in die openbare sekondêre skole in die gebied waarvoor die Matlosana Gebiedskantoor (AO) verantwoordelik is, vas te stel met die oog op die ontwikkeling van 'n omvattender stel aanbevelings oor hoe om die beleid ten/opsigte/van veiligheid en sekuriteit op die skoolpersele te verbeter, tot voordeel van die opvoeders, leerlinge en besoekers.

Die ondersoek is onderneem in die gebied van die Onderwysdepartement van die Noordwes-Provinsie. 'n Empiriese ondersoek is uitgevoer om gegewens ten/opsigte/van die veiligheid en sekuriteit van opvoeders, leerlinge in openbare sekondêre skole in die gebied waarvoor die Matlosana Gebiedskantoor (AO) verantwoordelik is, van respondente te versamel. Die doelwitgroepe was die AO-bestuurder, die veiligheidskoördineerder, die veiligheidbeampte, die skoolbeheerspanne, opvoeders, leerlinge, skoolbeheerrade en lede van die Neem-'n-polisieman-aan-aksie.

Die ondersoek het ook ontleed in welke mate die openbare sekondêre skole die statutêre en regulatoriese voorskrifte ten/opsigte/van veiligheid en sekuriteit nakom. In die ondersoek is 'n kwantitiewe benadering gevolg met gebruikmaking van 'n gestruktureerde vraelys.

Hierdie studie sluit af met 'n aanbieding van die bevindings. Dit is onder ander bevind dat sommige leerlinge in besit is van gevaarlike voorwerpe op skoolterreine omdat die Neem-'n-polisieman-aan-programme nie doeltreffend toegepas word nie. Gevolgtrekkings is gemaak op die basis van die bevindings, en ten slotte word aanbevelings ten/opsigte/van verdere navorsing voorgestel.

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# CHAPTER ONE

## ORIENTATION

### 1.1. INTRODUCTION AND STATEMENT OF THE PROBLEM

The Matlosana Area Office of the North West Province Department of Education, which is the locus in this study, contains 28 public secondary schools in four clusters, namely: Refentse, J.C. Motaung, Meepong and Tswelelopele (Cluster D) each with a different infrastructure. Out of these, the researcher has focused on fifteen public secondary schools consisting of the following: five public secondary schools at J.C. Motaung, three public secondary schools at Meepong, four public secondary schools at Refentse and three public secondary schools at Cluster D. (See Annexure A for a locality map of public secondary schools served by the Matlosana Area Office of the Department of Education in the Dr Kenneth Kaunda District Municipality. See also Annexure B for a layout of the number of public schools within the Matlosana Area Office).

Each school is required to devise a safety and security policy for the protection of educators, learners and visitors. However, the respective safety and security policies differ from one school to another, based on their location and infrastructure. The drafted policy has to comply with the Constitution of the Republic of South Africa, 1996 (hereafter referred to as the Constitution) and the South African Schools Act 84 of 1996. Their provisions are briefly noted below.

The North West Province Department of Education has a safety and security policy in place that has been circulated to different schools. (See Annexure C for safety and security policy of schools in the North West Department of Education).

The Constitution states that everyone possesses the right to freedom and security, which includes the right:

- Not to be deprived of freedom arbitrarily or without just cause.
- Not to be detained without trial.
- To be free from all forms of violence from either public or private sources.
- Not to be tortured in any way.

- Not to be treated or punished in a cruel, inhumane or degrading way.  
(RSA, 1996:7-8).

Furthermore, the aims of the South African Schools Act 84 of 1996 include the following:

- The provision of high quality education to all learners, by laying a strong foundation for the development of all the people's talents.
- The combating of racism and sexism and all other forms of unfair discrimination and intolerance.
- The establishment of a human rights culture to advance the democratic transformation of society.  
(Van Deventer & Kruger, 2003:269-270).

School safety is one of the South African Government's initiatives. It aims at improving conditions in the Provincial schools, so that learners and educators can operate in safer environments that are conducive to effective teaching and learning (North West Province Department of Education: Anona). (See Annexure D for an example of a school safety programme).

Security involves careful attention to training, searching for and closing any security gaps, improving communications, testing security devices and procedures, performing maintenance and updating technology, relying heavily on security devices – such as metal detectors, which operate without staffing, training, and other strategies. These would, in any case, only have a limited impact (Segoe & Mokgosi, 2006:3).

Once a school has realized that the rate of crime is rising on its premises, the School Management Team (SMT) needs to establish a school safety committee, as a matter of urgency, to deal with these challenges. This committee must be representative of various components, such as the School Governing Body (SGB), the site manager, management, educators, learners and community members. The composition will depend on the needs of the particular school, the extent of the crime activities and any additional functions of the committee (Segoe & Mokgosi, 2006:1).

A school safety committee is not only established when the rate of crime is escalating in a school; it should also be established to ensure that learners and educators are not

harmed. It should ensure that they are not exposed to hazardous environments, such as, attending schools where there are no fire extinguishers, the roads are very busy, and a scholar patrol is not in place, first-aid kits are not available for emergency cases, and sex education is not being taught in terms of keeping learners informed with regard to the scourge of HIV/AIDS.

South African Police Service programmes commonly used for prevention of crimes against children and support school safety include the Captain Crime Stop and Adopt-a-Cop programmes. The Captain Crime Stop project focuses on the age group of 3-8 years of age. This means that it is relevant for creches and primary schools. The Adopt-a-Cop programme is usually aimed at primary and secondary schools. It may therefore overlap with, or be used in conjunction with the Captain Crime Stop programme in primary schools.

It might also be used in further education and training institutions (Zokwana, 2004:5). For instance, the newly-established Soul Buddies Club held a march in the small town of Vosburg in the Northern Cape Province. The club was established by Mr Jackson, a teacher of the Delta Primary School, and Const. Ingrid Kruger, the school's "adopted cop" – in an effort to address alcohol and drug abuse in the community (Kruger, 2009:34). (See annexure E with regard to community policing).

Breaking the country's laws is a serious offence and necessitates the involvement of the South African Police Service (SAPS). Examples of transgressions are: possessing and firing a firearm on school grounds, selling or using drugs, swearing at an educator, damaging school property, and cases of sexual violence occurring during school hours or during school activities (Pretoria University, 1999a:4).

Parents expect their children to be safe from injuries at schools. This means that the child has the right to parental or alternative care, even when s/he is not in the family environment. Parental care thus means that parents must protect their children against any possible dangers to which they may be exposed. Because of the in-loco- parentis function of the educator, s/he would also be responsible for the safety of the child/learner when the latter is in his/her care (Pretoria University, 2002:2).

The school is a place of safety, where laws pertaining to public spaces are applicable, namely: no dangerous objects or illegal drugs, as defined in the South African Schools

Act or the Safety Regulations may be brought onto and/or used on the school property, unless authorised by the Principal for educational purposes. Dangerous objects include knives, firearms or any item that could harm a person. The carrying and/or smoking of cigarettes is prohibited. Alcohol is not permitted on school premises or during any school activity. The carrying of and/or consumption of illegal chemical substances and drugs is also prohibited (North West Department of Education, Anonb:7).

Furthermore, a public school must, in writing, supply the following information to the parent of the learner who will undertake any school activity: the purpose of the school activity, the nature of the activities to be undertaken, the full itinerary of the activity, with contact details of the hosts and of the supervising educators, the nature of transport, accommodation and catering arrangements. Where applicable, whether the learner will need travelling documents and/or an inoculation certificate, and where these can be obtained, the fact that travelling documents must be obtained at least seven days prior to the date of departure, and any other relevant details.

Immediately after returning from a school activity, the supervising educator must submit a report to the principal, if any of the following have occurred: accident, injury to a learner, educator, driver or any other person, or any act of misconduct on the part of a learner, educator, driver or any other person (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008:29).

The problems faced by some public secondary schools in the Matlosana Area Office's area of responsibility are as follows: some schools do not have a visible safety and security policy; there is evidence of bullying, yet available procedures are unable to root it out; for example, outsiders are able to bypass administration blocks and confront learners because some schools do not have security personnel to monitor the main entrances to the school premises.

Furthermore, outsiders do not find it difficult to gain entrance, as some schools are neglected and are not properly fenced. The Adopt-a-Cop programme is not effectively implemented in some public secondary schools because police officials visit schools only if there are criminal cases to be attended to, instead of being visible to the learners for effective school-based crime prevention. Some educators are battling to instil discipline, and they resort to corporal punishment without considering the alternatives to corporal

punishment, which have been provided by the Department of Education (Researcher's own practical experience).

The purpose of this study is, therefore, to determine the nature of safety and security in the Matlosana Area Office's public secondary schools, with a view to developing a more comprehensive set of recommendations on how to improve the safety and security policy to the benefit of educators, learners and visitors.

## **1.2. RESEARCH QUESTIONS**

Given the scenario above, the research questions asked are:

- What is the purpose of a safety policy in Matlosana Area Office's public secondary schools?
- What is the role played by different stakeholders engaged in designing a safety and security policy in the Matlosana Area Office's public secondary schools?
- To what extent does this Office adhere to statutory and regulatory requirements for safety and security in the schools situated in its area of responsibility?
- Which SAPS programmes are used to support these schools' safety and security policy within the said Office's area of jurisdiction?
- To what extent should the existing school safety and security policy of the given Office be improved for the safety of educators, learners and visitors in its area of responsibility?

## **1.3. RESEARCH OBJECTIVES**

Taking into account the aforementioned research questions, the objectives of the study are:

- To determine the purpose of a safety policy in Matlosana Area Office's public secondary schools.
- To determine the role played by different stakeholders engaged in designing a safety and security policy in the Matlosana Area Office's secondary schools.

- To analyse the extent to which schools in this Office comply with the statutory and regulatory requirements for a safety and security policy.
- To explore the SAPS programmes used to support school safety and security within this Office's area of jurisdiction.
- To make recommendations to improve the existing school safety and security policy of the given Office for the safety of educators, learners and visitors in its area of jurisdiction.

#### **1.4. CENTRAL THEORETICAL STATEMENTS**

The Safer Schools Project is the North West Department of Education project which aims at the prevention of crime in schools. It is part of the national Minister of Education's "Tirisano" policy. The Department of Education regards a safe school as a safe and disciplined learning environment that celebrates innocence and values human dignity in creating enabling environments in schools for effective learning and teaching.

The Department of Education realises that safe and disciplined learning environments are essential for the successful delivery of quality education (Zokwana, 2004:4).

School staff, parents, learners and community members want to know how safe their school is, and what progress is being made in school safety. Schools should, therefore, collect and tabulate incidents of crime and misbehaviour, report the trends over time, compare school violence trends with similar trends in the local community, and outline how these trends have been used to alter policies and procedures.

This report can also be used to introduce school safety programs and strategies to parents and to the broader community (Segoe & Mokgosi, 2006:7).

#### **1.5. RESEARCH METHODOLOGY**

A literature review and data-collection questionnaires were used in conducting the research for the purpose of this study.

### **1.5.1. The Literature review**

The relevant literature was reviewed, in order to make recommendations to improve the existing policies of Matlosana Area Office's public secondary schools for the safety of educators, learners and visitors. Books, periodicals, government reports and other related documents were consulted. A preliminary random search at the North-West University (Potchefstroom Campus) Ferdinand Postma Library was conducted, and the initial analysis indicated that sufficient material and literature are available to undertake research on this topic. Furthermore, information has been gathered from the Constitution and the South African Schools Act 84 of 1996.

### **1.5.2. Empirical research**

To conduct research on the safety and security of educators, learners and visitors in public secondary schools in the Matlosana Area Office's area of jurisdiction, the following issues were considered:

#### ***1.5.2.1. Aim***

An empirical research was conducted to gather information regarding the safety of educators, learners and visitors in public secondary schools in the Matlosana Area Office's area of jurisdiction. The investigation also analysed the extent to which public secondary schools comply with statutory and regulatory requirements governing safety and security. The study employed a quantitative approach, using a structured questionnaire.

Quantitative research requires that the data collected can be expressed in numbers that is they can be quantified) (Struwig & Stead, 2001:7). It requires methods, such as experiments and surveys to describe and explain phenomena. The methods could include techniques, such as observation, preliminary investigations, quantitative analysis and questionnaires (Brynard & Hanekom, 2006:37).

#### **1.5.2.2. *Measuring instrument***

Information gathered during the literature review was used to develop a design questionnaire on the safety and security of learners, educators and visitors to public secondary schools in the Matlosana Area Office's area of responsibility.

The questionnaires were personally delivered to sampled public secondary schools, and the principals were requested to administer and collect them.

#### **1.5.2.3. *Target population***

This research targeted a sample of different stakeholders serving in public secondary schools of the Matlosana Area Office's area of responsibility. From the 15 public secondary schools sampled, the researcher selected the following respondents from each school: Four educators comprising two educators from the School Management Team (SMT); one post level-1 educator and one safety officer; five learners from the Learner Representative Council (LRC); one Adopt-a-Cop member and one member from the School Governing Body (SGB); one safety co-ordinator from the district office and the Area Office Manager (AO), totalling altogether 167. Random sampling was employed.

#### **1.5.2.4. *Pilot survey***

The questionnaire was pre-tested on a selected number (15) of respondents from the targeted population, in order to check its qualities of measurement and its appropriateness.

#### **1.5.2.5. *Statistical technique***

The Statistical Consultancy Services of the North-West University (Potchefstroom Campus) was consulted for assistance with the analysis and interpretation of the data collected.

### **1.5.3. Ethical considerations**

The researcher considered the following aspects from the perspective of the respondents:

- Participants were advised to cooperate voluntarily in providing the researcher with information regarding the research topic.
- Respondents were encouraged to complete a consent form as an indication that they were not forced to participate in the interview process.
- Participants were not intimidated in any way during their completion of the questionnaire.
- Participants were informed that they were at liberty to leave the research if they wished to do so.
- Information gathered from the respondents was kept confidential.
- Gender and cultural diversity were taken into consideration.
- The participants were treated as anonymous, and their personal details were kept confidential.

## **1.6. LAYOUT OF THE CHAPTERS IN THE MINI-DISSERTATION**

This mini-dissertation is divided into five chapters:

### **CHAPTER 1: Orientation and problem statement**

The chapter provides a general orientation to the locus and focus of the study; it highlights the problem statement; it summarises the research objectives; and it explains the research methodology and the chapter layout.

## **CHAPTER 2: Statutory and regulatory framework governing safety and Security in secondary schools**

Attention is given to the acts and policies in place for the safety and security of learners, educators and visitors to public secondary schools from provincial and national offices.

## **CHAPTER 3: Empirical research design**

In this chapter the methods to be employed in gathering information will be outlined.

## **CHAPTER 4: Data analysis and interpretation**

In this chapter the researcher analyses the data and comes up with an interpretation regarding safety and security.

## **CHAPTER 5: Summary of findings and recommendations**

In this chapter, the researcher comes up with findings based on the questionnaires. Logical conclusions and recommendations are presented, in order to improve the existing school safety and security policy of the public secondary schools in Matlosana Area Office's area of responsibility.

### **1.7. CONCLUSION**

In Chapter 1, the orientation and problem statement of the research, the research questions and objectives, the central theoretical statements and the research methodology were discussed.

The next chapter will present the statutory and regulatory frameworks governing safety and security in public secondary schools.

## CHAPTER TWO

### STATUTORY AND REGULATORY FRAMEWORKS GOVERNING SAFETY AND SECURITY IN PUBLIC SECONDARY SCHOOLS

#### 2.1. INTRODUCTION

Educators, learners and visitors to schools need to be safe at all times, so that the environment is conducive to teaching and learning. It is the responsibility of every school to devise its own safety and security policy, so that all people on the school premises should know how to behave.

“In a safe school, the playgrounds are filled with the healthy noise of happy children. They scuff their knees and scrape their elbows, but they are not afraid of each other or of intruders. There is glass in the window panes and there are books on the desks. Parents, educators and learners smile. There is an air of work being done and of achievement. These are schools whose environment is conducive to effective teaching and learning.”

This is how the former Minister of Education, Professor Kader Asmal, described a safe school in his speech at the launch of the “Signposts for Safe Schools Workbook” (June, 2001). In his speech, the Minister equated school safety to the maintenance of school facilities, educator professionalism and happiness (Beckmann, 2006:1031).

It is difficult for learners to concentrate on academic school subjects when they are constantly worrying about when they will next be harassed, what they can do to take revenge on their tormentor, or if they will become the next victim. Learners may become withdrawn, isolated or inattentive in class. These effects will impact negatively on their motivation and ability to learn, as well as on their socialisation with peers and the quality of their relationships with adults at their school (Wolhuter, Lemmer & De Wet, 2007:252).

This chapter will now analyse the statutory and regulatory frameworks governing safety and security in public secondary schools, as found in the Constitution and the South African Schools Act 84 of 1996, as amended.

## **2.2. THE SOUTH AFRICAN CONSTITUTION, 1996**

The Constitution of South Africa, adopted in 1996, signalled an end to apartheid and the birth of a new political and social order. South Africa would have the hallmarks of a modern liberal state: a democratic government, human rights, equal citizenship and the rule of law. It would take its place as a sovereign state in the global order. As the Constitution was being drafted in the dying days of apartheid, educators, activists and interested parties turned their energies to thinking about what the education system might look like in a post-apartheid South Africa.

What principles should underpin the new system? How should it be governed? How should it be funded? Who should have access to what education? What should be taught, to whom, by whom, under what arrangement? (Christie, 2008:116).

The Constitution determines the manner in which schools have to operate; for example, learners in schools have the right to education, and they should be given an opportunity to exercise this right in a safe and secure environment. It is the responsibility of the educators to see to it that learners exercise their rights in a responsible manner.

The Constitution grants each individual personal rights, such as freedom from personal injury, security of life and property. The law imposes corresponding duties and responsibilities on each individual – to respect the rights of others. If, by speech, act, or other conduct, a person fails to respect these rights, thereby damaging another, a delict has been committed, and the offending party may be held liable (Alexander & Alexander, as quoted by Beckmann, 2006:1035).

### **2.2.1. Freedom and security of the person (section 12)**

Section 12 of the Constitution prescribes that everyone has the right to freedom and security and the right to bodily and psychological integrity. This includes the right not to be tortured in any way, and not to be treated or punished in a cruel, inhuman or degrading way. Therefore, in the school context, punishment may not be unreasonable, cruel or degrading. Punishment is considered to be unreasonable if:

- It is excessive and negligently administered.

- It results in physical or psychological injury.
- There is not sufficient cause for punishment; and
- it is not appropriate to the age of the learner.

(Joubert & Prinsloo, 2008:109).

Schools are regarded as a place of safety for learners, since corporal punishment has been abolished, and learners are encouraged to treat their educators with respect in mutually creating a harmonious relationship that would facilitate teaching and learning – in an environment that is free from intimidation and victimisation. The North West Provincial Department of Education provides the educators with various alternatives to corporal punishment, in order to protect the rights of learners. Some teachers occasionally do use punishments to emphasise their authority without due warning or use of reprimands (Kyriacou, 1997:131).

According to the National Department of Education (2001:5), after 1994, when South Africa stepped out of isolation and adopted a new, democratic constitution guaranteeing the right to dignity, equality, freedom and security for all its citizens, legislation to outlaw corporal punishment was passed. The legislation is outlined as follows:

- South Africa is a signatory to the Convention on the Rights of the Child, which compels it to pass laws and take social, educational and administrative measures to “protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment or exploitation, including sexual abuse”.
- The African Charter on the Rights and Welfare of the Child commits its member countries to the same measures, and adds that they must take steps to ensure that a child “who is subjected to school or parental discipline shall be treated with humane respect for the inherent dignity of the child”.
- Section 12 of the Constitution states that: “Everyone has the right not to be treated or punished in a cruel, inhuman or degrading way.”
- The National Education Policy Act (1996) states, “No person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution”.
- The South African Schools Act (1996) states: “(1) No person may administer corporal punishment at a school to a learner, (2) Any person who contravenes

subsection 1 is guilty of an offence, and liable on conviction to a sentence which could be imposed for assault”.

The section above discourages educators to practise corporal punishment as a way of disciplining learners; hence, the National Department of Education has provided educators with some alternatives to corporal punishment.

According to Barry (2006:328), the South African Schools Act, 1996, empowers school authorities to discipline learners, but it is beyond the law to delegate this authority to fellow learners. Learners are partners with other members of the school and are not in charge of the school. Every educator is responsible for discipline at all times at the school and at school-related activities. Educators have full authority and responsibility to correct the behaviour of learners, whenever such correction is necessary at the school. Serious misconduct must be referred to the principal of the school. This does not give educators the latitude to apply corporal punishment as a way of disciplining learners.

### **2.3. THE CHILD'S CARE ACT, 74 OF 1983**

The Child's Care Act, 74 of 1983 stipulates that it is compulsory for health workers, educators or any other person who acts in *loco parentis*, to report any instances of child abuse or alleged child abuse. Failure to do so is seen as an offence in terms of section 50(1) of this Act (Oosthuizen *et al.*, 2004:59).

Educators are working hand-in-hand with different stakeholders, inter alia social workers and police officials, in ensuring that learners' rights are protected. Furthermore, the Child's Care Act enables learners to feel at home when they are with their educators.

In terms of the Child's Care Act, 'care' in relation to a child, includes, where appropriate:

- (a) Safeguarding and promoting the wellbeing of the child; and
- (b) protecting the child from maltreatment, abuse, neglect, degradation, discrimination, exploitation and any infringement of the child's rights, as set out in Chapter 2 of the Constitution (Joubert & Prinsloo, 2008:144).

Schools owe a legal duty of care to ensure the safety of their learners. In essence, this duty requires schools to take reasonable steps to prevent reasonably foreseeable or predictable harm to learners in their care. Precisely what constitutes reasonable steps will depend on the particular circumstances of each case (Barry, 2006:111).

#### **2.4. THE EDUCATION LAWS AMENDMENT ACT 31 OF 2007**

The Education Laws Amendment Act 31 of 2007 amended the South African Schools Act to define dangerous objects and illegal substances; and it has added Section 8A to the Schools Act. This new section provides for random search and seizure, as well as drug testing at public schools. No person is allowed to bring a dangerous object or illegal substances onto the school premises, or have dangerous objects or illegal substances in their possession.

The school principal – or his or her delegate – may, at random, search any learner or property of the learner for dangerous objects or illegal substances. Once any dangerous object or illegal substance has been seized, it must be clearly labelled and handed over to the SAPS. Learners may also be subjected to urine tests, in cases where there is a reasonable suspicion that they are using illegal drugs. In all cases, the parents of the learners must be informed when any dangerous object or illegal substance is seized, and when the result of a urine test is positive (Joubert & Prinsloo, 2008:143).

It is through the Adopt-a-Cop programme that educators can be assisted in conducting a search for the possession of drugs and dangerous objects.

#### **2.5. EMPLOYMENT OF EDUCATORS ACT 76 OF 1998**

When a learner is in the care of an educator, and due to the negligence of the educator, the learner suffers damage to his/her property or to his/her person the educator will be guilty of an offence. This could mean that the educator would be guilty of one or more of the following misdemeanours:

- S/he contravened or failed to comply with legislation, which is an offence.

- Endangered the life of the learner, because s/he failed to comply with set safety rules or regulations.
  - Disobeyed or failed to carry out a lawful order.
  - Performed inadequately.
  - Did not obey security regulations.
- (Pretoria University, 2002:6-7).

This Act clearly indicates that educators act as parents to their learners and they have to know their roles and responsibilities with regard to the safety and security of learners. Failure to do so may lead to legal action being taken against them.

## **2.6. SOUTH AFRICAN COUNCIL FOR EDUCATORS (SACE)**

The South African Council for Educators has drawn up a code of professional ethics for educators, and is empowered to take disciplinary action against educators if they breach the code. The code of professional ethics requires educators to behave in a manner that does not bring the profession into disrepute. It provides in some detail the standard of conduct towards learners, parents of learners, communities served by schools, other educators, the teaching profession, the educator's employer and the Council itself (Barry, 2006:162).

This Council discourages educators from having sexual relationships with learners and from inflicting corporal punishment – as they may then be charged with misconduct. Furthermore, the educator may be disciplined in terms of the Code of Good Conduct of the Council.

The educators who are registered, or provisionally registered, with the South African Council for Educators:

- Acknowledge the noble calling of their profession to educate and train the learners of our country.
- Acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession will determine the quality of education in this country.

- Acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa.
- Commit, therefore, to do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code.
- Act in a proper and becoming way.

(Barry, 2006:401).

## **2.7. OCCUPATIONAL HEALTH AND SAFETY ACT 85 OF 1993**

The overall aim of the Occupational Health and Safety Act (OHSA) is to provide for the health and safety of employees at work (including such aspects as health and safety hazards and the safety of plant machinery and equipment). The OHSA is also applicable to public officials: the Public Service Regulations of 2001 stipulate that “A head of department shall establish and maintain a safe and healthy work environment for employees of the department” (Erasmus, Swanepoel, Schenk, Van der Westhuizen & Wessels, 2005: 395).

It is the responsibility of the public employers to see to it that public employees are protected against hazards to their health and safety. This will be possible if there is the existence of the health and safety representatives and committees to work hand in hand with the employers for the safety of employees.

Part of a proactive approach to managing employee health and safety at work is to draw up contingency plans and to have the necessary infrastructure to deal with any emergencies. The emergency infrastructure should include the necessary first-aid facilities such as a first-aid room and first-aid equipment and material. Certain employees, who are specifically designated as first-aiders, should receive special training in first aid (Erasmus *et al.*, 2005:407)

## **2.8. ADAPTING TO A FUNDAMENTAL CULTURE OF LEGAL RIGHTS**

In order to create a secure space for educational teaching, the participants in education should adapt their thoughts and actions to the stipulations of the Constitution (Oosthuizen & Rossouw, 2004:10).

Parents send their children to school, hoping that educators will not violate their rights, as they are protected by the Constitution. The South African Council for Educators (SACE), as informed by the Constitution, compels educators to behave accordingly, so as to maintain the safety and security of learners on the school premises.

## **2.9. REGULATIONS FOR SAFETY MEASURES AT PUBLIC SCHOOLS**

These regulations are informed by the South African Schools Act 84 of 1996, so as to protect the safety of educators, learners and visitors.

The Minister of Education has laid down regulations for safety measures at public schools. The regulations are to:

- Prohibit the presence of dangerous objects and illegal drugs on public premises.
- Control access to public school premises.
- Require public schools to develop safety action plans and to engage in safety advocacy campaigns.

(Barry, 2006:116).

### **2.9.1. Access to public schools' premises**

According to Rossouw and Oosthuizen (2009:80-81), no person shall – without the permission of the principal or Head of Department (HOD) – enter any public school premises, in respect of which a directive has been issued under sub-regulation 1(a) of the South African Schools Act, and for the purpose of the granting of that permission the principal or HOD may require of the person concerned to:

- (a) Furnish his or her name, address and any other relevant information required by the principal or HOD.

- (b) Produce proof of his or her identity to the satisfaction of the principal or HOD, if necessary.
- (c) Declare whether he or she has any dangerous object or illegal drugs in his or her possession or custody or under his or her control.
- (d) Declare what the contents are of any vehicle, suitcase, attache' case, bag, handbag, folder, envelope, parcel or container of any nature, which he or she has in his or her possession or custody or under his or her control, and show those contents to him or her.
- (e) Subject himself or herself and anything which he or she in his or her possession or custody or under his or her control to a search by a person of the same gender, an examination by an electronic device, sniffer dogs or other apparatus, in order to determine the presence of any dangerous object or illegal drug.
- (f) Hand to the principal or HOD, anything which he or she has in his or her possession or custody or under his or her control for examination or custody until he or she leaves the premises.

This becomes possible if the safety and security committee adheres to safety policy by not using different entrances to the school premises.

### **2.9.2. Parental access to school premises**

There is a clear distinction between trespasses and parental access to school property. Parents have a legal right to visit schools, meet with teachers or administrators and attend school-sponsored activities held on and off campus before and after normal school hours. Inherently, parents are afforded the privilege to do so. Unlike a trespasser who enters school property without permission, parents have the right to enter the school premises. Consequently, school officials share the responsibility for their safety. Unlike a parent who has exhibited behaviour that poses a threat to the safety of administrators, educators, learners, and staff, or has consistently violated school policy and procedures regarding school visitations, the privilege to visit is maintained (Essex, 1999:99).

Parents are encouraged to visit schools to meet with educators, in order to monitor the progress of their children; and this only becomes possible if their safety is maintained.

Since a school develops learners holistically, extramural activities will take place in schools, and parents are encouraged to help in supporting and motivating their children. That is one of the reasons why they must be able to gain access to school premises.

### **2.9.3. Ways to keep unauthorized persons away from school premises**

According to Pretoria University (2002:24), there are preventative strategies to ensure that unauthorized persons do not gain access to the school premises, as outlined below:

- Ensuring that every learner has a photo Identity Document (ID) and that the school office also has a photo of each learner.
- Allowing only members of the police, Members of the Executive Council (MEC) and the Minister of Education in the performance of their duties to enter school premises, and who produces proof of his or her identity to the satisfaction of the principal to enter the school premises.
- Parents have the right to visit schools where their children have been admitted, but such visits may not disrupt any school activities.
- Persons, such as public and political office-bearers intending to visit a school must request and obtain written permission from the principal prior to the visit.
- Ask members of the Learner Representative Council (LRC) to spot strangers and report their presence to the educators.
- Keep the school gates closed during school hours. Members of the LRC should prevent learners from leaving the school grounds during school hours and non-learners from entering the school grounds.
- If not yet implemented, to gradually introduce a system where learners are not allowed during breaks to leave the school grounds to go and buy food.

The Department of Education is encouraging schools to have a cafeteria or tuck shop in operation in the school yard, so that learners do not have any excuses for going out during the breaks to go and buy something to eat.

## **2.10. DEPARTMENT OF EDUCATION (NORTH WEST PROVINCE) REGARDING SAFETY AND SECURITY POLICY IN SCHOOLS**

A policy is a negotiated and written agreement of guidelines and measures that will be taken by the school to resolve and prevent crime and violence within the boundaries of the school. It is a document that seeks to guarantee maximum safety for all in the school premises; and it has the potential of influencing and facilitating safer community initiatives. A more comprehensive safety school policy involves all stakeholder groups to ensure success (Veinings, Commys & Geyer, Anon:3).

For the effective implementation of safety and security policy, all stakeholders have to be involved, and to know what is expected of them if they are on the school premises and are in a position to protect the safety of other people around them.

### **2.10.1. Objectives of the school safety policy**

The objectives of the school safety policy are as follows:

- To develop a Provincial Model from which learning centres can initiate frameworks for effective proactive prevention of crime and violence.
- To assist with the establishment of partnerships to reclaim community ownership of schools.
- To activate a public awareness and information programme which would include making available the necessary information on all kinds of crimes in our schools, and thereby assisting with the drawing up of design programmes of intervention.
- To promote the understanding of the impact of victimisation in the school and the community and to develop strategies to provide supportive, timeous and accessible service to any victims.

(North West Department of Education, Anonb:4).

A school safety policy ensures that educators, learners and visitors behave according to the code of conduct of the school that is informed by the Constitution and South African Schools Act. It is the responsibility of the School Management Team to engage all stakeholder groups in the policy-making of the school for effective teaching and learning in a safe school environment.

When a learner conforms to the school rules, a secure and tension-free environment is created, enabling the learner to concentrate on his/her school work. This secure environment provides the educator (who acts with reasonableness and fairness within the prescriptions and proscriptions of the school rules) with a level of certainty and security in his attitude towards learners (Oosthuizen, Botha, Mentz, Roos & Van der Kerken, 2003:39).

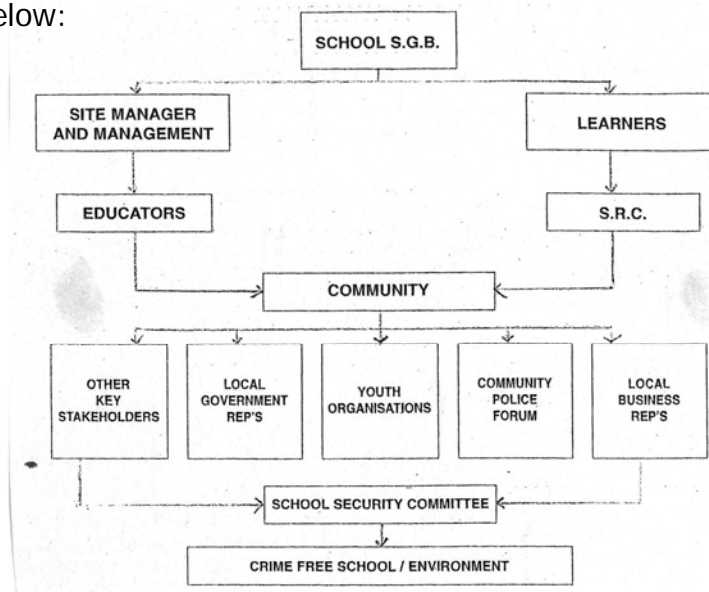
Although each school would have a different safety and security plan, these plans and policies should include:

- A policy on firearms, drugs and alcohol use on school property.
- The school disciplinary code and strategies for dealing with misconduct.
- A strategy to deal with truancy, the influence of gangs in schools, and gang violence.
- A policy and process for dealing with learners who are victims of sexual abuse.
- Forming a relationship with the local police, emergency services, disaster management, health and social services.

(Brunton & Associates, 2003:H-6).

## 2.10.2. Establishment of the School Security Committee

All stakeholder groups engaged in the safety and security committee of a school are outlined below:



**Figure 2.1: Organogram indicating the place of a school security committee**

(Source: Adapted from North West Department of Education, Anonb:6).

A School Safety Team can assist in preventing and reducing crime by:

- Conducting security assessments.
- Providing staff development programmes.
- Developing crisis-preparedness guidelines.
- Identifying security equipment (such as metal detectors and surveillance cameras).
- Designing enforcement and investigation techniques.
- Enhancing links with community officials.
- Providing a safe environment for the school community by:
  - Making sure fire-fighting equipment is available and in working order;
  - the school must have a first-aid kit available on campus;
  - that there is a clear and concise Emergency Evacuation Plan;
  - having a contact list of Police, Fire and Emergency and Ambulance and Health Services; and

- that overgrown vegetation is controlled and harmful plants and objects are removed from the premises.  
(Segoe & Mokgosi, 2006:3).

In order for the school to be a safe institution for children, where they can be taught to do their duty, and where the welfare of the institution is promoted, discipline must be monitored (Oosthuizen *et al.*, 2003:37).

A School Management Team (SMT) has to be democratic, allowing learners to participate in the policy-making of the school. According to Pretoria University (1999b:6), the democratic manager involves learners in the developing and keeping of rules. This management style emphasises a process, which is based on participation and involvement. Learners are involved in the development of a code of conduct, agreeing on the consequences of good and bad behaviour. Emphasis is placed on sharing standards, customs, morals, values and commitments.

The South African School Act stipulates in section 8(1) and 8(2) that the School Governing Body (SGB) is responsible for adopting a code of conduct for learners through a consultative process, in which learners, parents and educators should participate. The code of conduct should aim at establishing a disciplined environment that is conducive to effective teaching and learning. Thus, the focus is on positive discipline, self-discipline and establishing a standard of behaviour that is recognised and accepted by civil society. School Governing Bodies play a significant role in establishing a disciplined school that guarantees learners' safety and provides equal access to education opportunities.

To confirm this role, section 19 of the Schools Act determines that provinces, from the funds appropriated for this purpose, must provide introductory and continuous training to all newly elected School Governing Bodies – in order to promote their effectiveness (Russo, Beckman & Jansen, 2005:210-211).

SGB members are not employed by the Department of Education. They voluntarily work in partnership with the SMT for the smooth running of the schools.

According to the Department of Education (2001:20), the code of conduct should be based on an ethos that is congruent with the Constitution, relevant legislation, and the vision and mission of the school. It should, therefore:

- Reflect the rights and responsibilities of learners, educators and parents.
- Provide guidelines for conduct and set standards of moral behaviour.
- Promote self-discipline and constructive learning.
- Be based on mutual respect and tolerance.
- Give learners a clear picture of what they should or should not do, which channels of communication they should use, as well as grievance procedures and due process to follow in the event of misconduct, for example, a disciplinary hearing.

School Governing Bodies play a significant role in establishing a disciplined school that guarantees learners' safety and provides equal access to education opportunities (Russo *et al.*, 2005:211).

The ultimate responsibility for learners' behaviour rests with their parents or guardians. It is expected that parents will support the school, and require learners to observe all school rules and regulations, and accept responsibility for any misbehaviour on their part (Barry, 2006:327).

Youth need to be safe all the time, not just at home or at school. School personnel can take the initiative to work with businesses and other community partners to create safe places and corridors. Such places include businesses, religious centres, museums, police and fire station activity rooms, tribal authority halls/community, hospital and library meeting rooms (Segoe & Mokgosi, 2006:6).

Learners can directly reduce school crime by becoming peer counsellors or mediators, learning conflict resolution and problem-solving, hosting fun and safe weekend activities for learners, and tutoring or mentoring younger learners. Learners can assist school and community officials by serving on a safe school committee, talking to school officials about gaps in security (places where weapons are hidden, drugs are sold, fights occur, and learners are threatened), and suggesting ways for learners to report crimes without fearing retaliation (Segoe & Mokgosi, 2006:7).

The Adopt-a-Cop programme, for example, provides for the South African Police Service (SAPS) member(s) to be adopted by a school or a group of schools. The member then builds a relationship with the school, visits the school regularly and assists school management and the learners on safety issues. If a safer school programme with a School Safety Committee is in place in the school, the Adopt-a-Cop member represents the SAPS Station Commissioner on the School Safety Committee. For all practical purposes, the Adopted Cop becomes the link between the school and the SAPS, and must become a resource person to the school on policing, safety and security and crime prevention issues.

The Adopted Cop should establish his or her own referral network to link the school to other service providers and role-players in the crime prevention, safety and security environment (Zokwana, 2004:5).

The SAPS presence disrupts trouble spots that interfere with learners travelling to and from school, prevents strangers from entering schools, reduces the ability of learners to smuggle weapons into schools, deters gang activities, and identifies learners who are selling drugs or are under the influence of drugs. The SAPS can also conduct random searches for weapons or controlled substances, when appropriate (Segoe & Mokgosi, 2006:11).

The safety of the educators, learners and visitors on the school premises can only be maintained if all the stakeholder groups are engaged in the establishment of the School Security Committee, because the people involved will then be in a position to make inputs pertaining to the safety of all the people on the school premises.

Partnerships work because:

- Partners share common goals and objectives in making schools safer, and are prepared to work to make these happen;
- each partner brings different skills, ideas, resources and experiences;
- the positive elements of each of these duties are reinforced and enhanced; and
- one partner can activate what another partner brings, and in so doing, make the action effective.

(Brunton & Associates, 2003:H-7).

In order to ensure that a school is a safe place, the School Security Committee (SSC) should draw up a security plan that spells out everything in detail. A good security plan is easily understood and documented in writing, so that it can be passed around, shared and discussed; easily implanted within the budget allocated by the SGB and/or community donations and accountable (who is responsible for which security efforts) (Wolhuter *et al.*, 2007:258).

### **2.10.3. Purpose of the provincial safety policy**

According to the North West Department of Education (Anon:3-4), a provincial safety policy will guide interested stakeholders to define, identify, appreciate and institute a policy on the prevention of crime in schools, which would be unique to a particular school or environment. The process must be seen as integral to the school curriculum, and must obviously be viewed with the seriousness it deserves. The process must necessitate multiple functions of all the stakeholders, which will be governed by objectives, activities, measures, targets, timeframes and re-evaluation of objectives.

The policy is not based wholly on the prevention of crimes, rather on the pro-active steps that would ensure that there are safe physical and emotional learning environments.

The North West Department of Education (NWDoE) has realised that educators, learners and visitors have to be safe at all times on school premises. It is only through a safety policy that the school environment can be conducive to teaching and learning. Different stakeholders have to be engaged in drafting the safety policy, and they must be given the responsibility of operating in a school with a safety policy.

## **2.11. THE SIGNIFICANCE OF SCHOOL SAFETY AND SECURITY**

All the people on school premises have to be safe and secure; and to maintain this, it is imperative that they know and understand the significance of safety and security on school premises.

A safe school should be seen from the perspective of the elements of the school's environment. These elements are a manifestation of the school's physical and psychosocial environment. The school environment thus presents a holistic picture of school safety elements (Nhlapo, 2006:12).

### **2.11.1. The school environment**

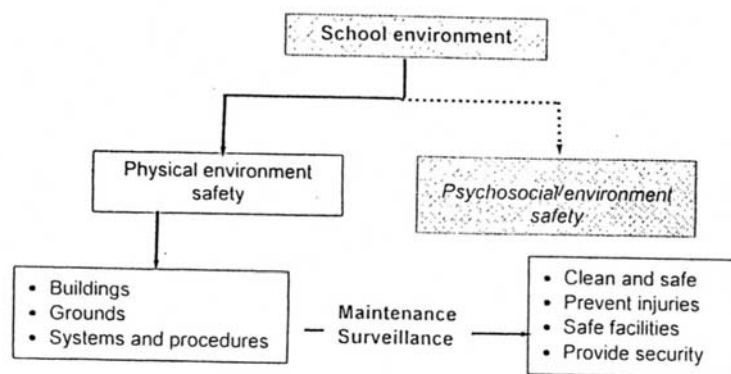
In terms of section 24 of the Constitution, a learner has the right to an environment that is not harmful to his/her wellbeing. Moreover, it is the Constitutional right of every learner to enjoy education in a harmonious and carefree environment (Beckmann, 2006:1033).

The safety of the school's physical environment ensures that buildings, grounds, systems and procedures are clean and safe, prevent injuries, provide safe facilities and provide security (Nhlapo, 2006:13).

One of the primary ways of combating school crime and violence is to make sure the school premises are physically secure. This means firstly, that the entrance, exit and movement of people on the school grounds are to be controlled. Security guards and volunteers from the community may be used to control the movement of people throughout the school grounds. It is important to know who and where everybody is. By using only one entrance/exit to the school, and locking all the others, it is easier to keep a record of the people in the school and to identify any strangers (Wolhuter *et al.*, 2007:259).

### 2.11.2. The components of a school's physical environment

The components of a typical school's physical environment are outlined below:



**Figure 2.2: The components of a school's physical environment**

(Source: Adapted from Nhlapo, 2006:13).

#### 2.11.2.1. School buildings

The school buildings of a typical school include classrooms, passages, offices, libraries, laboratories – and all other rooms in the school yards. Educators, learners and visitors have to be safe and secure when entering them.

The physical layout of the premises contributes to the overall safety and security of the learners and educators. Classrooms housed in portable facilities present unique management issues. The neighbourhood bordering the campus must also be evaluated for additional security issues (Hardin, 2004:249).

According to Barry (2006:114), schools must take particular care to ensure the safety and security of their premises. This includes providing:

- Adequate perimeter fencing and controlled access to and egress from school premises;
- adequate measures to prevent dangerous weapons, illegal drugs and alcohol on school premises;

- adequate control and maintenance measures for potentially hazardous school facilities, such as laboratories, machinery, playgrounds and sporting equipment; and
- eliminating, controlling or minimising any risks associated with inherently dangerous objects or features on school premises, such as motor vehicles, construction sites, stairs, windows and lawnmowers.

### **2.11.2.2. School grounds**

School grounds include shrubs, trees and grass, drainage, sidewalks, fencing and gates, and access to the school for transportation and emergency procedures (Henderson & Rowe, 1998:98).

The SSC of a school must ensure that a school is not surrounded by shrubs and trees, as these may pose a danger to the educators and the learners. Criminals are likely to hide themselves more easily if the school grounds are full of trees and shrubs.

A school's physical plants influence whether crime will occur. Schools can be designed to limit the access of unauthorised persons, and signposts must be visible to everyone entering the premises. They must guide all visitors to report to the administration block or office, as a first step after entering the premises. Other signposts, such as a gun-free zone, must also be visibly displayed, in order to increase the ability of school staff to visually supervise all areas of the school facility, and reduce crowding. Schools should be built with security in mind, but existing schools can make changes to their buildings to increase safety. Installing adequate lighting and break-proof door and window locks, minimising private storage areas, and eliminating removable ceiling panels are all important safety measures that all schools can adopt. The key is to make the school environment safer and to use space constructively without creating a restrictive environment (Segoe & Mokgosi, 2006: 1).

Wrought-iron fencing is reported as a solution that might work for school grounds, because it facilitates the locking of gates and enhances policies that have been made, as well as procedures and strategies for issues, such as routine locker searches, visitor check-ins and closed premises policies (Goldstein & Close-Conoley, 1997:79).

Premises liability is based on the expectation that owners and possessors of buildings and grounds have a duty to their guests to maintain the premises in a reasonably safe condition. Negligence or failure to routinely inspect buildings or grounds to ensure that they are safe could result in injury to learners, and claims of liability could be brought against the district and school personnel who have supervisory responsibilities. Negligence is usually not sustained, unless school personnel carelessly create a hazardous condition or allow it to continue after being informed of the existence of such a hazard (Essex, 1999:97).

### ***2.11.2.3. Systems and procedures***

The safety and security systems and procedures relate to service systems and procedures. Included in safety systems and procedures are, *inter alia*, systems for drainage and sanitation, waste disposal and management, electricity, alarm, fire, communications, emergencies and evacuations, visitations, vehicular drop-off and pick-up, leaving school campus during teaching and learning hours, access control, parking and vehicle control, mail, packages and delivery systems and intrusion detection (Nhlapo, 2006:21-22).

Some of the above systems and procedures will be discussed in the subsequent paragraphs.

#### ***2.11.2.3.1. EMERGENCY AND FIRE PROCEDURES***

The DoE employs educators with different skills, in order to be in a position to identify potential hazards on school premises, so as to maintain the safety and security of educators, learners and visitors.

According to Rossouw and Oosthuizen (2009:85), a public school must ensure that:

- (a) it establishes emergency evacuation procedures;
- (b) the emergency evacuation procedures are displayed in all offices, classrooms and amenities; and

(c) where reasonably practicable, the local fire chief assesses and reviews all fire evacuation procedures on an annual basis.

#### *2.11.2.3.2. VEHICULAR ROUTES AND PARKING AREAS*

The vehicular and pedestrian routes on the school premises should be established and be clearly marked. These should also indicate the direction of flow of vehicles. For instance, there should be areas for deliveries, pick-up and drop-off points for learners, as well as routes for entrances and exits (Nhlapo, 2006:19).

It is the responsibility of the school management team to see to it that different entrances to the school premises are used; for example, using different gates for vehicles and pedestrians. The aim is to reduce the level of accidents. The parking areas should be located in such a way that they will not promote criminal activities; for example, if educators park underneath the trees, where parking areas are not demarcated.

#### *2.11.2.3.3. SYSTEM FOR REPORTING AND ANALYSING VIOLENT AND NON-CRIMINAL INCIDENTS*

Information cannot be effectively used if it is not regularly collected and examined. An incident reporting system provides a systematic approach to monitoring rule offences and analyzing problem areas. Obtaining accurate records of violent incidents and injuries from year to year helps school officials identify overall trends in school violence. Tracking individual learner's behaviour is a good way to identify learners in need of additional assistance before their problems become more serious. An incident/accident report must be filled in, in cases where such an act has taken place (Segoe & Mokgosi, 2006:2).

School buildings, grounds, systems and procedures have to be looked after, so that they can be clean and safe, prevent injuries to all individuals on school premises. Someone must be responsible for maintaining the standards of safety and security.

### **2.11.3. Psychosocial environment**

The typical school's psychosocial environment encompasses the attitudes, feelings and values of learners and staff, and is reflected in the physical and psychological safety, positive interpersonal relationships, recognition of individuals' needs and successes, support for and building of self-esteem in learners and staff and support for learning (Henderson & Rowe, 1998:97).

The manner in which educators and learners relate to each other in a school environment plays an important role. A harmonious relationship has to exist between them – for the sake of their mutual safety, and for effective teaching and learning.

With regard to children's rights, section 28 of the Constitution also obliges a school to respect, protect and fulfil children's rights in the educational context. South African educators have important duties towards learners, not only in terms of the Bill of Rights and the legislation, but also in common law, in terms of their in loco parentis status. These duties include responsibilities for the physical and psychological wellbeing of the learner (Joubert & Prinsloo, 2008:63).

The SACE has drawn up a code of professional ethics for educators, and is empowered to take disciplinary action against educators if they breach the code. The code of professional ethics requires educators to behave in a manner that does not bring the teaching profession into disrepute. It provides in some detail the standards of conduct for learners, parents of learners, communities served by schools, other educators, the teaching profession, the educator's employer and the Council itself (Barry, 2006:162).

The SACE compels educators to behave in a socially acceptable manner, so as to maintain the safety of learners on school premises at all times.

#### **2.11.3.1. Communication**

Communication is an essential component of child-rearing and is a constant challenge. Being available and being approachable are as important as having the right answer to a question or providing the best guidance on a problem. Consistency, honesty, and understanding are critical. Talking with children shows that they are cared for; it gives

them an opportunity to share their concerns, interests, fears, and activities; and it provides ideas on aspects of their school and personal lives that can be improved. Everyday conversations also create natural opportunities for teaching children social skills, anger-management, problem-solving skills, and ways to avoid becoming victims (Segoe & Mokgosi, 2006:8).

It is important to maintain a free flow of communication between different stakeholder groups, because the people involved are likely to come up with inputs, in order to improve the safety of all people on the school premises.

### ***2.11.3.2. Bullying and peer victimisation***

Bullying is a premeditated, continuous, malicious and belittling action. Bullying can be described as a negative action, when "someone intentionally inflicts injury or discomfort upon another". This can comprise physical, verbal or non-verbal actions and gestures, or the intentional exclusion from a group or activities. Bullying does not have to be physical. It can be psychological or emotional; and it can also be very subtle, which can be even more distressing than physical abuse.

It is the duty of educators to safeguard each learner by forbidding any form of violence or bullying on school property. Educators must take the necessary steps to prevent bullying and to impose adequate levels of discipline. If negligence can be proven, it is distinctly possible for schools to be held liable (Joubert & Prinsloo, 2008:158).

Learners are at school for a large part of the day and are in constant contact with trained professionals, namely, educators who have the duty to care for them. Educators have the advantage of identifying bullying problems and being able to deal with them according to their expertise and discretion. The basis of the educator's role in addressing bullying is a sound educator-learner relationship. The quality of the educator-learner relationship is very important for the academic, emotional and social development of the learner.

To some learners, educators may be heroes or heroines; to others, they may be surrogate parents; but to all learners, educators are role models. If an educator

behaves in a bullying fashion, this behaviour will probably be emulated by the learners in their interaction with others (Pretoria University, 1999a:35).

## **2.12. VIOLENCE AND DRUG-FREE PUBLIC SCHOOLS**

According to Barry (2006:373-374), all public schools should be declared drug-free and dangerous object-free zones.

- No person may:
  - (a) Allow any dangerous object on the public school premises;
  - (b) carry any dangerous object on the public school premises;
  - (c) store any dangerous object on the public school premises, except in officially designed places identified by the principal;
  - (d) possess illegal drugs on public school premises;
  - (e) enter public school premises, while under the influence of an illegal drug, or of alcohol;
  - (f) cause any form of violence or disturbance, which could negatively impact on any public school activities;
  - (g) wittingly condone, connive, hide, abet, encourage the possession of dangerous objects or refuse, fail, neglect to report the sighting or presence of any dangerous objects to the departmental authorities or to the SAPS, as soon as possible; and
  - (h) directly or indirectly, cause harm to anyone, who exposes another person that makes an attempt to frustrate the prevention of the dangerous objects and activities.
  
- A police official, or in his absence, the principal or delegate may, without warrant:
  - (a) Search any public school premises, if he or she has a reasonable suspicion that a dangerous object or illegal drugs may be present on the public school premises in contravention of the regulations;
  - (b) search any person present on the public school premises; and

(c) seize any dangerous object or illegal drugs present on public school premises, or on the person in contravention of these regulations.

It is the responsibility of every school to draw up its own school policy, where it should be clearly stipulated that learners are not allowed to possess dangerous objects or drugs on school premises. They should be made aware that no right is absolute, and their rights to privacy may be limited, as their schoolbags may be searched, if their educators have a reason to believe that they may be in possession of drugs or dangerous objects.

In addition, the Minister of Education in his call to Action statement and the National Department of Education Implementation Plan for Tirisano (2000), have called for Provincial Departments of Education and civil society to join hands in establishing safe school environments free from gender-based violence. This means that School Governing Bodies and school management teams must work together to understand gender-based violence, and the ways it affects their schools (Department of Education, 2001:188).

Research recently carried out in South African Schools on behalf of Laduma Film Factory, has revealed the total absence of a culture of learning and the presence of a state of insecurity at various schools. The researchers identified the following tendencies as the major reasons for the absence of a culture of learning:

- The high frequency of drug and alcohol abuse at schools.
- Many schoolboys and educators to whom raping schoolgirls is acceptable.
- Learners who carry dangerous weapons to school and are a threat to the safety of fellow learners and educators.
- Breaches of trust in the relationship and mutual respect between learner and the educator, which have been replaced by a state of mutual blame for the absence of good order and discipline at schools.

(Oosthuizen *et al.*, 2004:2-3).

## **2.13. SUMMARY**

The National Department of Education (DoE) informs the manner in which provincial, district and regional offices of the Department are to operate with regard to the safety and security of educators, learners and visitors to school premises. District and regional offices of the DoE do not have their own safety and security policies that are any different from those of the National and provincial offices. Educators and learners spend most of their time on school premises; therefore, schools have to be safe and secure for effective teaching and learning.

Educators cannot teach properly if their safety is threatened; and learners too cannot concentrate; consequently, the school would serve no purpose in the community.

It is important to understand the nature of safety and security in secondary schools, so that effective strategies can be developed to prevent criminal activities. Schools must create an environment where educators, learners and visitors know that no-one has the right to be harassed, assaulted or abused. The SAPS members should not be ignored, as they are more capable of intervening in a crisis situation involving violent or criminal activities on school premises – through, for example, the Adopt-a-Cop programme.

The next chapter will focus on the analysis of safety and security measures in public secondary schools in the Matlosana Area Office's area of jurisdiction, based on the empirical research results.

## **CHAPTER THREE**

### **EMPIRICAL RESEARCH DESIGN**

#### **3.1. INTRODUCTION**

Chapter 2 of this mini-dissertation focused on the Acts and policies in place, with reference to the safety and security of learners, educators and visitors to public secondary schools. Firstly, in this chapter, the aim is to gather data from the sampled public secondary schools regarding the safety and security of their learners, educators and visitors. For this research, the level of safety and security was used as a key indicator.

Secondly, the aim was to gather data from the respondents, namely: the Matlosana Area Office Manager, the Safety Co-ordinator, the Safety Officer, the School Management Teams, educators, learners, School Governing Bodies (SGBs) and Adopt-a-Cop members, as regards the nature of safety and security in secondary schools – to bring about suggested improvements in the existing school safety and security policy in place, as currently being implemented by the National and Provincial Departments of Education.

This chapter presents the methods employed in gathering data from the respondents/participants.

#### **3.2. THE RESEARCH INSTRUMENT**

The data were collected by means of a Quantitative Research Method, as it was regarded as the most suitable method to achieve the objectives of this research. Quantitative descriptive data are mainly collected by means of questionnaires that are self-administered by those chosen to provide such data (Gay & Airasian, 2003:11).

According to Nealer (2008:8), quantitative research, in contrast to qualitative research, is characterised by more respondent samples. As a result of this, quantitative research techniques (usually in the form of large-scale questionnaire surveys or structured

observations) can be in the form of conclusive research projects (where the information is obtained from samples, and is representative of the population as a whole).

According to Brynard and Hanekom (2006:35), effective research requires research resources or instruments – of which the following are most generally used:

- An academic information centre or library with appropriate sources for the purposes of a literature review.
- Measuring instruments to quantify the information, in order to obtain data for statistical analysis (such as performance tests and aptitude tests).
- Statistics that can be used to explain the presence of phenomena quantitatively.

In this research, the data collection procedures were fairly structured, as the respondents were given instructions on how to complete the questionnaire.

### **3.2.1. The questionnaire as a research instrument**

A questionnaire is a printed or electronic list of questions or statements distributed to a group of selected people who respond to the same set of questions or statements, in an order predetermined by the researcher (Anderson, 2000:166).

In this research, the instructions were provided to the respondents, together with the questionnaire; and the respondents were given the opportunity to complete them in their own convenient time, and to submit them after two days – to avoid tampering with the normal process of learning and teaching. Structured questionnaires can be used in the place of interviews. It is necessary to supply respondents with standardised instructions on how to complete the questionnaire and to explain what is expected of them (Brynard & Hanekom, 2006:46).

Two main types of questionnaires can be developed, namely: interview- administered questionnaires and self-administered questionnaires (Struwig & Stead, 2001:89).

The researcher used a self-administered questionnaire; and instructions for completing the questionnaire were provided to the respondents. Statements were up to the level of the respondents; hence, they managed to respond without being assisted.

### **3.2.2. Advantages of the questionnaire**

McMillan and Schumacher (2001:257) outlined the advantages of a questionnaire, as follows:

- A questionnaire is relatively economical.
- It asks the same questions of all the subjects.
- It ensures anonymity.
- It can elicit frank and more objective responses.
- Identical questions may bring about more comparable data.
- The inflow of data is quick and comes from many people.
- Respondents can complete questionnaires, in their own time, and in a place that suits them.
- There is no interviewer bias.

### **3.2.3. Disadvantages of the questionnaire**

According to Tuckman (1994:229) and Anderson (2000:168-169), the disadvantages of a questionnaire are as follows:

- The response rate can be low.
- Questionnaires are restricted to people who can read and write.
- There is little or no opportunity for subjects to ask questions or clear up any ambiguous items.
- Respondents may give misleading answers, or fail to answer all the questions.
- Follow-ups are needed for unreturned questionnaires, which would have time and cost implications.

People who cannot read and write are likely to be ignored, even though they show an interest in the completion of a questionnaire. Some participants are likely to complete the questionnaire without reading the statement with any degree of understanding.

### **3.2.4. Construction of the questionnaire**

The questionnaire, as an instrument of educational research, was first used by G. Stanley Hall of the USA in 1880. Since then, it has been extensively used, and often misused. If properly constructed and administered, it nevertheless continues to be the best available instrument for obtaining data from widely spread sources (Technikon Pretoria, 1999:50).

The questionnaire used in this research was constructed carefully, according to the general guidelines outlined by Struwig and Stead (2001:89-90). A questionnaire should usually:

- contain precise and clear instructions on how to answer the questions;
- be divided into logical sections by subject;
- start with questions that are easy to answer;
- proceed from general to specific questions;
- ask personal or sensitive questions last;
- avoid subject-related or technical jargon;
- employ the respondents vocabulary; and
- minimise the number of questions, in order to avoid respondent fatigue.

The researcher clearly stated the instructions, for completing the questionnaire, on the first page. One of the instructions was to not fill in the respondent's name or the name of the respective school anywhere on the questionnaire. The questionnaire consisted of only 13 statements – in order to guard against fatigue on the part of the respondents.

### **3.2.5. The structure of the questionnaire**

The researcher asked the following participants to complete the questionnaire: the Matlosana Area Office (AO) Manager and one safety co-ordinator from the district office (Potchefstroom), and from each sampled public secondary school, the following participants were involved: four educators comprising one safety officer, one Post Level 1 educator, two SMT members, five learners, one SGB member and one Adopt-a-Cop member, totalling altogether 167.

The questionnaire consisted of two sections, namely: section A and B. (See Annexure F regarding the structure of a questionnaire.)

### ***Section A: Data***

This section is divided into five items. Items A1 and A2 required the respondents to record the location of their schools; items A3 and A4 required the respondents to record their personal information, that is, gender and age. Item A5 required the respondents to provide information on their position in the school sampled.

### ***Section B: General questions on safety and security in public secondary schools***

Section B is made up of 13 items. Statement numbers 1 to 12 focused on the safety and security of educators, learners and visitors to the school premises; and statement number 13 required the respondents to express their personal opinion with regard to the safety and security situation on their school premises.

The researcher employed a 5-point Likert scale in gathering the data; and it was represented as follows: 1-totally agree; 2-agree; 3-do not know; 4-disagree; 5-totally disagree. The responses from the respondents guided the researcher in coming to logical conclusions and making recommendations to improve the existing school safety and security policy of the given Matlosana Area Office for the safety of educators, learners and visitors in its area of jurisdiction.

#### **3.2.6. Distribution of the questionnaire and administrative procedures**

The researcher requested and obtained permission to conduct a research project from the District Executive Manager of the Dr Kenneth Kaunda District in the Department of Education. (See Annexure G). A copy of this letter (requesting permission) was also submitted to the Matlosana Area Office – before, conducting the research project at the sampled public secondary schools.

The researcher personally delivered the 167 questionnaires to the sampled public secondary schools. The aim was to meet with the principals of the sampled public secondary schools, and to explain any issues where clarity was needed. The principals were first given the letter (requesting permission) from the District Executive Manager of the Dr Kenneth Kaunda District, for the smooth running of the research project.

Since the instructions were clearly stated on the questionnaire, the researcher merely emphasised the fact that the respondents should adhere to the instructions. The agreement between the researcher and the principals of the sampled schools was to collect the completed questionnaires after two days – in order to give the respondents sufficient time to fill out the questionnaire at their own convenience.

Eighteen questionnaires were not returned and completed; and the reasons advanced were as follows: some principals indicated that some of the respondents were reluctant to complete the questionnaires. Others said they were busy; hence, they failed to participate in the research. Of the 167 questionnaires distributed, 149 were ultimately retrieved.

### **3.3. POPULATION AND SAMPLING**

A study population consists of all those individuals who make up a designated group, and in whom we are ultimately interested in studying; and therefore, from whom we are interested in drawing conclusions (Mertler & Charles, 2008:155). In this research, the population refers to all the participants.

The target population is the population to which the researcher would ideally like to generalise his or her results (Welman & Kruger, 2001:119).

Out of the 28 public secondary schools in the Matlosana Area Office's area of responsibility, the researcher targeted 15 public secondary schools. The findings obtained can be generalised, because the majority of the public secondary schools were sampled.

The researcher employed the random sampling method in gathering information from the respondents. Although random sampling is regarded as the most accurate method

of sampling, it is nevertheless subject to error. That is, the sample chosen will not always be a precise replica of the universe (Struwig & Stead, 2001:113). Random sampling is the process of selecting a sample, in such a way that all the individuals in the defined population have an equal and independent chance of being selected for the sample (Gay & Airasian, 2003:123).

### **3.3.1. Why a sample is used**

According to Brynard and Hanekom (2006:54-55), a sample of a population is used to:

- simplify the research – it is easier to study a representative sample of a population than to study the entire population;
- save time – studying an entire population can be time-consuming, especially if the population is very large or distributed over a large geographical area;
- cut costs – observing, interviewing, or using questionnaires to collect data from every element of a population, would be very costly if the population were large and geographically distributed over a large area; and
- determine the specific properties of the whole (an example would be to eat a single slice of an apple – if it were sweet, then the whole apple would also be judged to be sweet).

In this research, the study refers to 28 public secondary schools served by the Matlosana Area Office in the Dr Kenneth Kaunda District. Using random sampling, the researcher selected 15 public secondary schools from four clusters. This represented 53.5% of the public secondary schools in the Matlosana Area Office's area of responsibility, which is an adequate sample from which to draw valid conclusions on the study population.

### **3.4. RESPONSE RATE**

One hundred and sixty-seven questionnaires were distributed to the sample population of public secondary schools in the Matlosana Area Office's responsibility area of the Dr

Kenneth Kaunda District of the Department of Education North West Province. The table below indicates the distribution and the response rate:

**Table 3.1: Distribution and response rate**

Questionnaires distributed		Questionnaires retrieved	
167	100%	149	89.2%

The above table clearly shows that 89.2% of the questionnaires distributed to the respondents were successfully retrieved.

In general, response rates over 50 per cent are recommended for statistical validity (Dahlberg & McCaig, 2010:169).

### **3.5. ETHICAL CONSIDERATIONS**

Ethics are guidelines or sets of principles for good professional practice. They serve to advise and steer researchers as they conduct their work. The word ethics is derived from the Greek word ethos, meaning a person's character, nature or disposition. Ethics is a branch of philosophy, which is concerned with thinking about morality, integrity and the distinction between right and wrong (Bloor & Wood, 2006:64).

All researchers must be aware of and attend to the ethical considerations related to their studies. This need is important for all types and methods of research. In research, the ends do not justify the means; and researchers must not put their need to carry out their study above their responsibility to maintain the wellbeing of the study participants. Research studies are built on trust between the researcher and the participants; and researchers have a responsibility to maintain that trust, just as they expect the participants to maintain it in the data they provide (Gay & Airasian, 2003:79).

Ethical research is aimed at causing no harm; and where possible, producing some gain, not only in the wider field, but for the participants in the project (Walliman, 2005:347).

### **3.5.1. Informed consent**

Before conducting a study, the researcher must ensure that the participants voluntarily agree to take part in the research project. The participants must be informed that they are free to refuse to take part; and they must be free to withdraw at any point in the research process. They should also understand that there would be no negative consequences for them, should they not wish to participate. Should the study involve certain risks, such as discomfort or embarrassment, the participant would be informed in advance (Struwig & Stead, 2001:67-68).

The researcher clearly explained the purpose of the research on the questionnaire, and the instructions were explicitly explained to the participants. (See Annexure F for an example of a questionnaire and the purpose of the research.)

### **3.5.2. Voluntary participation**

Participants were asked to volunteer to complete the questionnaire; and they were further asked to complete the questionnaire in their own time and at their own convenience. The participants were informed that they were at liberty to withdraw from the research at any time.

### **3.5.3. Anonymity**

Anonymity refers to the act of keeping individuals nameless in relation to their participation in the research. Information related to participants, or to the fact that certain individuals have participated in a study, should not be available to anyone beyond the immediate research team (Brink, 2003:41).

There were instructions for the completion of the questionnaires; and one of the instructions to the participants was that the name of a participant or school name should not be written anywhere on the questionnaire – in order to maintain anonymity and confidentiality.

### **3.5.4. Confidentiality**

Any research study involving human beings should respect the participants' rights to privacy. Under no circumstances should a research report, either oral or written, be presented in such a way that others could become aware of how a particular participant had responded or behaved (unless, of course, the participant had specifically granted permission, in writing, for this to happen). In general, a researcher must keep the nature and quality of the participants' performance strictly confidential (Leedy & Ormrod, 2010:102).

In this data collection, the participants were assured that their responses would be kept confidential, in order to avoid intimidation. They were further assured that the completion of the questionnaires would be for research purposes only.

### **3.6. PILOT STUDY**

The purpose of a pilot study is to identify unclear or ambiguously formulated items. Not only should the actual questions be put to the "participants", but they should also be asked to indicate how they had interpreted the formulated questions. At the same time, such a pilot study would allow the researchers or their assistants to notice non-verbal behaviour (on the part of the participants) that might possibly signify discomfort or embarrassment on the content or wording of the questions (Welman & Kruger, 2001:141).

In this research, the questionnaire was pre-tested in one sampled public secondary school, before being distributed to other schools with only 15 participants. The aim was to test the validity of the questionnaires, that is, the quality of measurement and its appropriateness. It is through such piloting that the researcher was in a position to phrase the statements accordingly, by avoiding any dubious questions and other possible mistakes related to the research.

The questionnaire was submitted to the researcher's supervisor for scrutiny and comments; and the supervisor advised the researcher to submit the questionnaire to the statistical consultancy services of the North-West University (Potchefstroom Campus) for thorough scrutiny. The statistical consultancy service provider advised the

researcher to include the demographic questions on the questionnaires, as they were not initially included.

Statistics are numerical indices and procedures that describe the sample and help one make inferences on the population. Statistics (which apply to the sample) are directly analogous to parameters (which apply to the population) (Mertler & Charles, 2008:155).

### **3.7. DATA ANALYSIS**

Data analysis entails categorising, ordering, manipulating and summarising the data and describing them in meaningful terms (Brink, 2006:170).

The 149 retrieved questionnaires were submitted to the statistical consultancy services of the North-West University (Potchefstroom Campus) for analysis. The feedback was presented in the form of graphs (histograms) and frequency tables.

### **3.8. CONCLUSION**

The focus of this chapter has been on the empirical research or research methods employed in gathering the data on the safety and security of educators, learners and visitors to public secondary schools in the Matlosana Area Office's area of responsibility.

The objectives of the research were outlined. The advantages and disadvantages of a questionnaire as a research instrument for gathering data were highlighted. The construction and structure of the questionnaire were also discussed. Administrative procedures for performing the research were explained. The piloting of the questionnaires and the data analysis were also conducted.

In the next chapter, the researcher will present the data and their interpretation, so as to improve the existing the safety and security policy of the public secondary schools in the Matlosana Area Office's area of responsibility.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1. INTRODUCTION**

In this chapter the results of the empirical study obtained through the questionnaire are outlined and interpreted. The study was conducted by means of a questionnaire to achieve the following aim:

- To determine the nature of safety and security in public secondary schools of the Matlosana Area Office's area of responsibility.

The data collection is discussed here; and it shows how the respondents (educators, learners and visitors) feel about their safety and security when on the school premises. It is in this chapter that the findings on the shortcomings of public secondary schools served by the Matlosana Area Office in the Dr Kenneth Kaunda District of the Department of Education in the North West Province will be highlighted.

From the findings of the literature study, conclusions and recommendations were made to improve the existing school safety and security policy of the Matlosana Area Office's area of responsibility for the safety and security of educators, learners and visitors.

The questionnaire consisted of two sections, namely: section A, which required the respondents to provide their demographic and biographical data; and section B, which required the participants to respond to the questionnaire on the research.

#### **4.2. SECTION A: DEMOGRAPHIC DATA**

##### **4.2.1. Data on the gender of the respondents**

A total of 167 questionnaires were distributed to the sampled public secondary schools in the Matlosana Area Office's area of responsibility. Out of this number, 149 (89.2%) respondents returned the questionnaires. The response rate was thus representative of the sample group.

Item A3 was aimed at finding the gender of the respondents.

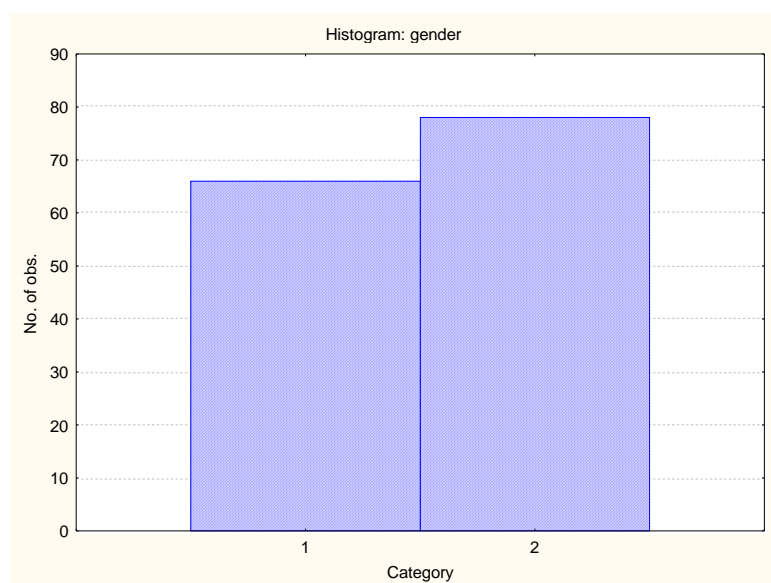
Frequency in the tables below shows the total number of the respondents. The total number of observations (No. of obs.), according to gender are further shown in the (figures) histograms below the frequency tables.

**Table 4.1: Gender of the respondents**

		Frequency	Percent
Valid	Male	66	44.3
	Female	78	52.3
	Total	144	96.6
Missing	System	5	3.4
Total		149	100.0

**KEY TO THE CATEGORIES:**

- 1. Represents = Male
- 2. Represents = Female



**Figure 4.1: Gender of the respondents**

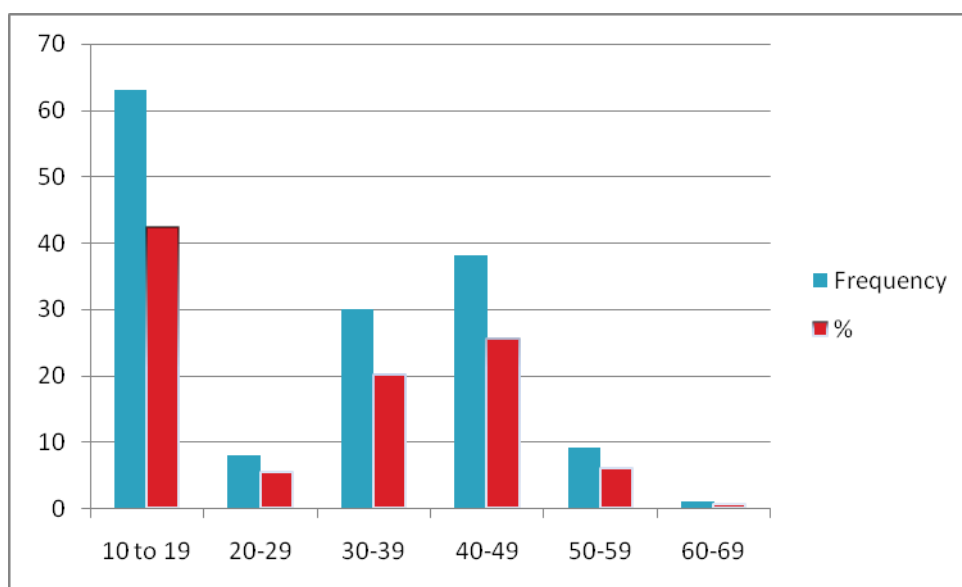
Table 4.1 and Figure 4.1 show that 44.3% of the respondents were males and 52.3% were females. This helped the researcher to come up with the comprehensive recommendations, in order to improve the existing safety and security policy, since females are regarded as the weaker sex. Furthermore, in most cases their safety and security is at stake; hence, the majority of them were involved in the research.

#### 4.2.2. Data on the ages of the respondents

Different stakeholder groups participated in this research and their ages are categorised below.

**Table 4.2: Age of the respondents**

Age	Frequency	Percent
10-19	63	42.3
20-29	8	5.4
30-39	30	20.1
40-49	38	25.5
50-59	9	6.0
60-69	1	0.7
		<b>100</b>



**Figure 4.2: Age of the respondents**

The total number of the questionnaires retrieved from the respondents was 149. The majority comprised the learners, because they are the vulnerable group as regards bullying and sexual harassment. The learners ranged from the ages 10-19 and 20-29, eight learners were aged 21. These two categories constituted 47.8% of the respondents. The researcher retrieved 71 questionnaires from the learners. The researcher decided to engage more learners compared with the other participants, because their safety is likely to be compromised by some of their educators who practise corporal punishment as a method of instilling discipline.

Furthermore, learners are susceptible to various risks; and they are not capable of protecting themselves. The category representing the age group 30-69 contained educators and other role players engaged in designing the safety and security policy of the school.

#### **4.2.3. Position of the respondents**

Different stakeholder groups participated in this research; and their position or status is indicated as follows:

3 – Safety Officers

4 – School Management Team

5 – Educators

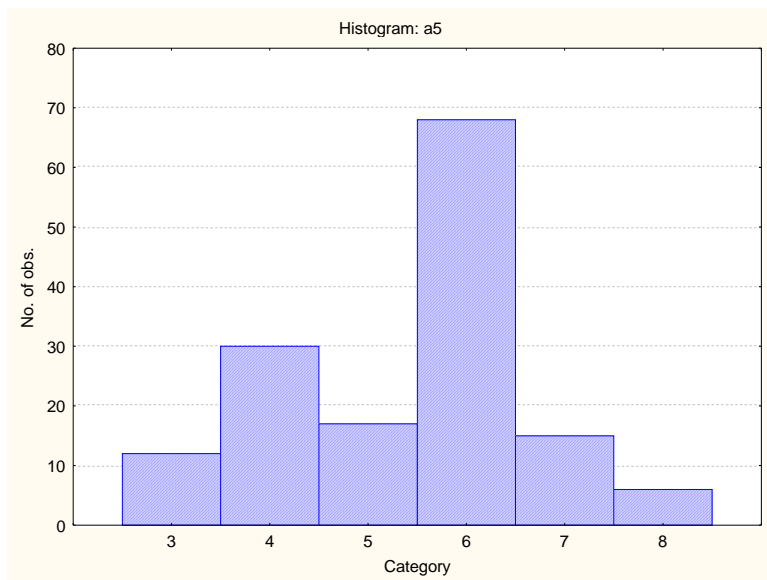
6 – Learners

7 – SGBs

8 – Adopt-a-Cop

**Table 4.3: Position of the respondents**

		Frequency	Percent
Valid	3	12	8.1
	4	30	20.1
	5	17	11.4
	6	68	45.6
	7	15	10.1
	8	6	4.0
	Total		148
Missing	System	1	.7
Total		149	100.0



**Figure 4.3: Position of the respondents**

Table 4.3 and Figure 4.3 above indicate that the majority of the learners (45.6%) participated in this research. The remaining percentages (54.4%) include different stakeholder groups to be engaged when designing the school safety policy, as outlined in Chapter 2, section 2.10.2. The researcher is of the opinion that learners spend most of their time on the school premises, and educators act in loco-parentis to ensure that they are safe at all times.

Furthermore, the AO manager is there to see to it that the schools operate according to the safety and security policy. Schools do have safety officers to ensure the safety of all the people occupying the school premises. A safety co-ordinator is based at the district office (Potchefstroom) to liaise with all the schools in the Dr Kenneth Kaunda District – for the effective safety of educators, learners and visitors to the school premises. Adopt-a-Cop members are there to prevent criminal activities on the school premises.

#### **4.3. SECTION B: GENERAL QUESTIONS REGARDING SAFETY AND SECURITY IN PUBLIC SECONDARY SCHOOLS**

This section deals with analysing the data on the nature of safety and security in secondary schools. The data are categorised into 13 statements, where B1 - B12 are on the 5-point Likert scale. The respondents were required to indicate their response on a Likert scale, which showed the nature of safety and security as follows:

1= Totally agree with the statement

2= Agree with the statement

3= Do not know enough to either agree or disagree

4= Disagree with the statement

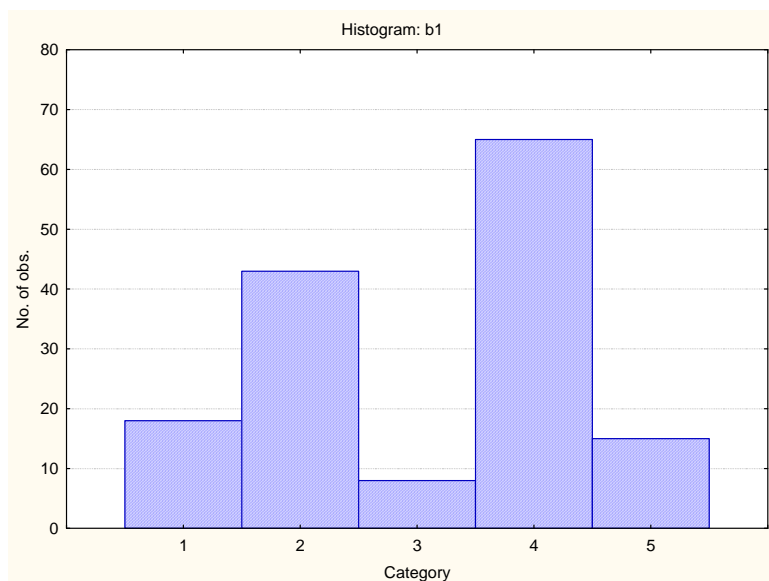
5= Totally disagree with the statement

B13 is where the respondents were required to come up with their personal opinion on safety and security on their school premises.

**4.3.1. On the statement B1 of the questionnaire:** *“This school has a visible safety and security policy”*, the following responses were recorded:

**Table 4.4: Visible safety and security policy**

		Frequency	Percent
Valid	1	18	12.1
	2	43	28.9
	3	8	5.4
	4	65	43.6
	5	15	10.0
	Total	149	100.0



**Figure 4.4: Visible safety and security policy**

Responses to this statement indicated that 41.0% of the respondents totally agree/agree that their schools have visible safety and security policies. Some of the respondents (5.4%) indicated that they did not know enough to either agree or disagree with the statement; and 53.6% of the respondents indicated that they totally disagree/disagree with the above statement.

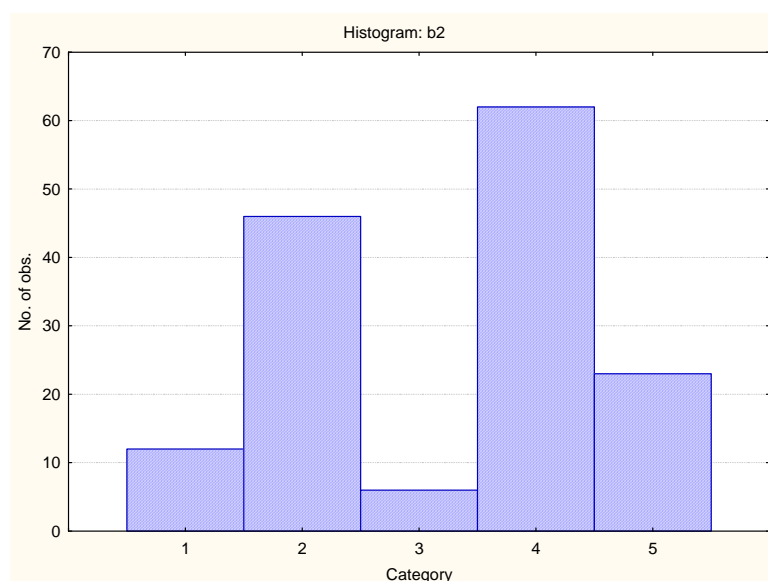
It can be deduced from this analysis, that 41.0% of the public secondary schools in the Matlosana Area Office's area of responsibility comply with the statutory framework that schools must have visible safety and security policies. The respondents (53.6%), who indicated that their schools do not have a visible safety and security policy, might be schools where there are no notice-boards to paste them, or where the school

management teams are under the impression that the safety and security policy is safe if it is kept in the school safety files. It is against the legislative framework to operate without a visible safety and security policy.

**4.3.2. With reference to statement B2 of the questionnaire:** *“There is a functioning school safety committee in place”*, the following responses were collected:

**Table 4.5: Functioning of school safety committee**

		Frequency	Percent
Valid	1	12	8.1
	2	46	30.9
	3	6	4.0
	4	62	41.6
	5	23	15.4
	Total	149	100.0



**Figure 4.5: Functioning of school safety committee**

Table 4.5 and Figure 4.5 show that 39.0% of the respondents indicated that they totally agree/agree with the above statement, whereas 4.0% of the respondents indicated that they did not know whether their schools had a functioning school safety committee in

place. The majority of the respondents (57.0%) indicated that they totally disagree/disagree with the above statement.

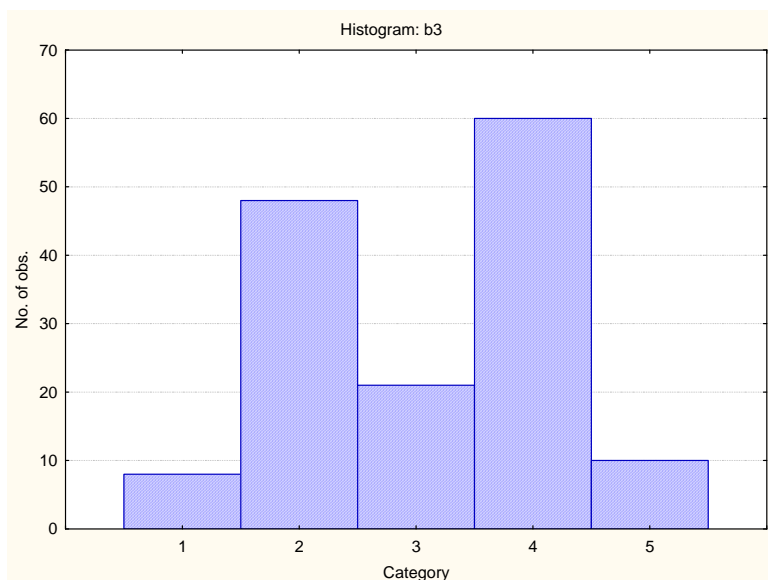
This analysis clearly indicates that some schools do comply with the statutory framework, by having functioning school safety committees in place. Some schools do have a safety committee in place, but it is not functional; and in that case, the committee would not have a positive impact on the safety of the occupants on the school premises. The respondents (4.0%) who indicated that they did not know whether their schools had a functioning school safety committee in place, might be ignorant and ill-informed participants.

It is really ridiculous to attend a school on a daily basis; and yet fail to understand what is actually taking place on the school premises with regard to one's safety.

**4.3.3. With reference to statement B3:** *“All the stakeholders were engaged in designing the school safety and security policy”*, the following responses were collected:

**Table 4.6: Engagement of all the stakeholders in designing the school safety and security policy**

		Frequency	Percent
Valid	1	8	5.4
	2	48	32.2
	3	21	14.1
	4	60	40.3
	5	10	6.7
	Total	147	98.7
Missing	System	2	1.3
Total		149	100.0



**Figure 4.6: Engagement of all the stakeholders in designing the school safety and security policy**

According to Table 4.6 and Figure 4.6, 37.6% of the respondents totally agreed/agreed with the above statement, whereas (14.1%) of the respondents indicated that they did not know whether all the stakeholders were engaged in designing the school safety and security policy. A total of 47.0% of the respondents indicated that they totally disagree/disagree with the above statement. Lastly, 1.3% accounts for those who failed to respond to this statement at all.

It is clearly evident from this analysis that a minority (37.6%) of the respondents totally agreed/agreed with the statement. This indicated that public secondary schools in the Matlosana Area Office's area of responsibility failed to comply with the safety policies by engaging all the relevant stakeholder groups in designing the safety and security policy. Respondents who indicated that they did not know whether all the stakeholders were engaged in this matter might be those respondents who were not taken on board during the establishment of the school security committee.

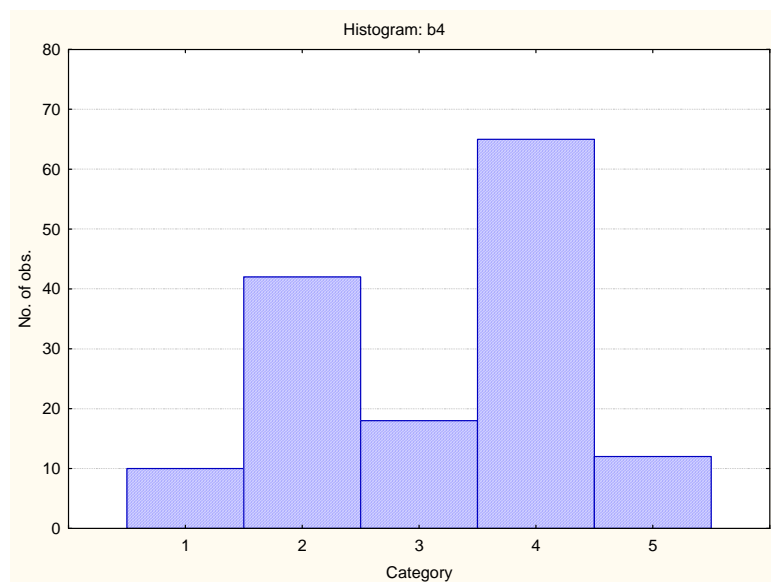
The respondents who indicated totally disagree/disagree with the above statement accounted for 47.0%. This simply means that some schools failed to comply with the safety and security policy, as outlined in Chapter 2, section 2.10.2, where different stakeholders were engaged in the establishment of the school safety and security policy. Failure to comply with the safety policies is an indication that the lives of the

occupants on school premises are likely to be compromised. The (1.3%) respondents who failed to respond might be those who did not have any idea of the functioning of school safety committee.

**4.3.4. According to statement B4:** *“All the stakeholders are trained with regard to the safety and security policy”*, the following responses were collected:

**Table 4.7: Training of all the stakeholders with regard to the safety and security policy**

		Frequency	Percent
Valid	1	10	6.7
	2	42	28.2
	3	18	12.1
	4	65	43.6
	5	12	8.1
	Total	147	98.7
Missing	System	2	1.3
Total		149	100.0



**Figure 4.7: Training of all the stakeholders with regard to the safety and security policy**

Table 4.7 and Figure 4.7 show that 34.9% of the respondents totally agreed/agreed with the above statement. Some of the respondents (12.1%) indicated that they did not know whether all the stakeholder groups were trained with regard to the safety and security policy. The majority of the respondents (51.7%) totally disagreed/disagreed with the above statement. A nil response accounted for 1.3% of the respondents.

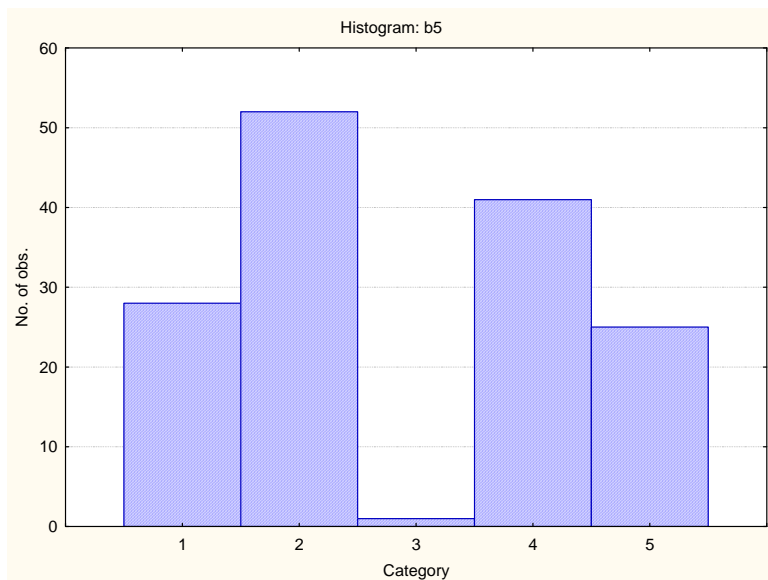
Since the minority (34.9%) of the respondents totally agreed/agreed with the statement, it is clearly evident that some stakeholder groups were not trained in this regard. Furthermore, some respondents (12.1%) indicated that they did not know that all the stakeholders were trained with regard to safety and security. The indication is that these respondents did not see any training taking place on the school premises, unless they were totally ignorant of the fact that training was being conducted somewhere away from the school premises.

The majority of the respondents (51.7%) indicated that they totally disagreed/disagreed with the above statement. This clearly indicated that some of the SSC members were not properly trained with regard to the safety and security policy. A nil response accounts for (1.3%); and this might be those people who did not understand the questionnaire.

**4.3.5. Regarding the statement B5 of the questionnaire:** *“The main entrances to the school premises are effectively monitored”*, the following responses were collected:

**Table 4.8: Effective monitoring of the main entrances to the school premises**

		Frequency	Percent
Valid	1	28	18.8
	2	52	34.9
	3	1	.7
	4	41	27.5
	5	25	16.8
	Total	147	98.7
Missing	System	2	1.3
Total		149	100.0



**Figure 4.8: Effective monitoring of the main entrances to the school premises**

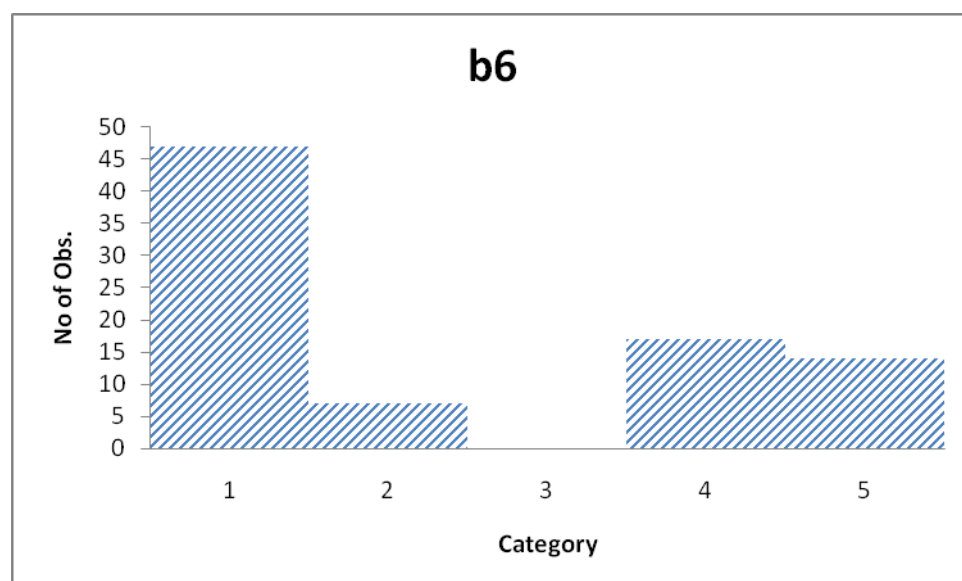
According to Table 4.8 and Figure 4.8, it is clear that the majority (53.7%) of the respondents totally agreed/agreed with the above statement. Zero point seven percent (0.7%) of the respondents did not know whether the main entrances to the school premises were being effectively monitored, whereas 44.3% of the respondents totally disagreed/disagreed with the above statement. It was only 0.7% of the participants who failed to respond to the above statement.

It may be deduced from this analysis that the majority (53.7%) of the public secondary schools in Matlosana Area Office's area of responsibility operate according to the safety policy, as outlined in Chapter 2, section 2.9.1. It is quite surprising that 0.7% of the respondents did not know whether the main entrances to the school premises were effectively monitored. Some of the respondents (44.3%) indicated that they totally disagree/disagree with the statement. This clearly shows that intruders or trespassers are likely to obtain access at any time to the school premises and threaten the occupants. A nil response (0.7%) might comprise those respondents who did not understand the statement.

**4.3.6. With reference to statement B6: "The school perimeter is properly fenced",** the following responses were collected:

**Table 4.9: Proper fencing of school perimeter**

		Frequency	Percent
Valid	1	47	31.5
	2	7	47.0
	3	0	0
	4	17	11.4
	5	14	9.4
	Total	148	99.3
Missing	System	1	.7
Total		149	100.0



**Figure 4.9: Proper fencing of school perimeter**

The majority (78.5%) of the respondents totally agreed/agreed with the above statement. The minority (20.8%) of the respondents totally disagreed/disagreed with the above statement. Zero point seven percent (0.7%) indicated a nil response.

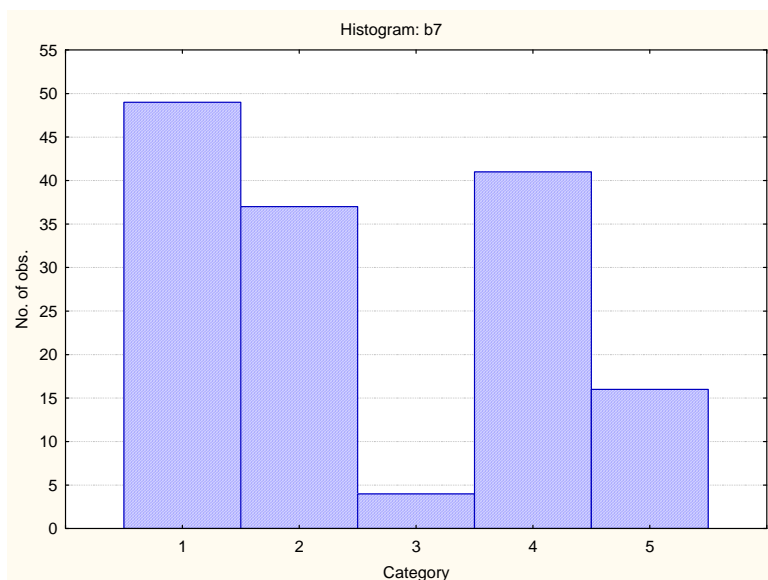
From the above analysis, it becomes clearly evident that the school perimeters are properly fenced. This analysis is in line with the explanation in Chapter 2, section 2.11.2.1.

Security personnel would not work tirelessly in trying to guard against trespassers or intruders; and the safety of the educators, learners and visitors would not be compromised. It is interesting to note that all the respondents managed to respond to the statement, since they did not tick number 3, which indicates that they did not know whether their school premises were properly fenced. They managed to respond with understanding. The minority of the respondents (20.8%) indicated that their school perimeter was not properly fenced. It is the responsibility of the individual schools to see to it that the school premises are properly fenced, in order to guard against trespassers and intruders.

**4.3.7. With reference to statement B7 of the questionnaire:** *“A sign concerning the safety and security of the educators, learners and visitors is clearly displayed at entrances to the school premises”*, the following responses were collected:

**Table 4.10: A sign concerning the safety and security of the occupants is clearly displayed at the entrances to the school premises**

		Frequency	Percent
Valid	1	49	32.9
	2	37	24.8
	3	4	2.7
	4	41	27.5
	5	16	10.7
	Total	147	98.7
Missing	System	2	1.3
Total		149	100.0



**Figure 4.10: A sign concerning the safety and security of the occupants is clearly displayed at the entrances to the school premises**

The majority (57.7%) of the respondents indicated that they totally agreed/agreed with the above statement. There were 2.7% of the respondents who indicated that they did not know whether their schools had a sign clearly displayed at the main entrances on the safety and security of the occupants, while 38.2% of the respondents indicated that they totally disagree/disagree with the above statement.

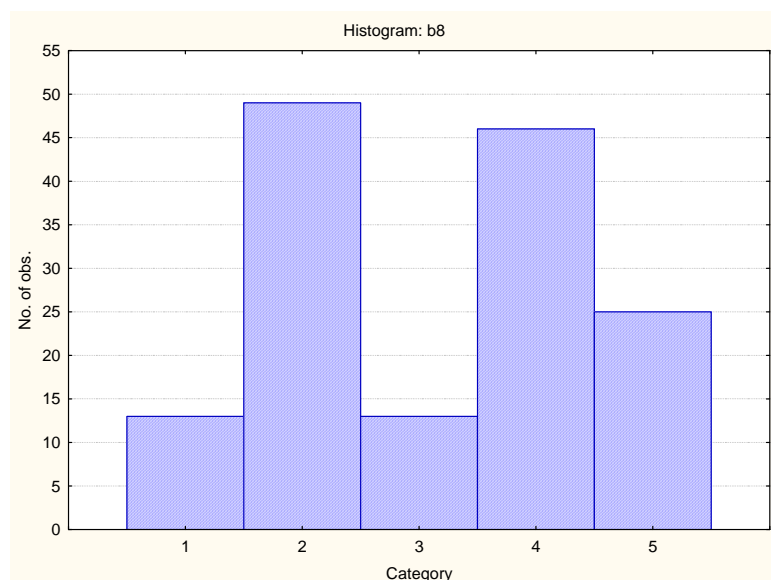
This table reveals that the North West Department of Education has worked very hard in maintaining the safety of educators, learners and visitors, by providing schools with the said signs, as indicated by the majority (57.7%) of the respondents. Strangely enough, 2.7% of the respondents do occupy the school premises, but do not know whether the said signs were displayed at the main entrances to the school premises.

As many as 38.2% of the respondents indicated that they totally disagreed/disagreed with the above statement, this raises the eyebrows of an individual, as all the schools were expected to have this sign, but some of the respondents indicated that some schools did not have one. Lastly, 1.3% representing the nil response may be due to a failure to understand the statement.

**4.3.8. With regard to statement B8: “The Adopt-a-Cop programme is effectively implemented”,** the following responses were collected:

**Table 4.11: Effective implementation of the Adopt-a-Cop programme**

		Frequency	Percent
Valid	1	13	8.7
	2	49	32.9
	3	13	8.7
	4	46	30.9
	5	25	16.8
	Total	146	98.0
Missing	System	3	2.0
Total		149	100.0



**Figure 4.11: Effective implementation of the Adopt-a-Cop programme**

Forty-one point six percent (41.6%) of the respondents indicated that they totally agreed/agreed with the above statement. The respondents (8.7%) indicated that they did not know whether the Adopt-a-Cop programme was being effectively implemented. The respondents (47.7%) indicated that they totally disagreed/disagreed with the above statement. There was a 2.0% nil response rate to the above statement.

It may be deduced from this analysis that some of the South African Police Service (SAPS) members do not comply with the safety and security policy by working in

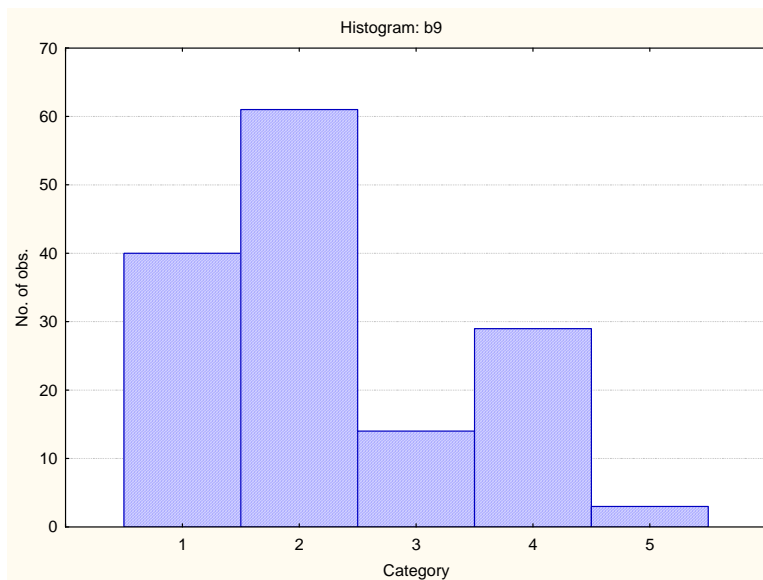
partnership with educators, as outlined in Chapter 2, section 2.10.2. It is clearly evident from the table and figure above that the SAPS is not doing enough to assist some public secondary schools in preventing criminal activities.

Some of the respondents (8.7%) did not have any idea whether the SAPS was working in partnership with the public secondary schools in Matlosana Area Office's area of responsibility, Perhaps they were under the impression that the police officials go to the school for visiting purposes only. However, they were not aware of the reasons for such a visit. The respondents (47.7%) indicated that they totally disagreed/disagreed with the above statement. According to the respondents, some public secondary schools in the Matlosana Area Office's area of responsibility did not have an Adopt-a-Cop programme in place, and this created a problem, because educators had not been trained to deal with any criminal activities on the school premises.

**4.3.9. With reference to the statement B9:** *"Some learners are smoking dagga on school premises"*, the following responses were collected:

**Table 4.12: Some learners are smoking dagga on the school premises**

		Frequency	Percent
Valid	1	40	26.8
	2	61	40.9
	3	14	9.4
	4	29	19.5
	5	3	2.0
	Total	147	98.7
Missing	System	2	1.3
Total		149	100.0



**Figure 4.12: Some learners are smoking dagga on the school premises**

The majority (67.7%) of the respondents totally agreed/agreed with the above statement. Some of the respondents (9.4%) indicated that they did not know that some of the learners were smoking dagga on the school premises. The minority (21.5%) of the respondents indicated that they totally disagreed/disagreed with the above statement. There was a nil response of 1.3% to the above statement.

The majority (67.7%) of the respondents indicated that some of the learners were smoking dagga on the school premises. It is clearly evident that the learners were not searched at the main entrances to the school premises; and the Adopt-a-Cop programme was not being effectively implemented, because the police officials had to assist the educators in searching for dagga. Furthermore, this reveals that some schools did not comply with the safety policy, as outlined in Chapter 2, section 2.12.

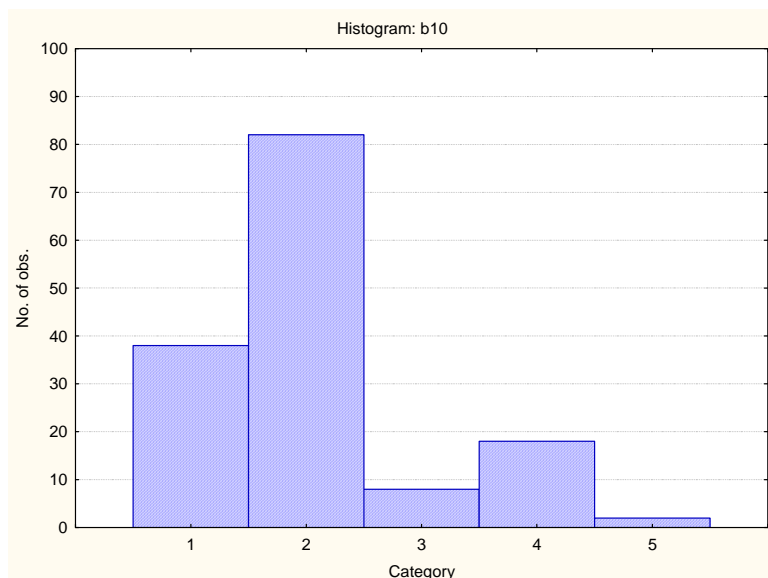
Some of the respondents (9.4%) were not observant enough to realise that some learners were smoking dagga on the school premises. Or, perhaps they did not recognise the smell of dagga. A full 21.5% of the respondents indicated that they totally disagreed/disagreed with the above statement. It may be deduced from this analysis, that some schools are complying with the safety policy, by making sure that the school premises were drug free, and that the learners were not smoking dagga on the school premises.

The safety of the school occupants was likely to be compromised if learners were smoking dagga on the school premises; therefore it was the responsibility of the SSC to see to it that all the public secondary schools in the Matlosana Area Office's area of responsibility complied with the safety and security policy.

**4.3.10. With reference to the statement B10: “Some learners possess dangerous objects on the school premises”,** the following responses were collected:

**Table 4.13: The possession of dangerous objects by some learners**

		Frequency	Percent
Valid	1	38	25.5
	2	82	55.0
	3	8	5.4
	4	18	12.1
	5	2	1.3
	Total	148	99.3
Missing	System	1	.7
Total		149	100.0



**Figure 4.13: The possession of dangerous objects by some of the learners**

The majority (80.5%) of the respondents totally agreed/agreed with the above statement. Five point four percent (5.4%) of the respondents indicated that they did not know whether some of the learners possessed dangerous objects on the school premises. A total of 13.4% of the respondents indicated that they totally disagreed/disagreed with the above statement. There was a nil response of 0.7% to the above statement.

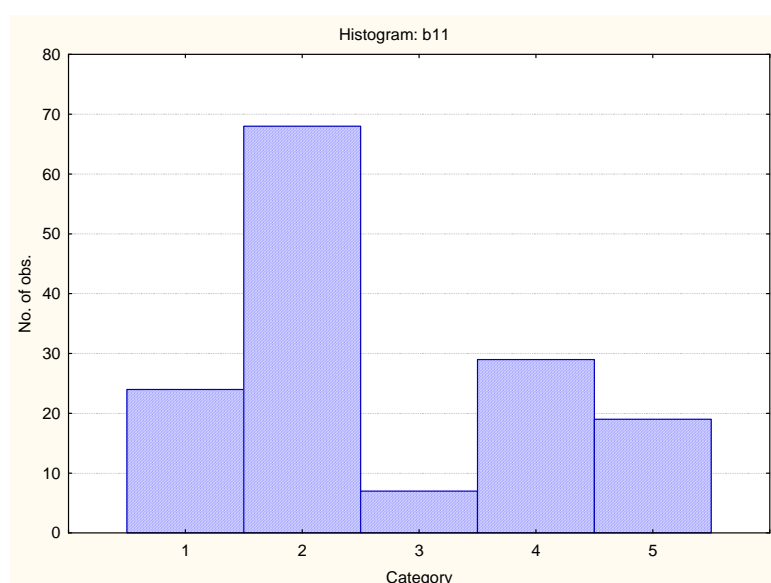
The majority (80.5%) of the respondents clearly indicated that the Adopt-a-Cop programme was not being effectively implemented, as the SAPS members were experts in guarding against the possession of dangerous objects. The educators were not trained to search learners in possession of dangerous objects. It is quite evident that the safety of the learners, educators and visitors was being compromised, and that teaching and learning would not be effective in such a situation. Some schools did not comply with the safety policy, as outlined in Chapter 2, section 2.12. There were only 5.4% of the respondents who did not know whether some of the learners possessed dangerous objects on the school premises.

A minority (13.4%) of the respondents indicated that they totally disagreed/disagreed with the above statement. This is likely to be relevant in the Matlosana public secondary schools, where the Adopt-a-Cop programme is not being effectively implemented, and where the learners were not being searched at the main entrances to the school premises.

**4.3.11. With reference to the statement B11: *“Some of the educators are still practising corporal punishment”***, the following responses were collected:

**Table 4.14: Corporal punishment is still being practised by some educators**

		Frequency	Percent
Valid	1	24	16.1
	2	68	45.6
	3	7	4.7
	4	29	19.5
	5	19	12.8
	Total	147	98.7
Missing	System	2	1.3
Total		149	100.0



**Figure 4.14: Corporal punishment is still being practised by some educators**

The majority (61.7%) of the respondents indicated that they totally agreed/agreed with the above statement. There were 4.7% of the respondents who indicated that they did not know whether some educators were still practising corporal punishment. Some of the respondents (32.3%) indicated that they totally disagreed/disagreed with the above statement. The nil response accounted for 1.3% only.

This analysis clearly indicates that some of the educators were still practising corporal punishment, in order to instil discipline, without considering the fact that it has been abolished in schools. This is an indication that some public secondary schools do not operate according to the legislation on the banning of corporal punishment, as outlined

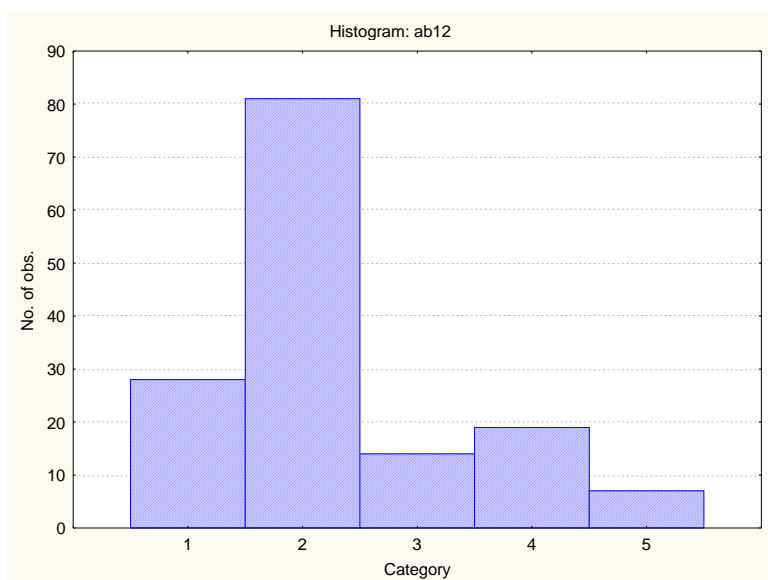
in Chapter 2, section 2.2.1. Furthermore, some educators failed to implement the alternatives to corporal punishment, as provided by the National Department of Education.

There were only 4.7% of the respondents who did not know whether any educators were still practising corporal punishment, meaning they had not seen any educators practising corporal punishment, or heard any complaint of such a nature. The minority (32.3%) of the respondents were against the above statement. This simply means that these respondents were of the opinion that the learners were safe, as their right to freedom and security was not being violated.

**4.3.12. Regarding statement B12:** *“There is an incident register where safety violations are clearly recorded”*, the following responses were collected:

**Table 4.15: Presence of an incident register where safety violations are clearly recorded**

		Frequency	Percent
Valid	1	28	18.8
	2	81	54.4
	3	14	9.4
	4	19	12.8
	5	7	4.7
	Total	149	100.0



**Figure 4.15: Presence of an incident register where safety violations are clearly recorded**

The majority (73.2%) of the respondents indicated that they totally agreed/agreed with the above statement. There were 9.4% of the respondents who did not know whether there was an incident register where safety violations were clearly recorded. Some of the respondents (17.5%) indicated that they totally disagreed/disagreed with the above statement. The nil responses accounted for 4.7% to the above statement.

Table 4.15 and Figure 4.15 above showed that the majority (73.2%) of the public secondary schools operate according to the safety policy, as outlined in Chapter 2, section 2.11.2.3.3. This would enable the educators to keep records of those learners who involved themselves in criminal activities or violated safety policies. This is a system that gives learners the opportunity to reflect on their bad behavioural patterns and to give them a chance to improve and receive reinforcement for that improvement. Nine point four percent (9.4%) of the respondents were not aware of whether incident registers were being kept on the school premises.

These respondents were likely to be those who did not violate safety policies; hence, they were not even aware of them. Some principals kept these registers in their offices and one would only know of them when an entry was made on one's behaviour. The minority (17.5%) of the respondents indicated that they totally disagreed/disagreed with the above statement. Since this was the minority group of the respondents, the

implication was that most of the public secondary schools adhere to a safety policy which maintains that safety violations have to be recorded in the incident registers.

**4.3.13. With regard to statement B13:** *“What is your personal opinion with regard to safety and security in your school?”*

The researcher gathered data from the participants and all of their personal opinions were scrutinised; and they are summarised as follows:

- The Adopt-a-Cop programme in the public secondary schools of Matlosana Area Office’s area of responsibility was not being effectively implemented to guard against criminal activities on the school premises.
- Most educators and learners were of the opinion that the SAPS members were being neglected in most public secondary schools of the given office; hence, they became inactive members of the school safety committee.
- Some of the respondents were of the opinion that once or twice a month there should be an unannounced search conducted by the SAPS members on school premises, in order to reduce the level of learners possessing dagga and dangerous objects on the school premises.
- Some of the educators were of the opinion that metal detectors should be installed for searching learners possessing dangerous objects on the school premises, because they felt threatened; and learning and teaching thus become compromised.
- The Provincial DoE did not train educators to prevent criminal activities on school premises; hence, the learners felt that they were not safe.
- On the other hand, the educators felt that they were unable to protect themselves against learners who possessed dangerous objects on the school premises.
- Some of the respondents felt that they were not safe, as their schools did not have security personnel; and this made it easy for criminals to gain access to the school premises without any difficulty.

- Some of the respondents were of the opinion that their schools should be like universities, where security officers are employed and student cards are used to gain access to the school premises.
- Some of the respondents were of the opinion that security is not being taken seriously, because sometimes the gates were not locked and everyone could easily gain access to the school premises; and people on the school premises were likely to be victimised. They further indicated that this was encouraged by the absence of any security personnel.
- Some of the respondents indicated that the safety policies were there, but they were not being effectively implemented.
- Some learners complained that some of their educators were still practising corporal punishment.
- Not all of the respondents had negative comments with regard to safety and security in their schools. There were those who were impressed with the effective implementation of the Adopt-a-Cop programme and the manner in which their schools adhered to safety policies.
- Some of the respondents felt that they were safe, as their school perimeter was properly fenced.

The above opinions would enable the researcher to come up with the comprehensive recommendations, in order to improve the existing safety and security policy of the public secondary schools in Matlosana Area Office's area of responsibility.

#### **4.4 CONCLUSION**

The purpose of this chapter was to determine the nature of safety and security in the public secondary schools of the Matlosana Area Office's area of responsibility. It further presented a statistical analysis of the data and their interpretation, so as to improve the existing safety and security policy of the given Area.

The next chapter will present the summary, the findings, the conclusions and the recommendations of this research.

## **CHAPTER FIVE**

### **SUMMARY, FINDINGS AND RECOMMENDATIONS**

#### **5.1. INTRODUCTION**

One hundred and forty-nine (149) questionnaires were completed by the respondents. By means of the data gathered from them, it is clearly evident that the objectives set forth were achieved. The purpose of this chapter is to summarise the findings of this research, as highlighted by both the literature review and the empirical research; and to come up with logical conclusions on the research topic. It will also ensure that the recommendations suggested in improving the safety and security of learners, educators and visitors to school premises are in line with the objectives set forth in this research project.

#### **5.2. SUMMARY**

In Chapter One, the researcher indicated that some public secondary schools in Matlosana Area Office's area of jurisdiction do not have any visible safety and security policy. There is evidence of bullying in these schools; yet, available procedures are unable to root this out. For example, outsiders are able to bypass administration blocks and confront learners, because some schools do not have security personnel in place to monitor the main entrances to the school premises.

Furthermore, outsiders are able to gain entrance to the school premises without being searched, as some secondary schools in the given area of jurisdiction are neglected, and not yet fenced. The Adopt-a-Cop programme is not being effectively implemented in some secondary schools, because SAPS members go to these secondary schools when there are criminal cases, instead of being available at all times for effective school-based crime prevention.

Some educators are struggling to instil discipline, and they resort to corporal punishment, without considering the alternatives to corporal punishment, which have been suggested by the National DoE.

Chapter Two focused on the sub-headings indicated below. These are regarded as important for Statutory and regulatory frameworks governing safety and security in schools; and they are informed by the South African Constitution and South African Schools Act, namely: The Child's Care Act, 74 of 1993, regulations for safety measures at public schools, objectives of school safety policy, establishment of school security committee and the purpose of the provincial school safety policy.

Chapter Three dealt with the empirical research. The research design consisting of the research method, including the research instrument, the questionnaires as a research instrument, the population and sampling, ethical considerations, the pilot study and the data analysis were all issues that were clearly explained.

Chapter Four dealt with the data analysis and interpretation on safety and security in secondary schools, in which the data were presented in the form of tables and histograms. These collected data would enable the researcher to come up with comprehensive recommendations to improve the existing safety and security policy of the public secondary schools in Matlosana Area Office's area of jurisdiction.

The next section will present the findings of this research with regard to the objectives.

### **5.3. THE RESEARCH FINDINGS**

This section focuses on a summary of the findings of the research as they relate to the research objectives. The research findings were informed by the literature review and the empirical research.

#### **5.3.1. Findings with regard to Research Objective 1: The purpose of a safety policy in the Matlosana Area Office's public secondary schools.**

- The safety policy is informed by the South African Constitution and the South African School's Act; and they ensure that school environments are conducive to teaching and learning (par. 2.2).

- The safety policy ensures that the right to freedom and security of the person is not violated, whereby the Department of Education discourages educators from practising corporal punishment (par. 2.2.1).
- There are regulations for safety measures at public schools forbidding learners to possess dangerous objects and to consume illegal drugs on school premises (par. 2.9).
- Parents are encouraged to visit schools, to meet with educators, in order to become familiar with the progress of their children (par. 2.9.2).
- Unauthorised persons are kept away from the school premises – in order to ensure the effective safety of the learners and educators (par. 2.9.3).
- The school safety policy ensures that educators, learners and visitors behave in a manner that accords with the code of conduct of the school (par. 2.10.1).

5.3.2. Findings with regard to research objective 2: Different stakeholders engaged in establishing safety and security policy in the Matlosana Area Office's public secondary schools.

- The safety and security policy is established by different stakeholder groups (par. 2.10.2).
- A School Management Team (SMT) becomes democratic in schools by engaging learners to participate in developing the code of conduct (par. 2.10.2).
- The School Governing Body is responsible for adopting a code of conduct (par. 2.10.2).
- Learners help the SAPS in identifying troublesome learners in schools (par. 2.10.2).
- The Police presence deals with trouble spots that interfere with learners travelling to and from school (par. 2.10.2).

5.3.3. Findings with regard to research objective 3: Analysis of the extent to which public secondary schools in Matlosana Area Office comply with the statutory and regulatory requirements for the safety and security policy.

- The majority of the public secondary schools in the Matlosana Area Office have a visible safety and security policy (Table 4.4, Figure 4.4 and par 4.3.1).

- The Matlosana public secondary schools do have School Safety Committees, but they are not functional (Table 4.5, Figure 4.5 and par. 4.3.2).
- Different stakeholder groups were not involved in the school safety and security policy (Table 4.6, Figure 4.6 and par. 4.3.3).
- A school safety committee is non-functional, as the stakeholder groups were not trained with regard to the safety of the occupants of school premises (Table 4.7, Figure 4.7 and par. 4.3.4).
- Some schools do not have security personnel to monitor the main entrances to the school premises, but many do not (Table 4.8, Figure 4.8 and par. 4.3.5).
- Unauthorised persons are in a position to gain entrance to some of the school premises, as they not properly fenced (Table 4.9, Figure 4.9 and 4.3.6).
- The National DoE has provided schools with a sign on the safety and security of educators, learners and visitors to school premises (Table 4.10, Figure 4.10 and par 4.3.7).
- The majority of the educators are still applying corporal punishment (Table 4.14, Figure 4.14 and par 4.3.11).
- The safety violations are recorded on incident registers (Table 4.15, Figure 4.15 and 4.3.12).

#### 5.3.4. Findings with regard to research objective 4: SAPS programmes used to support school safety and security within the Matlosana Area Office's area of jurisdiction.

- The Adopt-a-Cop programme is being implemented by the SAPS – to guard against criminal activities on school premises (par. 2.10.2).
- Some learners are carrying dangerous objects onto school premises, because the Adopt-a-Cop programme is not being effectively implemented (Table 4.3 and par. 4.3.10).
- The Adopt-a-Cop programme is not being effectively implemented (Table 4.11, Figure 4.11 and par 4.3.8).

## 5.4. CONCLUSIONS

The conclusions of the research project were based on the objectives, as summarised below:

#### ***5.4.1. Conclusion on the purpose of the safety policy in Matlosana public secondary schools***

Based on the data from the respondents, the researcher came to the following conclusions:

- The safety on school premises facilitates teaching and learning in a secure environment. It would be difficult for learners to learn if their educators were to threaten or victimise them; but on the other hand, the educators cannot deliver effective services if the learners are using dagga, or carrying dangerous weapons.
- It is the responsibility of the educators to make learners feel at home, when they are with them on school premises, because they act "*in-loco-parentis*".
- It is through a safety policy that learners can be disciplined, and come to know that they are required to obey the code of conduct, as required by the SASA.
- The safety policy promotes togetherness, because when a school environment is unsafe, learners are likely to play truant, become withdrawn, isolated or inattentive in class.

#### ***5.4.2. Conclusion on the role played by different stakeholders which are engaged in designing a safety and security policy in the Matlosana Area Office's public secondary schools***

- The Adopt-a-Cop programme is not being effectively implemented in some secondary schools; hence, some learners are still using dagga or illegal substances and carrying dangerous weapons on the school premises.
- The National DoE is not doing enough to train educators in handling criminal activities on school premises.
- All schools do not have safety officers responsible for maintaining the safety and security of the learners, educators and visitors on school premises.

#### ***5.4.3. Conclusion on the extent to which public secondary schools in the Matlosana Area Office's area of responsibility comply with statutory and regulatory requirements for safety and security***

- Some of the public secondary schools do not comply with the statutory and regulatory frameworks governing safety and security. Some of the secondary

schools are not properly fenced; learners are not searched when they enter the school premises; hence, they are in a position to carry dagga and dangerous weapons.

- Some public secondary schools do not have any visible and transparent safety security policy. The visibility of such a policy would be likely to reduce the level of criminal activities on school premises.
- Some of the educators are violating learners' rights to freedom and security as they still practise corporal punishment.

#### ***5.4.4. Conclusion on SAPS programmes used to support school safety and security policy***

- There are two types of programmes commonly used for the prevention of crimes against learners, namely: the Captain-Crime-Stop and the Adopt-a-Cop programmes.
- The Captain-Crime-Stop is not being implemented in secondary schools, as it caters for learners in the age group of 3-8 years of age.
- The Adopt-a-Cop programme is not being effectively implemented in some public secondary schools, as many of these schools do not know their Adopt-a-Cop members; and in some public secondary schools, SAPS members only visit schools when there are criminal cases to deal with.

The above conclusions enabled the researcher to make recommendations on how to improve the existing school safety and security policy of the public secondary schools in the Matlosana Area Office's area of responsibility.

## **5.5. RECOMMENDATIONS**

Based on the literature review and the empirical research, and in relation to the research objectives for safety and security in the Matlosana public secondary schools, the following recommendations can be made for improvement purposes:

- The safety and security policy should be more visible, transparent and well-known to all the stakeholder groups.

- The Provincial DoE, as informed by the National DoE, must employ security personnel in all schools to ensure that the safety of the occupants on school premises is not being compromised.
- The security personnel employed must be provided with metal detectors to discover those learners who possess dangerous objects on the school premises.
- The National DoE must ensure that all schools are properly fenced.
- All schools should be encouraged to use only one entrance and exit, in order to recognise people who enter the school premises, and to guard against trespassers.
- Visitors are to be made aware that when they enter the school premises, permission has to be granted by the principal (or his/her nominee) for their visit.
- Different stakeholder groups in establishing safety and security policies should be thoroughly trained, in order to enforce discipline and handle disruptive learners on school premises.
- Schools should effectively engage the SAPS and community members, in order to deal with criminal activities on the school premises.
- The National DoE should strongly emphasise the fact that corporal punishment has been abolished, and that those who are still practising it must be brought to book.

## **5.6. RECOMMENDATIONS FOR FURTHER RESEARCH**

One of the research objectives of this research was to determine the nature of safety and security in the public secondary schools in the Matlosana Area Office's area of responsibility. The following themes were revealed as possibilities for further research:

- The role of the Education Department in ensuring safety in public secondary schools.
- Effective mechanisms for dealing with the safety and security of educators, learners and visitors to school premises.
- The impact the Adopt-a-Cop programme has on the safety of the school occupants.
- Investigation into the strategies for dealing with disruptive learners.

## **5.7. CONCLUSIONS**

This chapter has focused on providing a summary of the research findings, conclusions and recommendations.

The research has determined the extent of safety and security in the Matlosana public secondary schools. Schools cannot operate in isolation without engaging various people with expertise to assist SMT in the smooth running of the schools. It was indicated that school safety and security can be maintained only if all the stakeholder groups are engaged in establishing SSCs, and the members engaged are to be trained regarding their roles and responsibilities, so that schools can be safe. Amongst others, the SAPS should always be taken on board when it comes to the safety and security of all people on school premises.

Relevant recommendations were formulated on school safety and security. Finally, recommendations for further research were identified and described.

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## **ANNEXURES**

Annexure A: A locality map of public secondary schools served by the Matlosana Area Office of the Department of Education in the Dr Kenneth Kaunda District Municipality

Annexure B: A layout of the numbers of public schools within the Matlosana  
Annexure C: A copy of the safety and security policy of the North West Education Education Department

Annexure D: A copy from the North West Education Department on the topic

Annexure E: A copy from the SAPS Journal regarding the research topic

Annexure F: A copy on the structure of the questionnaire

Annexure G: Letter of permission from the District Office to conduct a research Project

Annexure H: Certificate of language editing from language editors



Annexure B

Institutions served by the Mattosana Area Office

Name of Cluster	Number of ordinary public schools							Total numbers of learners	Includes both teachers funded by the government and the SGB	Total numbers of ECDS	Total number of ABET	Total number of Independent Schools	Total number of EDSCs
	Total Number of Public Schools (includes special schools)	Total Number of Primary Schools	Total Number of Secondary Schools	Total Number of Intermediate Schools	Total Number of Combined Schools	Total Number of Special Schools							
J.C Mictaung	30	17	10	01	02	00	28672	963	01	00	03	01	
Meepong	26	15	06	03	02	00	15888	560	00	00	02	00	
Rafense	28	10	07	04	07	00	19446	677	01	00	02	00	
Cluster D	24	10	05	02	03	02	15042	520	02	00	01	01	
TOTAL:	108	52	28	10	14	02	79048	2720	04	00	08	02	

## 8.10 SAFETY AND SECURITY

Safety and security policy of ..... School

## Introduction

This policy aims to ensure a safe and secure school environment for learners, educators and all visitors to the school. It also aims to identify possible hazards at school and to minimise the risks they pose. The policy will only be effective if frequently communicated and if all members of the school community cooperate in its full implementation.

## Emergency numbers.

Ambulance \_\_\_\_\_

Police 10111

Fire \_\_\_\_\_

Welfare \_\_\_\_\_

The above numbers will be displayed at the following points in the school:

- Notice board
- Behind every classroom door
- All entrance points
- All exit points

## Hazards on the school premise

The following hazards are identified on the school premises at the following places with relevant warning signs. Signs will be clearly visible, strategically positioned to give ample time for reaction and mounted at angles where they cannot be missed:

PLACE	TYPE OF HAZARD / DANGER	PRECAUTIONARY MEASURES	REGULATION
Main entrance	Staircases	Be careful	Follow the arrow
All laboratories	Explosives, gasses, poisonous substances	Read the signs carefully	Do not enter lab without the guidance of the educator / lab assistant
Playgrounds	Wet surface		
Home economics centre			
Library			
Turn off / crossing the street	Busy road	Scholar patrol High way code	Be punctual
River crossing	Low bridge		

NORTH WEST DEPARTMENT OF EDUCATION

First aid

The following steps will be taken in the event of an injury / illness at school:

First aid kit should be collected from the office of ..... It contains the following items:

- o
- o
- o

The nearest of kin should be notified through .....

Incident should be recorded in the .....

As follows:

The following universal precautions will be followed to handle bloody injuries:

- o Use surgical gloves
- o Treat every blood as though it is infected.
- o

Fire

The school has the following precautions in place to curb risks of fire at the school:

- o
- o
- o

The following activities have been planned to prepare the school community for evacuation of the buildings:

- o Fire drills [clear with assembly points, appropriate rehearsals]
- o Relevant steps to be taken:
  - o To reach fire fighting equipment
  - o Call for help
  - o Register of learners at assembly points
  - o Report

Security

- o Access [how visitors should be alerted]

The school may use the following questionnaire to assess its performance in safety and security issues:

	NO ACTION NEEDED	ACTION NEEDED	PRIORITY
<p><b>1. ENVIRONMENTAL STRESS FACTORS:</b></p> <p>1.1 In your opinion is there a stress factor present on the premises?</p> <ul style="list-style-type: none"> <li>o Noise</li> <li>o Heat</li> <li>o Lighting</li> <li>o Other</li> </ul> <p>1.2 Was an assessment done?</p> <p>1.3 Obtain copy of the report.</p> <p>1.4 Comments:</p> <p>.....</p>			

<p><b>3. GENERAL SAFETY</b></p> <p>3.1 Are passageways clear?</p> <p>3.2 Are appropriate handrails and barriers in place</p> <p>3.3 Are emergency exits;</p> <ul style="list-style-type: none"> <li>• Clearly marked</li> <li>• Free of obstacles</li> <li>• Illumination</li> </ul> <p>3.4 Are Fire extinguishers provided?</p> <p>3.4.1 Are these accessible and marked?</p> <p>3.4.2 Serviced regularly</p> <p>3.5 Is PPE provided free of charge and being used? (Cleaning staff or Gardening staff)</p> <ul style="list-style-type: none"> <li>• Is training on the use of PPE provided – Section 8</li> <li>• Are PPE being maintained</li> </ul> <p>3.6 Are floors skid free, free of obstacles and other hazards</p> <p>3.7 Is the First Aid Box:</p> <ul style="list-style-type: none"> <li>• Accessible</li> <li>• Locked</li> <li>• Does content comply to prescribed list</li> </ul> <p>3.8 Are flammable liquids used</p> <p>3.9 Are they stored in a flammable liquid store?</p> <p>3.10 Comments:</p>			
<p><b>4. ELECTRICAL SAFETY</b></p> <p>4.1 Is conductor's insulation intact? (Electrical cables)</p> <p>4.2 Are plugs and socket-outlets appropriately covered?</p> <p>4.3 Are circuit breakers and panel boards labelled?</p> <p>4.4 Are they enclosed to prevent contact with live conductors (covers in position)?</p> <p>4.5 Comments:</p>			
<p><b>5. FACILITIES REGULATIONS</b></p> <p>5.1 Is suitable seating provided?</p> <p>5.2 Clean sanitary facilities available?</p> <p>(a) Are separate male and female ablution facilities provided and are they demarcated male and female?</p> <p>(b) Do the toilets have seats?</p> <p>(c) Is there soap provided?</p> <p>(d) Are there facilities for the workers to dry their hands?</p> <p>5.3 Comments:</p>			

School Safety is one of the Government's initiative which aims at improving conditions in the Provincial schools so that learners and educators can operate in safer environments that are conducive to effective teaching and learning.

One of the major threats to the process of ensuring a Culture of Learning and Teaching in schools is crime and violence that affects children not only outside the school premises but within the schools themselves. Thus a focus will always be on:

- Increasing basic conditions in schools
- Decreasing incidents of violence and crime

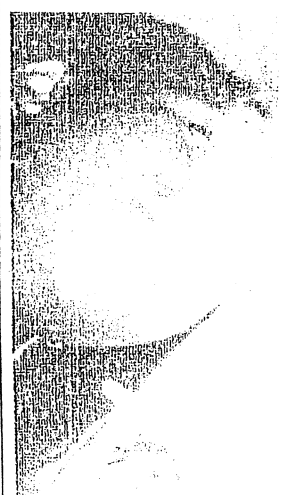
**PERSONAL ACTIVITIES**

Since its establishment, the School Safety Project has embarked on various programmes in partnership with various role players.

Among such programmes are:

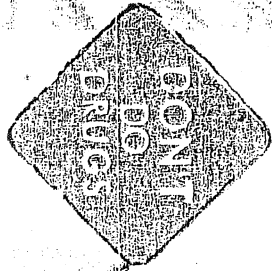
- Development of the Provincial School Safety Policy
- Public awareness and mobilization around crime and violence at schools
- Victim empowerment through the establishment and continuous trainings of school safety teams
- Mobilization of multiple stakeholders
- Adopt A Cop
- Creative Arts Festival to convey the message - **NO CRIME IN SCHOOLS** through dramas, dances, poems, drawings etc.
- Printing and distribution of relevant documents, namely Signposts for safer schools (developed by SAPS and DOE) and Drug Abuse Policy

onus rests upon the school to identify the crimes prevalent within the school. All inclusive procedure must be followed to ensure maximum participation and eradication of the crimes. This implies that the school management, educators, LROCS and the SGB's need to make a list of the crimes and together negotiate a process of lasting solutions that will be effective and in so doing set up a security plan for

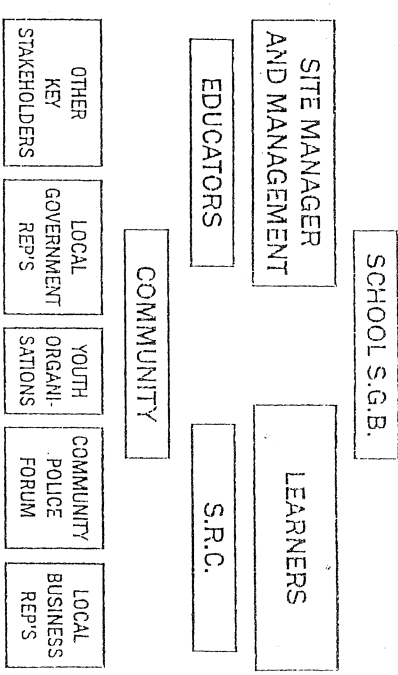


STUDENT CHARACTERISTICS	SUGGESTED ACTIVITIES
1. Tuancy	Meeting with parents and SGB
2. Rudeness in class (attitude)	Guidance Counsellor, meeting parents, home visits
3. Failure to do work	Meeting with Counsellor, parents, SRC
4. Hyperactive in class	Meeting with Counsellor, parents, SRC
5. Stealing	Meeting with parents, management
6. Fighting and bullying	Meeting with parents, management, SRC
7. Assault and battery	Meeting with parents, management, SRC
8. Threat and intimidation	Meeting with parents, management, SRC
9. Hate speech / verbal abuse	Meeting with parents, management, SRC
10. Sex offences	Meeting with parents, Counsellor, Police
11. Sexual harassment	Meeting with parents, Counsellor, Police
12. Disorderly conduct	Meeting with parents, Counsellor, SRC
13. Robbery	Meeting with parents, SRC, Police
14. Breaking and entering	Meeting with parents, SRC, Police
15. Alcohol use	Meeting with parents, SRC, Counsellor
16. Drug possession or usage	Meeting with parents, SRC, Counsellor
17. Drug trafficking	Police, meeting with parents
18. Trespassing	Meeting with parents, SRC
19. Gang activity	Meeting with parents, SRC, Police
20. Weapons possession	Meeting with parents, SRC, Police
21. Vandalism	Meeting with parents, SRC, Police
22. Arson	Meeting with parents, SRC, Police
23. Assault with grievous bodily harm	Meeting with parents, SRC, Police
24. Kidnapping	Meeting with parents, SRC, Police

# In all of the above, the role of the SGB's must not be ignored



The following organogram can guide schools on the transparency (everyone knows what is happening), inclusion (everyone has a say) and participation (everybody actually does something to achieve goals) of the process of crime prevention.



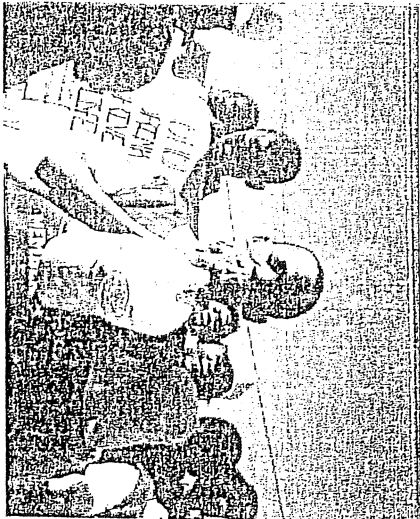
After the identification of the school crime activities, the SGB will call the community to a meeting where the SCHOOL SECURITY COMMITTEE will be formed. This committee will obviously be represented by the various components, i.e. the SGB, Principal, Management, Educators, learners and members (organisations from the community). The composition of the committee will depend on the needs of the particular school, the extent of the crime activities and the additional functions of the committee.

**The Areas of responsibility between the SGB and SSC**

- In line with the functions outlined in the South African Schools Act (1996) for the SGB's, the SGB will in addition be responsible for:
- \* forming the SSC;
  - \* overseeing and monitoring of its progress;
  - \* insisting on and receiving SSC progress reports;
  - \* allocating reasonable funds to SSC for operation and achieving objectives/special projects;
  - \* making office, school time and wall space available for SSC activities;
  - \* encouraging school support for SSC;

community policing

# Children against alcohol and drug abuse



The newly-established Soul Buddies Club held a march in the small town of Vosburg in the Northern Cape.

The club was established by Mr Jackson, a teacher of the Delta Primary School, and Const Ingrid Kruger, the school's "adopted cop" in an effort to address alcohol and drug abuse in the community. The abuse of these substances has a direct impact on the lives of the children in the community.

The police, in cooperation with the school, identified and visited houses where the children were particularly affected by their caretakers' substance abuse problems. The children told their side of the story. Mr Macdella, the principal of Delta Primary School, commented the initiative of the SAPS and the children to speak out against alcohol and drug abuse.

Article and photograph by Insp HL Kruger, Camarvon



community policing

# Children need not be afraid

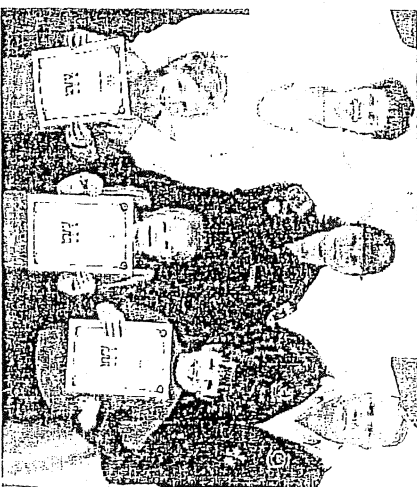
Capt Magda Muller of Communication and Liaison Services in Welkom, Insp Jessica Heyns of the Welkom Crime Prevention Unit and Insp Cobus Harding of the Welkom Dog Unit visited a pre-school called "Lekker Speel" recently.

The principal of the school, Mrs Hela van der Merwe, said the theme of the week was "Police men and women in Blue" and that is why she invited the police officials to visit the children.

When the police officials arrived at the school, the 35 children were very excited, especially as they knew that one of the police dogs was



Article and photograph by Capt Magda Muller, Welkom SAPS



Front left: Veruscha Longgan, Suzan Groenewald and Louis Beyersman. Back left: The principal, Mrs Hela van der Merwe, Insp Jessica Heyns and Insp Cobus Harding

Insp Harding and his explosives dog, Lady, gave them a demonstration, which the children enjoyed immensely

coming. Capt Muller taught the children five golden safety rules to remember. These included that they should never get into a vehicle if they did not know the person, should never take anything from strangers (sweets or presents), always tell their parents where they were going, should not let anyone touch their private parts, and never open a door to strangers.

Then Insp Harding and his explosives dog, Lady, gave them a demonstration, which the children enjoyed immensely. Insp Heyns, the Sector Commander of Beledia, presented each child with a certificate and an orange t-shirt with the five golden rules printed on it.



**RESEARCH QUESTIONNAIRE**

The purpose of this questionnaire is to determine the nature of safety and security in public secondary schools: The case of Matlosana Area Office.

*Instructions for completing the questionnaire:*

- This questionnaire is for research purposes only.
- Do not fill in your name or name of your school anywhere on the questionnaire.
- The following questions should be answered by the AO Manager, Safety Coordinator, Safety Officer, School Management Team, Educators, Learners, Adopt-a-Cop and SGB's.
- Indicate your response by marking with an X in the appropriate block.

**SECTION A: DEMOGRAPHIC DATA**

A1. Your school's District is: \_\_\_\_\_

A2. Your school's AO is: \_\_\_\_\_

A3. Gender:

Male	Female
1	2

A4. Your age: \_\_\_\_\_ years

A5. Position

AO Manager	Safety Coordinator	Safety Officer	School Management Team	Educator	Learner	Other (Specify)

**SECTION B: GENERAL QUESTIONS REGARDING SAFETY AND SECURITY IN PUBLIC SECONDARY SCHOOLS**

B.1. This school has a visible safety and security policy.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

B.2. There is a functioning school safety committee in place.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

## Annexure F

B.3. All the stakeholders were engaged in designing the school safety and security policy.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

B.4. All the stakeholders are trained with regard to the safety and security policy.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

B.5. The main entrances to the school premises are effectively monitored.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

B.6. School perimeter is properly fenced.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

B.7. A sign concerning safety and security of the educators, learners and visitors is clearly displayed at entrances to the school premises.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

B.8. Adopt-a-Cop programme is effectively implemented.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

B.9. Some learners are smoking dagga on school premises.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

B.10. Some learners possess dangerous objects on the school premises.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

Annexure F.

B.11. Some of the educators are still practising corporal punishment.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

B.12. There is an incident register where safety violations are clearly recorded.

1. Totally agree	2. Agree	3. Don't know	4. Disagree	5. Totally disagree

B.13. What is your personal opinion with regard to safety and security in your school?

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5 Konig Street  
Elandsheuwel  
KLERKSDORP  
2571  
26 July 2010

Dr S. Mvula  
District Executive Manager  
Department of Education  
POTCHEFSTROOM

Dear Sir


RE: REQUEST TO CONDUCT RESEARCH

I hereby request a permission to conduct a research on the nature of safety and security in secondary schools: The case of Matlosana Area Office (AO).

This research will be conducted in the fulfilment of the requirements for the degree Masters in Development and Management at the North West University (Potchefstroom campus) under the supervision of Prof. Eric Nealer.

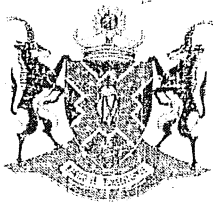
Thanking you in advance.

Yours sincerely



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B. J. NTEHELANG (Mr)  
Contact number: 0732547114



**education**

Lefapha la Thuto  
Onderwys Departement  
Department of Education  
**NORTH WEST PROVINCE**

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POTCHEFSTROOM 2520  
Tel.: (018) 299-8216  
Fax: (018) 294-8234  
Enquiries: MR H MOTARA  
e-mail: hmotara @nwpg.gov.za

**DR KENNETH KAUNDA DISTRICT**

**DIRECTOR: PROFESSIONAL SERVICES**

03 August 2010

Mr B J Ntehelang  
North West University  
Potchefstroom Campus

**PERMISSION TO CONDUCT RESEARCH ON NATURE AND EXTENT OF SAFETY AND SECURITY  
IN SECONDARY SCHOOLS – MATLOSANA AREA OFFICE**

The above matter refers.

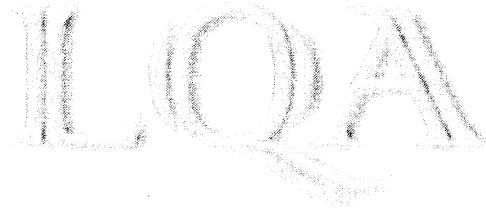
Permission is hereby granted to you to conduct research in secondary schools – Matlosana Area Office in the Dr Kenneth Kaunda District under the following provisions:

- the activities you undertake at school should not tamper with the normal process of learning and teaching;
- you inform the principals of your identified schools of your impending visit and activity;
- you provide my office with a report in respect of your findings from the research; and
- you obtain prior permission from this office before availing your findings for public or media consumption.

Wishing you well in your endeavour.

Thanking you

**DR S H MVULA**  
**DISTRICT EXECUTIVE MANAGER**  
**DR KENNETH KAUNDA DISTRICT**



## Language Quality Assurance Practitioners

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pat@pemail.co.za

22 October 2011

### TO WHOM IT MAY CONCERN

We hereby certify that we have language-edited the mini-dissertation prepared by Mr Boitumelo Joy Ntehelang, entitled: THE NATURE OF SAFETY AND SECURITY IN PUBLIC SECONDARY SCHOOLS: THE CASE OF MATLOSANA AREA OFFICE, and that we are satisfied that, provided the changes we have made are effected to the text, the language is of an acceptable standard, and is fit for publication.

A handwritten signature in cursive script that reads "KA Goldstone".

**Kate Goldstone**

BA (Rhodes)

SATI No: 1000168

UPE Language Practitioner (1975-2004)

NMMU Language Practitioner (2005)

A handwritten signature in cursive script that reads "PJS Goldstone".

**Patrick Goldstone**

BSc (Stell)

DEd (UPE)