

Guidelines and procedures in the reporting of child sexual abuse in the public schools of Ladybrand

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PREFACE

This dissertation is submitted in partial fulfilment of the requirements for the degree Master in Social Work in Forensic Practice. The Social Work Forensic Practice curriculum consists of a total of 188 credits. Of these credits, the research dissertation accounts for 60 of these credits (188 credits).

This dissertation is presented in article format in line with the general academic rules of the North-West University (NWU, 2015). The first section of the dissertation provides a literature review, problem statement and outline of the research method. The second section provides the manuscript prepared according to the guidelines of the journal that the manuscript will be submitted to. The third and final section includes the conclusions of the study.

The manuscript will be submitted to CARSA for possible publication. This journal publishes articles related to child abuse in the context of the South African socio, political, economic and cultural background. The research topic therefore accords with the journal's aim and scope. See Addendum A for the author guidelines of CARSA.

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ABSTRACT

TITLE: Guidelines and procedures in the reporting of child sexual abuse in the public schools of Ladybrand.

KEY WORDS: Guidelines and procedures; reporting of child sexual abuse; public schools; Ladybrand.

Educators, which include teachers and principals, work with children on a daily basis which enables them to detect signs of sexual abuse. According to legislation, educators should act as mandatory reporters of child sexual abuse. Despite legal requirements, the underreporting of child sexual abuse seems to be a worldwide trend. There are a number of factors related to educator's reluctance to report; one factor being that there are no clear guidelines or procedures in place. The Policy on Screening, Identification, Assessment and Support (SIAS policy) can assist schools to develop school guidelines and procedures that will assist educators in the reporting of child sexual abuse cases. The study may help to create awareness and insight regarding challenges experienced concerning the reporting of child sexual abuse cases in schools and what steps have been followed to develop and implement guidelines in public schools in Ladybrand after receiving SIAS training.

The aim of the study is to identify the school guidelines and procedures in the reporting of learner sexual abuse in the public schools of Ladybrand.

A quantitative and a descriptive survey design, in the form of a self-designed questionnaire, was followed to collect data. The population for this study includes educators, teachers ($N=241$) and principals ($N=11$) of the eleven public schools in Ladybrand district. All these schools completed SIAS training, on what guidelines and procedures schools should follow for the reporting of learner sexual abuse in their schools, as stipulated in the SIAS document as one barrier to learning.

The findings suggest that schools that received SIAS training are more likely to have procedures in place, have more confident and knowledgeable educators about the identification of child sexual abuse and are informed about what steps to take.

OPSOMMING

TITEL: Riglyne en prosedures in verband met die rapportering van seksuele misbruik van kinders in die openbare skole van Ladybrand.

SLEUTELWOORDE: Riglyne en prosedures; rapportering van seksuele misbruik van kinders; openbare skole; Ladybrand.

Opvoeders, wat onderwysers en skoolhoofde insluit, werk daagliks met kinders. Dit stel hulle in staat om tekens van seksuele misbruik raak te sien. Volgens wetgewing, moet opvoeders optree as gevolmagtigde rapporteerders van seksuele misbruik van kinders. Ten spyte van regsvereistes, blyk die onderrapportering van die seksuele misbruik van kinders 'n wêreldwye tendens te wees. Daar is 'n aantal faktore wat verband hou met opvoeders se huiwering om te rapporteer; een faktor is dat daar geen duidelike riglye of prosedures neergelê is nie. Die sogenaamde SIAS-beleid (die Beleid oor die Sifting, Identifikasie, Assessering en Ondersteuning) [eie vertaling] kan skole ondersteun om reëlins te tref en skoolriglyne en prosedures op te stel wat opvoeders kan help wanneer rapportering van seksuele misbruik van kinders ter sprake kom. Die studie kan help om bewustheid en insig te skep rakende uitdagings wat ondervind word in verband met die rapportering van die gevalle van seksuele misbruik in skole en die reëlins wat getref is om riglyne in openbare skole in Ladybrand te ontwikkel en te implementeer, nadat SIAS-opleiding ontvang is.

Die doel van die studie is om te identifiseer watter stappe openbare skole volg om skoolriglyne en – prosedures in verband met die rapportering van seksuele misbruik van leerders in die openbare skole van Ladybrand te vestig.

'n Kwantitatiewe en 'n beskrywende opnameontwerp, in die vorm van 'n selfontwerpte vraelys, is gevolg om data te versamel. Die populasie vir hierdie studie sluit opvoeders, onderwysers ($N=241$) en skoolhoofde ($N=11$) van die elf openbare skole in die Ladybrand distrik in. Al hierdie skole het SIAS-opleiding voltooi om riglyne en prosedures te vestig vir die rapportering van seksuele misbruik van leerders in hulle skole, soos uiteengesit in die SIAS dokument as een leerhindernis.

Die bevindinge dui aan dat skole wat SIAS-opleiding ontvang het, eerder riglyne en prosedures sal neerlê wat opvoeders kan bystaan wanneer hulle die seksuele misbruik van kinders moet rapporteer en bydra tot meer selfversekerde en kundige opvoeders wat ingelig is oor die stappe wat nodig is.

KAKARETSO

SEHLOOHO: Ditataiso le mekgwa ya tshebetso bakeng sa ho tsebahatsa tlikefetso ya bana ka thobalano dikolong tsa setjhaba tsa Ladybrand.

MANTSWE A MOTHEO: Ditataiso le mekgwa ya tshebetso; tsebahatso ya tlikefetso ya bana ka thobalano, dikolo tsa setjhaba; Ladybrand.

Barupelli ba kenyeletsang mesuwe le mesuwehlooho, ba sebetsana le bana ka letsatsi le letsatsi e leng ho ba etsang hore ba kgone ho lemoha matshwao a tlikefetso ka thobalano. Ho ya ka molao, barupelli ba lokela ho sebetsa jwaloka baromuwa ba tsebahatsang ka tlikefetso ya bana ka thobalano. Le ka ntle ho ditshwanelo tsa molao, ho tsebahatsa ho fokolang ka tlikefetso ya bana ka thobalano ho bonahala e le tlwaelo ya lefatshe ka bophara. Ho na le dintlha tse ngata tse amanang le ho ba lenama ha barupelli ho tsebahatsa; ntlha e nngwe ke hore ha ho na ditataiso tse hlakileng kapa mekgwa ya tshebetso. Leano la Tekolo e leng *Screening, Identification Assessment and Support (SIAS)* le ka thusa dikolo ho etsa ditlhophiso le ho theha ditataiso tsa dikolo le mekgwa ya tshebetso tse tla thusa barupelli bakeng sa ho tsebahatsa ka dinyewe tsa tlikefetso ya bana ka thobalano. Diphuputso tsena di tla thusa ho theha phadimehiso le temoho e hlwahlwa mabapi le diphephetso tse bileng teng mabapi le ho tsebahatsa ka dinyewe tsa tlikefetso ya bana ka thobalano dikolong le hore ke ditlhophiso dife tse entsweng ho theha le ho sebedisa ditataiso dikolong tsa setjhaba mane Ladybrand kamora ho fumana kwetliso ya *SIAS*. Tse fihleletsweng di bontsha hore dikolo tse fumaneng kwetliso ya *SIAS* di na le hona ho ba le ditataiso le mekgwa ya tshebetso tse ka thusang barupelli bakeng sa ho tsebahatsa ka tlikefetso ya bana ka thobalano.

Sepheo sa thuto ena ya diphuputso ke ho hlwaya ditlhophiso tseo dikolo tsa setjhaba di di entseng bakeng sa ho theha ditataiso le mekgwa ya tshebetso bakeng sa ho tsebahatsa ka tlikefetso ya barutwana ka thobalano ka hara dikolo tsa setjhaba tsa Ladybrand.

Mekgwa ya phuputso ya bongata (*quantitative*) le dipatlisiso ka tlhaloso, ka sebopeho sa lenane la dipotso le iketseditsweng, e ile ya sebediswa ho bokella dintlha. Batho ba amehang bakeng sa diphuputso tsena ba kenyeletsa barupelli le mesuwe (Palo = 241) le mesuwehlooho (Palo =11) ba dikolo tse leshome le motso o mong tsa setjhaba tsa setereke sa Ladybrand. Dikolo tsena tsohle di qetile kwetliso ya *SIAS* mabapi le ditlhophiso tseo dikolo di lokelang ho di etsa ho theha ditataiso le mekgwa ya tshebetso bakeng sa ho tsebahatsa ka tlikefetso ya barutwana ka thobalano dikolong tsa bona.

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SECTION 1: ORIENTATION TO THE STUDY

Literature review

1.1.1 Background and introduction

Child sexual abuse, defined as “sexually molesting or assaulting a child...” or allowing this, “encouraging... and forcing a child to be used for sexual gratification...”, “...exposing a child to pornography or sexual exploitation” of a child (South Africa, 2005:16-17), is prevalent in South Africa (Ward, Artz, Leoschut, Kassanje & Burton, 2018:460-468). Educators, that include teachers and principals, daily work with children, which potentially allows them to detect signs of child sexual abuse (Sinanan, 2011:59-73). According to legislation, educators should act as mandatory reporters of child sexual abuse. Despite legal requirements, the underreporting of child sexual abuse seems to be a worldwide trend. There are a number of factors related to educator’s reluctance to report; one factor being that there are no clear guidelines or procedures in place. In South Africa the Policy on Screening, Identification, Assessment and Support (SIAS policy, 2014) can assist schools to develop school guidelines and procedures that will assist educators in reporting child sexual abuse cases. In the review that follows, the researcher focuses on educators’ duty to act as mandatory reporters of child sexual abuse cases and the steps to follow in reporting learner sexual abuse.

1.1.2 Educators as mandatory reporters

Educators are in a position to observe children and will be able to detect if there is a change in behaviour. Their continuous contact with children enables them to observe a child’s behaviour, socioemotional functioning and cognitive development. Thus they can compare current behaviour with previous behaviour (Krase, 2013:147-154). Educators can build a trusting relationship with a child and the child may feel comfortable to disclose information of sexual abuse to the educator (Krase, 2013:147-154). According to the Employment of Educators Act, 1998 (Act 76 of 1998) an educator means “any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at a school”.

Regional and local departments of education, in many countries require teachers to be mandatory reporters of sexual abuse (Goldman & Grimbeek, 2009:221-239). In South African legislation, Section 54 of the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 2007 (Act 32 of 2007)

states that every person has a duty to report based on the knowledge that a sexual offence had been committed to a child or knowledge, reasonable belief or suspicion that a sexual offence had been committed to a person who is mentally disabled. Section 110 (1) of the Children's Act, 2005 states that certain professionals, for example a "teacher", has a duty to report.

Literature explored the relationship between recognizing abuse and the reporting of suspected abuse to the authorities (Webster, O'Toole, O'Toole & Lucal, 2005:1281-1296). It seems as if teachers were more likely to underreport than over report child abuse based at their discretion (Webster *et al.*, 2005:1281-1296). Underreporting is a great concern and literature suggests that people need adequate training to be seen as mandatory reporters (Webster *et al.*, 2005:1281-1296).

Reports made to the Child Protection Services more commonly come from educators than other professionals (Krase, 2013:147-154). Educators are in a unique role to detect signs of abuse in the school setting and they are also in a position to observe children's behaviour with their peers (Krase, 2013:147-154). Despite their position, they are likely to underreport. There are numerous reasons for underreporting, which include a lack of knowledge on how to detect and report child abuse, fear for false allegations, consequences of disclosure and deterioration between the school and family (Sinanan, 2011:59-73). Educators often feel threatened and are often concerned about what happens after reporting. The reason for this barrier is that the educators have a lack of confidence in the Child Protection System and fear that the child will not be protected after reporting (Sivis-Cetinkaya, 2015:908-921). Lack of substantiated evidence in a report may also contribute to underreporting. A lack of substantiated evidence, however, does not confirm that the allegations are not true. In addition, a lack of effective training can be a possible factor contributing to underreporting.

1.1.3 Training

According to literature, school counsellors and psychologists are more aware of the signs of sexual abuse and the reporting procedures because of the nature of their training (Goldman, 2007:368-381). This is, however, not true for teachers. Numerous studies point out that teachers have a lack of knowledge in reporting cases of sexual abuse (Goldman & Grimbeek, 2009:221-239; Goldman & Grimbeek, 2011:1-18; Krase, 2013:147-154; Sinanan, 2011:59-73). Goldman (2007:368-381), for example, concluded that teachers are not always aware of the schools' procedures and guidelines that need to be followed when reporting cases. They often fear that they will be sued when reporting, and they frequently do not see themselves as mandatory reporters. If they are aware of the important role they play in mandatory

reporting, they do not have the confidence to report cases because of their lack of knowledge in identifying sexual abuse. Few of them also understand what the education policy regarding reporting of abuse requires from them (Goldman & Grimbeek, 2011:1-18) and the reason for this, according to Goldman and Grimbeek (2009:221-239), is the lack of effective training on aspects of child protection, especially a lack of knowledge in detecting signs of abuse and the process of mandatory reporting.

Preservice training

Literature suggests the importance of training student-teachers on sexual abuse as part of their tertiary training (Goldman, 2007:368-381). According to literature, student-teachers have a need for knowledge about detecting child sexual abuse, the laws and legislation regarding sexual abuse (Goldman, 2007:368-381), as well as their mandatory reporting role (Goldman & Grimbeek, 2014:1-16). If these aspects are included in their tertiary learning curriculum, they will be equipped and confident to act as mandatory reporters. It will enable them to feel more competent, so that they can act early. Furthermore, interventions can be more effective when they are confronted with cases of sexual abuse.

In-service training

According to literature, inadequate in-service training contributes to teachers' reluctance to report cases of child sexual abuse (Kenny, 2001:81-92). Teachers do not feel equipped or have confidence to report cases, since there is a lack of in-service training on the identification and reporting of child sexual abuse (Kenny, 2001:81-92). Literature suggests that comprehensive and ongoing training is required to enhance teachers' ability to address child sexual abuse cases (Goldman, 2005:79-92).

Educators need to be well informed about the reporting procedure (Sivis-Cetinkaya, 2015:908-921). They need to be aware of the steps they need to follow when a learner discloses sexual abuse. Therefore training is very important. Educators should be aware of the legislation and what guidelines are available to assist them in reporting such cases. It is important that every school has guidelines that conform to legislation on sexual abuse and its reporting. Guidelines stipulated in the school policy need to be clear and educators have to be sure what steps they need to follow when reporting sexual abuse (Sinanan, 2011:59-73).

Literature suggests that the whole school system should be included in public awareness regarding child sexual abuse cases (Sivis-Cetinkaya, 2015:908-921). In-service training should not only focus on the school system but also on sources in the community, such as parents, teachers, administrators, school

counsellors, Ministry of Justice, Ministry of Health, Ministry of Social Policies and the Ministry of National Education (Sivis-Cetinkaya, 2015:908-921).

1.1.4 Policies and guidelines

In many countries, also in South Africa, school professionals are legally required to report child maltreatment, hence the need to establish a supportive school structure (Kenny, 2001:81-92; South Africa, 2005; Sinanan, 2011:59-73). Confrontation with daily challenges of child sexual abuse, it is internationally recognised, requires school districts to have policies in place to support and assist educators when reporting sexual abuse (Dombrowski & Gischlar, 2006:234-243). A school policy can provide further support for school professionals, especially principals and teachers, in reporting cases (Dombrowski & Gischlar, 2006:234-243).

According to literature, these policies are often not available and, when available, they are sometimes not communicated effectively (Dombrowski & Gischlar, 2006:234-243). Dombrowski and Gischlar (2006:234-243) point out the important role schools play in protecting children. They therefore strongly recommend that school personnel should be provided with guidance in the process of identifying, referring and reporting abuse, including training in legislation and district policies; hence the need for effective policy to be in place and communicated. Moreover, parents and legal guardians should also be informed about the policies in order for them to be aware of the educators' role in mandatory reporting when suspecting child abuse.

School professionals are sometimes uncertain of the substantiation of the report and whether there are reasonable grounds to report (Dombrowski & Gischlar, 2006:234-243). A school climate should be established to support mandated reporting. Principals play an important role in establishing such an environment (Norton, 2002:50; Sinanan, 2011:59-73). A district-wide policy can also contribute to this. Dombrowski and Gischlar (2006:234-243) define *climate* as the personality of the school and point out that the school setting can have an open or closed environment. In closed environments, school staff members can experience that they do not have support, which can prevent them from reporting cases. An open environment will have characteristics of support and open communication. School professionals should be aware of the district-wide policy, in order to be aware of what steps they must follow to file a report (Dombrowski & Gischlar, 2006:234-243). Each school should have a designated mandated reporter, for example the principal, who can be informed about the allegation and refer it to child protection services (Coetzee, 2012:27-39; Dombrowski & Gischlar, 2006:234-243). Designated mandated

reporters should support school personnel when they want to file a report. According to literature, the district level should support the designated mandated reporter regarding the legal and ethical aspects and should also communicate their level of support toward school professionals concerning mandatory reporting of maltreatment and emphasise their legal obligation to do so (Dombrowski & Gischlar, 2006:234-243). Child Protection Services play a vital role in assisting school professionals when reporting cases and can also provide in-service training to school professionals about child sexual abuse (Dombrowski & Gischlar, 2006:234-243). Child Protection Services and schools should have a collaborative working relationship, since they are an important resource in the community (Dombrowski & Gischlar, 2006:234-243).

Literature emphasises the importance of school personnel, including teachers and principals, to intervene in child abuse (Bridgeland & Duane, 1996:454-463). School personnel are not only seen as mandated reporters but enforcers in identifying and intervening in child abuse cases. Both protective workers and school personnel play an important role in enforcing policy (Dombrowski & Gischlar, 2006:234-243). Protective service workers are responsible for investigating abuse cases and school personnel for detecting cases (Dombrowski & Gischlar, 2006:234-243). There is a distinction between primary enforcers and secondary enforcers. Primary enforcers refer to individuals in governmental settings who have legal authority, responsibility and public resources to implement policy directives, whereas secondary enforcers refer to individuals who are responsible for assisting primary enforcers to implement policy (Dombrowski & Gischlar, 2006:234-243). This can, however, sometimes result in role conflicts (Bridgeland & Duane, 1996:454-463). Both primary and secondary enforcers focus on the well-being of children, yet their roles differ. It is important to have clear communication between different role players, in order to ensure that roles do not overlap. Schools should have clear guidelines in place in the reporting procedure of child sexual abuse and have a clear understanding of what their roles entail (Bridgeland & Duane, 1996:454-463). Should an incident occur where a child discloses information about sexual abuse and there is no school-based policy on the procedures that needs to be followed to report the case, one would not act in the best interest of the child (Carlton, 2015:507-522). Policies available should be reinforced (Carlton, 2015:507-522).

A policy includes plans on what actions should be taken in cases where a child discloses sexual abuse to an educator. It is important to define the differences between policies, guidelines and standard procedure that must be followed (Collins & Patel, 2009:42-47). A lack of distinction between these aspects can result in a vague policy. There are three distinctions to be made (Collins & Patel, 2009:42-47). A core

policy refers to standard application that every staff member has to comply with. A local policy, guideline or standard operating procedure refers to the various requirements for staff members in a certain department or professional group. Policies should be a guideline for staff members and should support staff members (Collins & Patel, 2009:42-47). Policies should have aims and be in line with legislation (Collins & Patel, 2009:42-47). The effectiveness of a policy can be reviewed by inputs from staff members on what challenges they experience with current policies. Communication of the policy to staff members is important to raise awareness (Collins & Patel, 2009:42-47). There are ongoing development changes that require policies to be reviewed and updated on a regular basis (Collins & Patel, 2009:42-47).

In South Africa, the national Department of Basic Education (South Africa, 2014) recently compiled the Policy on Screening, Identification, Assessment and Support (SIAS Policy). The aim of the policy is “...to provide a policy framework for the standardisation of the procedures; to identify, assess and provide programs for all learners who require additional support; and to enhance their participation and inclusion in school” (South Africa, 2014:1).

1.1.5 Policy on Screening, Identification, Assessment and Support (SIAS policy)

The **Policy on Screening, Identification, Assessment and Support (SIAS policy)** makes provision for **School Based Support Teams (SBST)** that have to be established in each school. According to the SIAS Policy (2014:x), the SBST can be defined as “teams established by schools ... as a school-level support mechanism, whose primary function is to put school, learner and teacher support in place”. Leadership for the SBST is provided by the school principal to ensure that the school becomes an inclusive centre of learning, care and support. The SIAS policy addresses barriers to learning and development. Important aspects that the policy focuses on are holistic views regarding “experiences in the classroom, at school, at home, in the community and/or as a result of health conditions or disability. These challenges are referred to as barriers to learning and development” (South Africa, 2014:5). One of the barriers that are stipulated in the SIAS policy is physical, emotional and sexual abuse (South Africa, 2014:5). The purpose of the SIAS policy is to assist schools to develop school guidelines and procedures that will help teachers and the SBST panel in reporting child sexual abuse, as legally required, while acting in the best interests of the child.

The SIAS policy is still in the process of implementation and has a set of dates for the implementation plan from 2015 – 2019. It is a national policy framework for addressing barriers to learning and development, which each provincial department of education has to adhere to. The Western Cape

Education Department has already developed a protocol that focuses on how to deal with child sexual abuse and implement intervention strategies. According to the Western Cape Education Department's *Abuse no more Protocol* (Western Cape Department of Education, 2014), the protocol prescribes an approach for teachers to identify, intervene, report and provide support in cases of child abuse, deliberate neglect and to children who are victims of sexual offences. In the Free State Province the Department of Education compiled a document with guidelines on the reporting procedure of sexual abuse cases (Department of Education, 2008), and to date, some districts have been trained in SIAS requirements. For the purpose of this study the focus will be on child sexual abuse.

Problem statement

The literature study pointed out that teachers are in the best position to report cases of child abuse. Children have a trusting relationship with their teachers and therefore feel safe to disclose. Despite laws and legislation regarding mandatory reporting, teachers are hesitant to do so on account of a number of factors (Goldman, 2007:368-381). One of these factors is not having clear guidelines in place (Goldman, 2007:368-381). The SIAS policy (2014) now put some broad guidelines in place by requiring each school to establish SBST panels and to have clear guidelines on what steps should be followed in order to file a report. The SIAS policy makes provision for the inclusion of a social worker on the SBST. In the Free State, which is the focus of this study, the Department of Education compiled a document with guidelines on the reporting procedure of sexual abuse cases (Department of Education, 2008), and to date, some districts, including Ladybrand, have been trained in SIAS requirements. However, it is not known how this training has contributed to schools to establish guidelines, including establishing SBST panels that can serve as a supportive platform for teachers when they are confronted with reporting child sexual abuse cases. In practice, the experience is that teachers are reluctant to report cases of child sexual abuse, since they are uncertain about procedures that need to be followed, as well as afraid that civil cases might be made against them.

Contribution

This intended study may help to create awareness of and insight into the challenges experienced concerning the reporting of child sexual abuse cases in schools and what steps to follow to develop and implement guidelines in public schools in Ladybrand after receiving SIAS training. Schools are a practice setting for the school social worker, and teachers are part of their referral system. Teachers are also important role-players to have child sexual abuse cases reported and are, in this regard, vital partners to both the school and the forensic social worker. The findings of this study can contribute to

recommendations on improving service delivery in schools towards children who are victims of sexual abuse, how to act in the children's best interests, and how to create a platform of close collaboration between schools, teachers, principals and social workers.

Research question

The following research question gave direction to the undertaking of this study:

What are the guidelines and procedures in the reporting of learner sexual abuse in the public schools of Ladybrand?

Aim and objectives

The aim of this study is to identify the guidelines and procedures in the reporting of learner sexual abuse in the public schools of Ladybrand.

Research method

1.1.6 Design

The study followed a quantitative approach and a descriptive survey design to collect the data. Rubin and Babbie (2013:40) describes the quantitative approach as a method which aims to produce precise and generalisable findings and Govender, Mabuza, Ogunbanjo and Mash, (2014:1) describes a descriptive survey as an objective manner to collect information about the participant's beliefs, knowledge and attitudes. For the purpose of obtaining objective and precise data the measuring tool was a survey in the form of a questionnaire. This questionnaire was utilised to determine to what extent guidelines and procedures in schools in the reporting of child sexual abuse cases have been set in schools.

1.1.7 The research setting

This study focused on one district in the Free State province, namely Ladybrand. The Ladybrand area served as a case study of how schools have dealt with reporting the sexual abuse of learners. The results achieved by studying this district could then, with the necessary adaptations, be made applicable to other comparable school districts in the province and further afield.

Ladybrand is situated in the Eastern Free State. There are eleven public schools in the area. According to the South African Schools Act, Act 84 of 1996, "the Member of the Executive Council must provide public schools for the education of learners out of funds appropriated for this purpose by the provincial

legislature” (Chapter 3, 12(1)). The community has one Special School, namely Ladybrand School of Skills, for Mildly Intellectual Disabled Learners. Mainstream schools include seven primary schools and three high schools. Four of the primary schools and two of the high schools accommodate Sotho-speaking learners. Ladybrand School of Skills is the only school in Ladybrand that has a permanently appointed school social worker. According to the South African Police Service, 32 cases of child sexual abuse were reported in 2015 and 35 cases were reported in 2016 at the Family Violence, Child Protection and Sexual Offences Unit in Ladybrand (FCS 2015; FCS 2016). Currently, the FCS do not have a forensic social worker and probation officers of the Department of Social Development deal with referrals and assessments of child sexual abuse cases. They are not trained in this specialised field.

Resources in the area include the Department of Social Development, the provincial department responsible for the provision of social development services. Offices of the South African Police Service (SAPS) and Family Violence Child Protection and Sexual Offences Unit (FCS) are situated in the area. A change of districts are in progress: from Motheo District to Thabo Mofutsanyana District. There is no clarity about when this change will be implemented though. This has an effect on public schools in Ladybrand, since there is uncertainty about the district offices that have to render support when schools report cases.

1.1.8 Population

The population for this study were the principals and teachers within the public schools of the Ladybrand district in the Free State province. According to the Department of Basic Education (2017), eleven public schools, with 249 educators (for the purpose of this study the term educators include teachers and principals) (0,02% of the Free State province’s population) and 7 554 learners (0,99% of the population of the Free State province) can be found in this district (Statistics South Africa, 2012). However, at the time of respondent recruitment the researcher established that the number of educators were 252.

The rationale for including principals and teachers of the public schools of Ladybrand in this study was based on the fact that they have recently completed SIAS training and are now required to develop and implement guidelines and procedures, as well as establishing SBST panels. The whole province’s schools have not yet received SIAS training, but the policy instruction is that implementation should be completed by 2019.

1.1.9 Proposed sample size and motivation

A sample of 11 principals and 241 teachers in the Ladybrand district were selected for possible participation in the proposed study; hence a potential sample of 252. According to the Department of Education all these schools completed SIAS training and are therefore in the best position to provide data on guidelines and procedures to follow for the reporting of learner sexual abuse in their schools. The total number of respondents who met the inclusion criteria and who consented to participate, were regarded as the sample. The estimated minimum sample size, for purposes of this study, was set at 100. This sample size ensures a reasonable likelihood of normality in obtainable scale scores under conditions of lack of representation. Should sampling adequacy not be achieved, equivalent non-parametric techniques will be used to control for sampling bias or lack of normality. A sample size of 150 was reached for the study.

1.1.10 Process of sample recruitment

Firstly, permission was obtained from the District Director, Mr. D.S. Moloji. Secondly, after obtaining permission from the District Director, a goodwill permission letter was distributed via email to the District Managers, Mr. B.M. Modupi and Mr. L.S. Mosala. The content of this letter consisted of the aim of the research project, what were required of the respondents and a request to act as mediators in the study. Their mediating role entailed informing the educators of the schools of the research project and providing them with the contact details of the independent person, Ms Tshwarelo Pitso Mopeli. She is a qualified social worker and working as a Probation Officer at the Free State Department of Social Development. In her capacity as probation officer, she does not have professional contact with the respondents or schools. She also does not have personal relations with the respondents or schools. She is therefore not in a power relationship with them.

Ms Tshwarelo Pitso Mopeli provided the educators of each school with a consent form and co-signed it when they agreed to participate. She was responsible for distributing the questionnaires and explaining the research project to respondents. According to school rules, educators are obliged to stay half an hour after learners have left school. The questionnaires were completed by respondents during that time. Each respondent completed a questionnaire and placed it in a sealed envelope after completion. A box was available at each school's reception office and respondents placed their sealed envelope, containing the completed questionnaire, in the box. Ms Tshwarelo Pitso Mopeli scheduled appointments, distributed and collected the questionnaires at an agreed time at the school where the researcher is employed. The

researcher was responsible for scheduling appointments, distributing and collecting the questionnaires to the rest of the schools.

See Addendum B for copies of the permission letters and Addendum C for the Informed Consent documentation.

1.1.11 Sampling method

For the purpose of this study, a non-probability, purposive sampling technique (Rubin & Babbie, 2013:171) was used to select the Ladybrand school district as the particular case of interest (De Vos, Strydom, Fouché & Delport, 2011:392). As stated above, schools in this district have already received the SIAS training and are in the process of developing policy for reporting learner sexual abuse.

1.1.12 Sample inclusion and exclusion criteria

According to Layder (2013:77), it is important to decide which respondents will be accessible and have the necessary attributes to include and exclude in the research. All the public schools in the Ladybrand district and the total population of their principals and teachers were included in the study. Respondents were included if they were employed at the school at the time of the research and if they were willing to participate and to sign the consent form.

Administrative personnel and student teachers doing their practicum were excluded from the study, because their exposure to the focus of the study would be too limited. Educators not available on the day of the completion of the questionnaires were also excluded from the study. Two private schools were excluded from the research project, because the focus of the study was public schools.

1.1.13 Data collection method

The researcher used a self-designed questionnaire (see Addendum D) to determine to what extent guidelines and procedures in schools are in place, and what challenges principals and teachers experienced in this regard.

In the design, the researcher took basic principles, as suggested by Govender *et al.* (2014:4) and De Vos *et al.* (2011:190), into consideration, namely clarity about the type of information that needs to be obtained to decide on the nature of the questionnaire; to keep it short and simple in order to encourage participation; to include elements such as a title and an introduction, the latter briefly explaining the aim of the research project and the purpose of the questionnaire, and clear instructions to stipulate how the questionnaire

should be completed. The questionnaire was constructed specifically with a view to analyse data electronically.

Questions were organised in sections. Section A of the questionnaire included the demographic details of each respondent in order to gather information of schools where respondents are employed. This section is important to cluster data for each school. Schools were not identified in the research report. Section B consisted of questions regarding the respondent's ranks and years of experience as principals and teachers employed by the Department of Education. The questionnaire included questions about their tertiary training and whether tertiary training included the identification and reporting of child sexual abuse cases. According to the literature study, the identification and reporting of child sexual abuse are not included in their tertiary training.

Section C of the questionnaire dealt with the reporting of child sexual abuse cases. These questions are based on literature on reporting cases of child sexual abuse and the SIAS document. Questions included whether a child has ever disclosed sexual abuse to a principal or teacher or whether there was a suspicion of child sexual abuse, since the literature study pointed out that teachers work with children on a daily basis and build a trustworthy relationship with them.

They are therefore:

- in the best position to detect signs of sexual abuse;
- know what communication channels there are in schools when a child discloses information about sexual abuse, since the literature study points out the importance of guidelines to be established in schools;
- whether the principal or teacher were informed about what steps should be followed to report the case because the literature study emphasises the importance of communicating guidelines which has to be followed;
- whether principals and teachers are aware that they are legally obliged to act as mandatory reporters of child sexual abuse cases as stipulated in the Children's Act, 38 of 2005 and Criminal Law (Sexual Offences and Related Matters) Amendment Act, 32 of 2007 since the literature study pointed out that teachers and principals are not always informed about their role as mandatory reporters;

- whether the school has a policy or procedure that needs to be adhered to in cases of reporting child sexual abuse, in order to determine what guidelines and procedures have been established in schools;
- whether the guidelines and procedures to follow in reporting is being communicated to them to determine whether they are informed about this;
- whether they have ever reported a case of child sexual abuse and what procedures they followed;
- whether SBST panels have been established in schools since SBST panels can render support;
- whether principals and teachers received SIAS training since the SIAS document can be implemented as a guideline; and
- whether they see a need for a social worker on their team.

The researcher is interested in what guidelines and procedures in the reporting of child sexual abuse cases are established in schools and what steps educators should follow. The SIAS document provides guidance and the SBST panels can serve as a supportive structure when confronted with cases of child sexual abuse.

1.1.14 Validity and reliability indices of questionnaire

The study used a simple self-designed questionnaire to obtain descriptive data about the school guidelines and procedures in the reporting of learner sexual abuse in the public schools of Ladybrand. The questionnaire did not measure a particular concept or any psychometric properties. The researcher did, however, make sure that the questionnaire met the minimum standards required for instrument design, such as adapting the language where necessary for the questionnaire to be understandable to the local culture or context (Govender *et al.*, 2014:4). Language complexity of questions has an impact on the quality of data. Therefore, the Flesch Reading Ease formula was used to determine the readability of the questionnaire and adapt it accordingly (Lenzner, 2014:678). The aim and purpose of the questionnaire were clearly explained to the respondents in the introduction and in clarifying what were expected of them, and questions were divided into sections (Govender *et al.*, 2014:4). The survey was compiled in English.

Questionnaires were standardised and phrased in identical format in order to be reliable (Govender *et al.*, 2014:4). The face and content validity of the questions were established by asking an educational expert from the provincial Department of Basic Education to review the questions. This expert was Ms Lalie du

Toit (M Ed.) and she is a support advisor at the Department of Basic Education, Bloemfontein. In this way, the researcher ensured that the questions' appropriately, comprehensively and relevantly focus on the research theme. The researcher consulted with the Statistical Consultation Service of the NWU to determine the feasibility of the survey. As this is an all-inclusive sample of all educators that are available on the day of completing questionnaires, no power calculations were necessary. All items were analysed separately. Cronbach's Alpha is consequently not relevant as a measure of internal consistency.

1.1.15 Data analysis methods

Data analysis is a process to order, structure and give meaning to the data obtained (De Vos *et al.*, 2011:397). Data obtained by means of the questionnaire was organised electronically.

The quantitative data analysis was conducted by using IBM SPSS Statistics. The researcher received training in this program. The analysis entailed a descriptive analysis on item level. Descriptive data provides descriptions of the population by means of numerical calculations or graphs or tables (De Vos *et al.*, 2011:251). Data was classified into categories and clustered for each school and then for categories of schools. Categorical data was described with frequencies. Frequency distribution is an orderly arrangement of data, classified according to the percentage of times the various attributes of a variable are observed in a sample (De Vos *et al.*, 2011:255). Frequency distributions help to analyse the data, estimate the frequencies of the population based on the sample and facilitate the computation of various statistical measures (De Vos *et al.*, 2011:255-263). In order to look for association with demographics, cross tabulations were performed together with Chi-square tests and Cramer's V.

The research project was guided by a study leader assigned to the researcher and the Statistical Consultation Service of the NWU to ensure the integrity of statistical analysis.

Ethical aspects

Ethics serve as guideline and standards set for the researcher to evaluate his or her conduct (De Vos *et al.*, 2011:114-120). The study was approved by the Health Research Ethics Committee (HREC) of the Faculty of Health Sciences (See Addendum E).

The ethical standards that guided this research are discussed next.

1.1.16 Estimated ethical risk level of the proposed study

The estimated ethical risk level was medium due to the sensitive nature of the questions being asked. The researcher is aware that in any research project there is an inherent risk of harming the respondents in some way (Rubin & Babbie, 2013:290). There was a possibility that the respondents may experience that they are being judged for not knowing what procedures to follow when reporting child sexual abuse according to school-based guidelines and procedures or that SBST panels have not been established yet. This social risk was minimised by the anonymity of research respondents and not reporting any names of schools. The Department of Education will receive a report of the research findings. If the findings indicated a negative outcome, this department have the authority to act on the results without being able to link the outcome to any specific school or person.

1.1.17 Probable experience of the respondents

After permission was obtained, Ms Tshwarelo Pitso Mopeli scheduled appointments with each school telephonically. She explained the research project to all the educators at each school in the school staff room. Ms Tshwarelo Pitso Mopeli provided all the educators with an informed consent form and questionnaire. She went through the questionnaire with the respondents and they had the opportunity to ask questions to clarify if they did not understand certain aspects about the research project and questionnaire. Educators could also contact the researcher, should they have any further enquiries. Ms Tshwarelo Pitso Mopeli pointed out that participation was voluntary and that they have the right not to participate or withdraw at any time. Educators had a week's time to decide if they wanted to participate in the research project. Ms Tshwarelo Pitso Mopeli co-signed and collected the informed consent forms at an agreed time and at that time handed the questionnaires to them. Respondents could decide if they would like to complete the questionnaire privately in their classrooms or in the school staff room. The estimated time to complete the questionnaire was 15 minutes. Ms Tshwarelo Pitso Mopeli again assured the respondents of their anonymity, that they could answer questions honestly and that there was a small possibility that they may experience a negative response to the questions.

1.1.18 Dangers / risks and precautions

Educators might feel embarrassed if they experience the research as a judgement on what they do not know about the guidelines and procedures when reporting child sexual abuse. Ms Tshwarelo Pitso Mopeli at all times treated them with respect and consideration (Layder, 2013:18). Respondents were assured of their anonymity and that they could answer questions honestly. The informed consent forms ensured that

respondents would be thoroughly informed about the research project by means of an introduction. Negative response to the research questions could be discussed with the Ms Tshwarelo Pitso Mopeli or the researcher. The contact details of both the researcher and the study leader were included in the informed consent form. Respondents did not contact the researcher or study leader and no negative reactions were reported.

The results of the study will be communicated to the respondents after the data has been analysed and the research report completed. Appointments will be arranged telephonically with each school and all respondents will be included in the feedback session. A summary report of the results will be given to the provincial Department of Education. However, schools will not be identified in this report, to prevent stigmatisation.

The findings of the research project can provide insight and contribute to recommendations on how to improve the guideline and their implementation to act more effectively on cases of child sexual abuse. A negative outcome of the study can provide insight into the shortcomings and create awareness on how to improve systems that should be put into place in the reporting of child sexual abuse.

1.1.19 Benefits and risks for respondents

The respondents did not gain direct benefits. It was foreseen that the risks do not outweigh the benefits.

1.1.20 Expertise, skills and legal competencies

The researcher has had six years' experience in the school system as a school social worker and has also completed the SIAS training mentioned earlier. The researcher has completed a module on research methodology as part of the MSW programme, the TRREE ethics and the IBM SPSS Statistics training. The research project was guided by the study leader assigned to the researcher.

The research supervisor is an associate professor. She has supervised 16 MSW students (five in forensic practice), 7 doctoral students and has published 22 articles in academic journals.

1.1.21 Facilities

Appointments were made telephonically after each respondent had given informed consent. Questionnaires were delivered by hand at the eleven different schools. Respondents completed the questionnaires at their specific school where they are employed. Respondents had a choice either to complete the questionnaire in the staffroom or in the privacy of their specific classroom, according to

their preference. Since all the public schools do not have internet access or have limited access, the questionnaire could not be undertaken electronically.

1.1.22 Incentive and remuneration of respondents

Governmental employees are not allowed to accept remuneration according to policy.

1.1.23 Dissemination of results

The results of the study will be communicated to the respondents after the data has been analysed and the research report completed. Appointments will be made telephonically with each school and all respondents will be included in the feedback session. A summary report of the results will also be given to the provincial Department of Basic Education. This report will however not contain the names of individual school to prevent schools from being stigmatised.

1.1.24 Privacy/Confidentiality

Questionnaires were completed anonymously and it will not be possible to link data to an individual respondent. The researcher was the only person with a master file containing all the completed questionnaires of respondents. Data was analysed electronically by means of the IBM SPSS program. Data electronically analysed was password-protected and stored on the researcher's personal computer. The research respondent was informed about these measures that were put in place to protect his/her identity and privacy. Prof Ryke (research supervisor) monitored compliance with the approved proposal and provided six-monthly progress and monitoring reports to the research committee and the institutional ethics committee respectively. Once the study is completed, data will be stored for five years in a safe place at the North-West University, after which it will be destroyed.

Definition of key terms

1.1.25 Guidelines and procedures:

In this study, guidelines and procedure refer to the guidelines and procedures in school as required by the Policy on Screening, Identification, Assessment and Support (SIAS policy) of the National Department of Basic Education (South Africa, 2014) that stipulates standardised procedures to assist learners who experience barriers to learning; one barrier stipulated was physical, emotional and sexual abuse.

1.1.26 Reporting of child sexual abuse:

Reporting of child sexual abuse in this study refers to educators' role as mandatory reporters of child sexual abuse cases and their knowledge regarding the reporting procedures according to school guidelines.

1.1.27 Underreporting:

Underreporting of child sexual abuse in this study refers to educator's reluctance to report cases of child sexual abuse cases due to various reasons, one of which is a lack of uncertainty on what steps to follow according to school's guidelines and procedures or not being informed about the school's guidelines and procedures.

1.1.28 Public schools:

Governmental funded schools in a Free State Province district.

1.1.29 Ladybrand:

A school district in the Free State Province.

Structure of the report

The choice of structure for the report will be in line with Rule G.1.2.1.5.2 as per yearbook of the Faculty of Health Sciences, North-West University, Potchefstroom Campus (2015). The student used the article format and consider CARSA for the publishing of the research article. CARSA is a national journal and publishes articles related to child abuse in the context of the South African socio-political, economic and cultural background. The Harvard Style of referencing is required (CARSA, 2013).

The dissertation was edited for language correctness. See Addendum F for the confirmation of the editor.

The research report will consist of the following sections:

Section 1: Orientation to the study

Section 2: The manuscript

Section 3: Summary, conclusions and recommendations

Section 4: The Addendums

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SECTION 2: THE MANUSCRIPT

GUIDELINES AND PROCEDURES IN THE REPORTING OF CHILD SEXUAL ABUSE IN THE PUBLIC SCHOOLS OF LADYBRAND

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ABSTRACT

The research question guiding this quantitative research was “What are the guidelines and procedures in the reporting of learner sexual abuse in the public schools of Ladybrand?”

The study followed a quantitative descriptive survey design, in the form of a self-designed questionnaire to collect data. The sample consisted of 150 educators (teachers and principals) of the eleven public schools in Ladybrand district. According to the Department of Education all these schools have recently completed training to develop and implement guidelines and procedures, but it is not known how this training has contributed to encourage schools to establish guidelines and procedures that can serve as a supportive platform for teachers when they are confronted with reporting child sexual abuse cases. Analysed data is described on item level with frequencies and association with demographics, with cross tabulations performed together with Chi-square tests and Cramer’s V. The findings suggest that schools that received SIAS training are more likely to have guidelines and procedures in place that can assist educators in reporting child sexual abuse.

KEY WORDS: Guidelines and procedures; reporting of child sexual abuse, public schools; Ladybrand.

BACKGROUND AND PROBLEM STATEMENT

Child sexual abuse, defined as “sexually molesting or assaulting a child...” or allowing this, “encouraging... and forcing a child to be used for sexual gratification...”, “...exposing a child to pornography or sexual exploitation” of a child (South Africa, 2005:16-17), is prevalent in South Africa (Ward, Artz, Leoschut, Kassanje, & Burton, 2018:460-468). In many countries, regional and local departments of education require teachers to be mandatory reporters of sexual abuse (Goldman & Grimbeek, 2009:221-239). In South African legislation, Section 54 of the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 2007 (Act 32 of 2007) states that every person has a duty to

report, based on the knowledge that a sexual offence has been committed to a child or knowledge, reasonable belief or suspicion that a sexual offence has been committed to a person who is mentally disabled. Section 110 (1) of the Children's Act, 2005 states that certain professionals e.g. a "teacher", has a duty to report. Educators, which include teachers and principals, work with children on a daily basis, which potentially allows them to detect signs of child sexual abuse (Krase, 2013:147-154; Sinanan, 2011:59-73). Despite their potential as reporters and the legal requirements, the underreporting of child sexual abuse seems to be a worldwide trend. There are a number of factors related to educators' reluctance to report - one factor being that there are no clear guidelines or procedures in place at school level.

International literature (Australia, USA, UK and Turkey) indicates what needs to be in place to enable teachers to fulfil their duty to report:

- Schools should have clear guidelines in place concerning the reporting procedure of child sexual abuse, and have a clear understanding of what their roles entail (Collins & Patel, 2009:42-47). Should an incident occur where a child discloses information about sexual abuse and there is no school-based policy on the procedures to be followed in reporting the case, one would not act in the best interests of the child (Carlton, 2015:507-522).
- Teachers need to be informed about the reporting procedure, legal requirements and available guidelines to assist them in reporting. Clear guidelines should be contained in the school policy (Sivis-Cetinkaya, 2015:908-921). Teachers need to be trained to detect signs of abuse, and to set in motion the process of mandatory reporting. Goldman (2007:368-381) and Goldman and Grimbeek (2014:1-16) wrote extensively about the lack of effective training and awareness of teachers and the importance of including aspects of child sexual abuse and mandatory reporting in their tertiary training's curriculum.
- School districts should have policies in place, which are communicated clearly in order to support teachers and principals when reporting sexual abuse (Dombrowski & Gischlar, 2006:234-243).
- Each school should have a designated mandated reporter (for example the principal) who can be informed about the allegation and refer it to child protection services (Norton, 2002:50-56; Dombrowski & Gischlar, 2006:234-243). District level authority should support the designated mandated reporter regarding the legal and ethical aspects. The district should also communicate

their level of support towards school professionals relating to mandatory reporting of maltreatment and should emphasise their legal obligation to do so.

- Child Protection Services' vital role in assisting school professionals when reporting cases should be emphasised. They can also provide in-service training on child sexual abuse to school professionals. Child Protection Services and schools should have a collaborative working relationship since they are an important resource in the community (Dombrowski & Gischlar, 2006:234-243; Norton, 2002:50-56).

In South Africa, the National Department of Basic Education (South Africa, 2014) recently drew up the Policy on Screening, Identification Assessment and Support (SIAS Policy). Its aim is "...to provide a policy framework for the standardisation of the procedures; to identify, assess and provide programs for all learners who require additional support; and to enhance their participation and inclusion in school" (South Africa, 2014:1). The SIAS policy makes provision for School Based Support Teams (SBST) that have to be established in each school. According to the SIAS Policy (2014:x) the SBST can be defined as "teams established by schools ... as a school-level support mechanism, whose primary function is to put school, learner and teacher support in place". Leadership for the SBST is provided by the school principal to ensure that the school becomes an inclusive centre of learning, care and support. The SIAS policy deals with barriers to learning and development. Important aspects that the policy focuses on are holistic views on "experiences in the classroom, at school, at home, in the community and/or as a result of health conditions or disability. These challenges are referred to as barriers to learning and development" (South Africa, 2014:5). One of the barriers stipulated in the SIAS policy is physical, emotional and sexual abuse (South Africa, 2014:5). The purpose of the SIAS policy is to assist schools in establishing school guidelines and procedures that will help teachers and the SBST panel in reporting child sexual abuse, as legally required, while acting in the best interests of the child.

The SIAS policy is still in the process of implementation and has a set of dates for the implementation planned from 2015 – 2019. It is a national policy framework for addressing barriers to learning and development, which each provincial department of education has to adhere to. The Western Cape Education Department has already developed a protocol that focuses on how to deal with child sexual abuse and implement intervention strategies. According to the Western Cape Education Department's *Abuse no more Protocol* (Western Cape Department of Education, 2014), the protocol prescribes an approach for teachers to identify, intervene, report and provide support in cases of child abuse, deliberate neglect and to children who are victims of sexual offences.

In the Free State, which is the focus of this study, the Department of Education compiled a document with guidelines on the reporting procedure of sexual abuse cases (Department of Education, 2008), and to date, some districts, including Ladybrand, have been trained in SIAS requirements. However, it is not known how this training has contributed to schools establishing in-house guidelines, including establishing SBST panels that can serve as a supportive platform for teachers when they are confronted with reporting child sexual abuse cases.

Against this background, the researcher focused on educators' knowledge about their duty to act as mandatory reporters of child sexual abuse cases and aimed more specifically establishing school guidelines and procedures in reporting learner sexual abuse in the public schools of Ladybrand.

METHOD

The researcher collected data following a quantitative and descriptive survey design, in the form of a self-designed questionnaire. The population for this study included educators, teachers ($N=241$) and principals ($N=11$) of the eleven public schools in Ladybrand district. All these schools were subjected to complete SIAS training and their educators were considered capable to provide data on establishing guidelines and procedures for the reporting of learner sexual abuse in their schools.

Participation in the study was voluntary and only educators available on the day of completion of questionnaires took part in the study. Of the population of 252 a total of 150 respondents (59,52%) participated in the study and their questionnaires were suitable for processing. The sample size ensured a reasonable likelihood to do an analysis on item level.

Data obtained by means of a self-designed questionnaire was organised electronically and analysed by using IBM SPSS Statistics, which were also verified by a statistician. The analysis entailed a descriptive analysis on item level. Data was classified into categories and first clustered for each school and then for categories of schools. Categorical data was described with frequencies. In order to look for association with demographics, cross tabulations were performed together with Chi-square tests and Cramer's V.

ETHICAL ASPECTS

Ethical principals were adhered to, including informed consent, voluntary participation and maintaining confidentiality. Care was taken that data could not be linked to a respondent or to a particular school. The research project was approved by the institutional ethics committee.

PROFILE OF RESPONDENTS

Respondents were requested to indicate their position at their specific school. Of the 150 respondents, 16% were either principals, vice principals, or HODs (Heads of Department). The majority, 84%, were teachers. In terms of their number of years' experience at their current school, the majority (62,7%) had been working at their current school for less than 11 years. Only 37,3% have been at their current school for more than 11 years, with 10,7% of that number having been at their school for 30 years or more. Teachers (74,6%) were in the majority of respondents with less than 11 years' experience working in their current school.

In terms of respondent's highest educational qualifications, the majority of respondents (68,7%) had a tertiary degree or diploma (26,7%). Only 4,7% had matric as their highest qualification. It is possible that respondents with only matric as their highest qualification and still in the process of obtaining their degrees are appointed in governing body posts. A disquieting finding is that the majority of respondents (63,3%) reported that their tertiary training did not include the identification and reporting of child sexual abuse.

The profile of the respondents indicates that they are predominantly teachers, with less than 11 years' experience at their current school. They are well-educated as teachers, but without training on the identification of child sexual abuse and reporting of child sexual abuse.

Respondents were asked to indicate the school where they are currently employed to determine to what degree the different schools are represented in the findings. Table 1 demonstrates that the percentage responses from each school ranged between 34% and 100% and the total response rate as 59,5%. In order to assure anonymity of the schools, an alphabetical letter was assigned to each school. Respondents were asked to indicate whether they received SIAS training or not and the percentage responses indicated that 34% of respondents have received SIAS training.

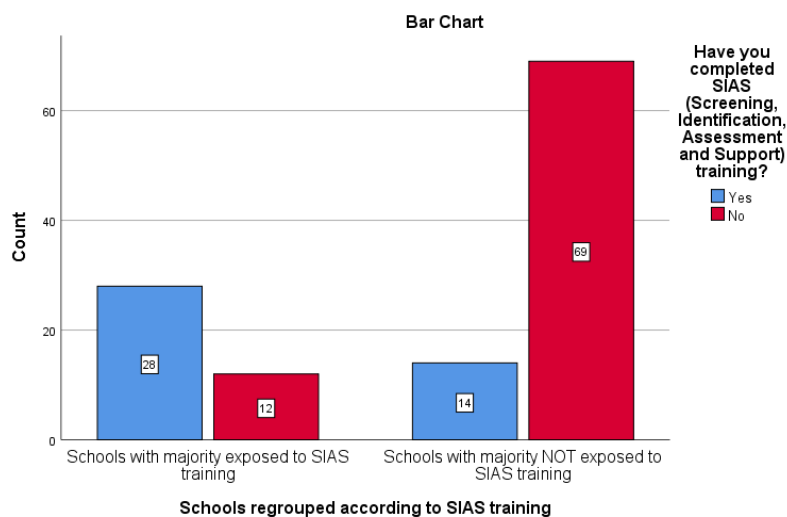
Table 1: Number of respondents per school

Name of school	Educators that participated (n)	Total educators employed at school (n)	Percentage %	Educators that completed SIAS training (n)	Percentage %
A	8	10	80%	5	62,5%
B	11	16	68,8%	3	27,3%

D	21	21	100%	16	76%
C	15	32	46,9%	1	6,6%
F	11	11	100%	7	63,6%
E	14	23	60,9%	0	0%
H	12	23	52,2%	4	33,3%
G	14	41	34,2%	7	50%
I	21	29	72,4%	6	28,6%
J	13	28	46,4%	2	15,4%
K	10	18	55,6%	0	0%
Total sample	150	252	59,5%	51	34%

These schools were further categorised into two groups according to their answers to the question of who completed SIAS training. In the first group of four schools (A, F, G and D), respondents indicated that the majority had received SIAS training, whereas the majority of respondents in seven schools (B, C, E, H, I, J and K – group 2) indicated that they had not received SIAS training. The crosstab confirms the re-grouping rationale and, although two unequally sized groups were obtained, it is not regarded as a problem, as the analysis is at item level and not on group level.

Figure 1: Bar graph indicating two school groups in respect of SIAS training



The mixed results are interpreted as follows. The Department of Education presented SIAS training in the district at all the public schools in the researched district. However the results show that not all educators

did receive the training. It is possible that respondents might have been appointed at specific schools after SIAS training was provided in the district. There is also the possibility that some respondents were not available to attend the training sessions when it was provided. The responsibility of the schools, however, is to task a staff member to inform newly appointed staff members or staff members absent on the day of training of the SIAS policy. The SIAS policy, however, does not specify who should be responsible to inform them.

FREQUENCIES, CROSS TABULATIONS AND CHI SQUARES

Does prior training during your teaching career depend on whether you are in a SIAS trained school?

The majority of respondents (57,3%) reported that they, as practising educators in their current school, never received orientation, training and/or mentoring about the identification of child sexual abuse and reporting of child sexual abuse (See Figure 2). According to the Crosstabs, respondents in a non-SIAS trained school, without any prior training in child sexual abuse during their career as a teacher, further contribute to the status of their school. The effect is significant according to Fischer’s exact test, and the Cramer’s V is 0,300, which is a moderate effect.

Figure 2: Training in the identification and reporting of child sexual abuse as practising teacher

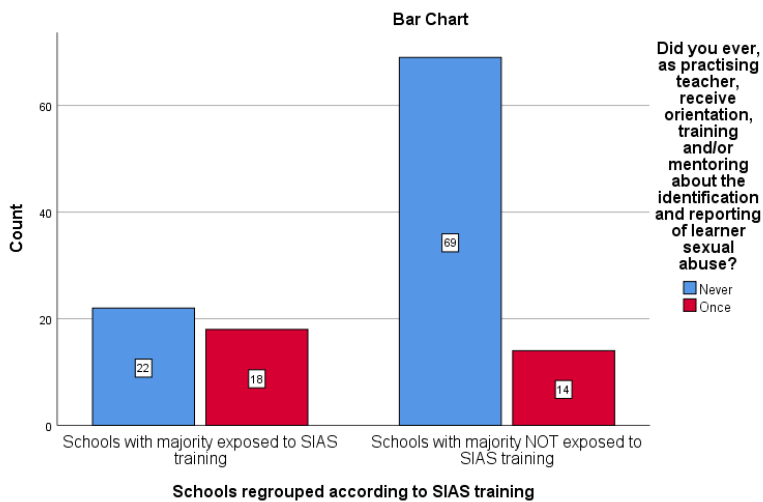
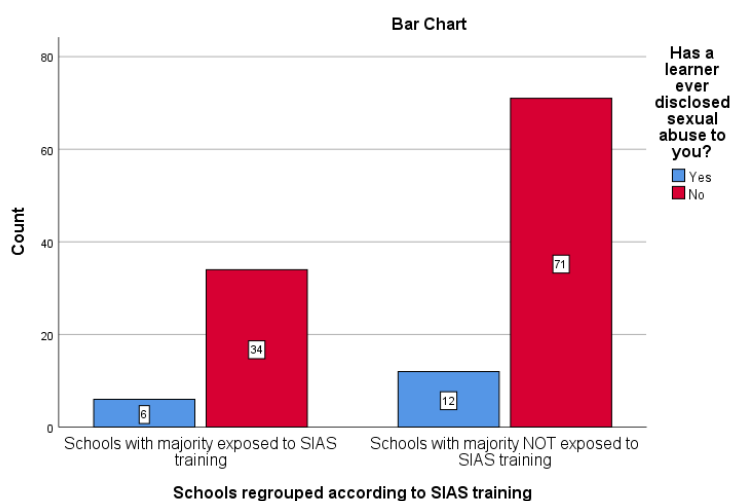


Figure 2 shows the disproportionate role of educators not having had any previous training in child sexual abuse matters.

Respondents were asked to indicate whether a learner has ever disclosed sexual abuse. Respondents (81,4%) indicated that a learner has never disclosed sexual abuse and 18,7% responded that a learner has

disclosed sexual abuse. Although the majority of respondents indicated that a learner had never disclosed sexual abuse, it is significant that at least one respondent per school had been confronted with a disclosure. The answer to the question if the SIAS training status of the school determines whether a child will have disclosed sexual abuse to you, the answer is definitely NO. Sexual abuse disclosure had nothing to do with the training status of the school, as indicated by Figure 3 below. The researcher, however, is of the opinion that the SIAS document can assist teachers on what steps to follow when confronted with a disclosure of child sexual abuse.

Figure 3: Bar graph indicating school groups in respect of child disclosure of sexual abuse



Does the SIAS training status of your school determine whether a respondent will ask for assistance from the school when confronted with a disclosure or possibility of child sexual abuse?

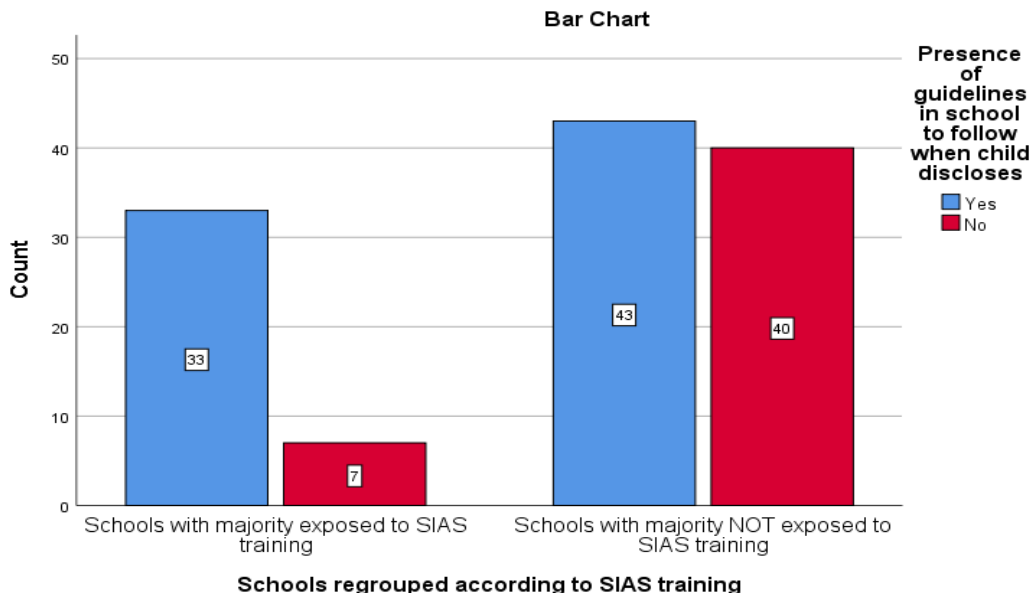
Only a small number of respondents (21,3%) requested assistance from their schools, although the majority of respondents (68,7%) indicated that they had never before been confronted with a case of child sexual abuse, or did not request assistance (10%) because they were not sure of their suspicions. Requests for assistance is therefore independent of the SIAS training status of the school.

Is the presence of guidelines in a school dependent on whether people received SIAS training?

Respondents were asked to indicate whether there are guidelines and procedures currently in place at their school to follow when a child discloses sexual abuse. The majority of the respondents (61,3%) indicated that guidelines and procedures are in place, while some respondents (38,7%) indicated that there are no guidelines and procedures in place at their schools or that they were uncertain. The schools with guidelines are more likely to have received SIAS training (82,5%), as indicated by a Fischer’s exact test

and a Cramer’s V of 0.296. Thus the presence of guidelines is dependent on whether a majority of people in the school were trained or not.

Figure 4: Bar graph indicating school groups in respect of available guidelines

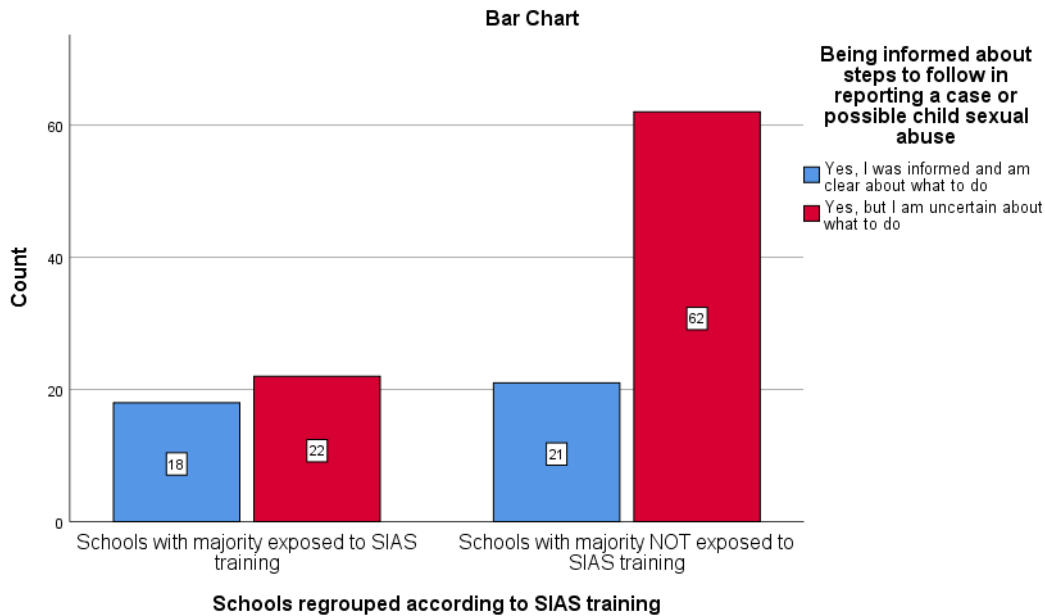


Schools with the majority exposed to SIAS were specifically examined. Within that group, schools that did not receive SIAS are significantly less likely to have guidelines in place. Compared to schools that did not have SIAS exposure, only about half of schools did not have guidelines. Thus, the presence of guidelines is dependent on whether the majority of educators were trained or not.

Is being informed about the steps to follow in reporting, dependent upon whether a school received SIAS training?

According to the crosstab, a larger proportion SIAS untrained schools are not informed about procedures (75%), compared to trained schools (45%). Based on significant score ($p = 0,038$) weak but acceptable Cramer’s V of 0,198, it is concluded that being informed depends on whether a school received SIAS training or not.

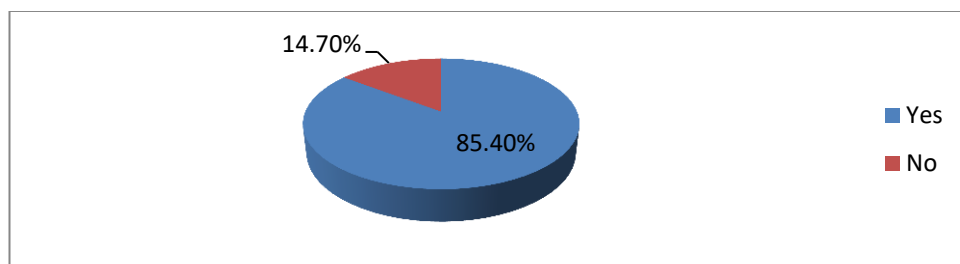
Figure 5: Bar graph indicating school groups in respect of being informed about steps



Mandatory reporter

In terms of respondents’ knowledge about their legal obligation to act as mandatory reporters, as illustrated in Figure 6, 85,4% of respondents indicated that they are aware that they are legally obliged to report cases of child sexual abuse, but that a significant number (14,7%) is not aware of their legal obligation to act as mandatory reporters of child sexual abuse. Awareness of legislation requirements to report is independent of the SIAS training status of the school.

Figure 6: Legal obligation to report and mandatory reporter



Who communicated (informed) the guidelines and procedures to the educators?

Respondents had the opportunity to choose more than one option to indicate who communicated guidelines and procedures in the reporting of child sexual abuse cases to them. Table 2 shows that a variety of people were a source of this information, but that the principal, school social worker, Heads of Department and a teacher were in most instances the persons who communicated guidelines and

procedures in the reporting of child sexual abuse to the educator. For the schools with SIAS training, the principals and school social workers were indicated most often as the person who communicated the information.

Table 2: Communication of guidelines and procedures

Sources that communicated guidelines and procedures	N=150
Principal or Vice Principal	60
School Social Worker	44
Heads of Department	33
Teacher	32
Other than the above (Tertiary training and study material; SAPS; SBST and SBST Coordinator; DoE Inclusive Trainers and Specialists; Church; Through involvement in setting policies; School Governing Body)	24
TOTAL RESPONSES	193

It is important to note that in the specific district, there is only one social worker appointed at a school who also delivers services to a neighbouring school, hence the high indication came from two specific schools only. Possibly, this fact could indicate the difference it can make to have a school social worker appointed at each school to render support to educators. This needs to be investigated further.

Has a School Based Support Team (SBST) been established in your school?

According to the SIAS policy, SBST panels should be established in each school. Amongst other things, SBST panels render support to educators when confronted with cases of child sexual abuse. The majority of respondents (92,7%) reported that SBST panels are established in their schools. A small percentage of respondents (6%) are uncertain and 1,3% of respondents indicated that SBST panels have not been established in schools.

Members serving on the School Based Support Team (SBST) panels

Respondents had the opportunity to choose more than one option to identify the members currently serving on the School Based Support Team (SBST) panels (See Table 3).

Table 3: Members serving on the School Based Support Team (SBST) panels

Members serving on School Based Support Team (SBST)	N=150
Teacher	128
Heads of Department *	102
Principal *	88
School Social Worker	53
School Management Team	48
Vice Principal	45
Member of the South African Police Service *	33
School Governing Body	24
Member of the Department of Health	19
Member of the Department of Social Development (e.g. social worker)	12
TOTAL RESPONSES	552

The majority of respondents indicated that the members serving on the SBST panels include teachers (128), HODs (102) and principals (88). From the school environment, respondents also pointed out the school social worker, the vice principal, members of the school management team and members of the school governing body. From outside the school, members of the South African Police Service, members of the Department of Health and of the Department of Social Development are specified, but to a lesser degree. As indicated with an asterisk on the table, the schools with SIAS training and those without, differed slightly in terms of principals ($p = 0,016$, $d = 0,236$), HODs ($p = 0,028$, $d = 0,218$) and a member of the South African Police Service ($p = 0,40$, $d = 0,207$). The schools with SIAS training had a slightly higher response on principals and a member from the South African Police Service, whereas the schools without SIAS training had a slightly higher response on HODs on the SBST panels.

The need to have a social worker as a member of the School Based Support Team (SBST).

The majority of respondents across schools strongly agree (85,3%) and agree (14%) that a social worker should be a member of the SBST panels, while only 0,7% indicated that they were uncertain.

Sufficient knowledge of the identification of child sexual abuse

In terms of educators' knowledge of their role as mandatory reporters, as stipulated in the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007, the majority of respondents disagreed or were uncertain (63%) that they have sufficient knowledge about the identification of child sexual abuse. Only 37% agreed that they have sufficient knowledge about the identification of child sexual abuse according to the act.

DISCUSSION AND IMPLICATIONS

The findings suggest that the majority of respondents did not receive any training and/or mentoring about child sexual abuse as part of their qualification or while practising as an educator, whereas the literature emphasises the importance of adequate training in the identification of child sexual abuse (Goldman, 2007:368-381; Goldman & Grimbeek, 2014:1-16). The majority of respondents indicated that they were aware of their legal obligation to act as mandatory reporters, but that they did not have sufficient knowledge of the identification of sexual abuse, as stipulated in the acts. Previous research established a relationship between recognizing abuse and reporting suspected abuse to the authorities (Webster, O'Toole, O'Toole & Lucal, 2005:1281-1296). Although the majority of respondents reported that a learner had never disclosed sexual abuse, it is significant that at least one respondent per school has been confronted with a disclosure. According to the South African Police Service, 32 cases of child sexual abuse were reported in 2015 and 35 cases were reported in 2016 at the Family Violence, Child Protection and Sexual Offences Unit in Ladybrand (FCS 2015; FCS 2016). It is possible that respondents may have underreported cases of child sexual abuse in the questionnaire. According to the findings, disclosures of sexual abuse are not related to the SIAS training status of schools. Lack of sufficient knowledge on recognising child sexual abuse could be the reason for low reports of abuse. The literature confirms that teachers were more likely to underreport than over report child abuse based on their discretion (cf Webster et al., 2005:1281-1296). The literature suggests that a comprehensive and on-going training is required to enhance teachers' ability to identify and report child sexual abuse cases to (cf Goldman, 2005:79-92).

It is important for schools to have clear guidelines and procedures in place when reporting cases of child sexual abuse (cf Carlton, 2015:507-522; Collins & Patel, 2009:42-47). The majority of respondents indicated that there were guidelines and procedures at their schools. The findings of the study indicated that the presence of guidelines is dependent on whether schools were trained in SIAS or not. Schools that received SIAS training identified the principals and social workers as the primary persons that

communicate the guidelines and procedures to educators. In the district, however, it is important to note that there is only one appointed school social worker. This aspect can be further investigated since it can be an indication of the difference that school social workers can make in schools. Having a social worker available in the school that can provide guidance and support to educators when confronted with child sexual abuse cases, can be valuable because they are knowledgeable regarding the dynamics of child sexual abuse as well as the legal requirements (cf Sivilis-Cetinkaya, 2015:908-921).

According to the findings educators in schools who had no SIAS training are not informed of the steps to follow to report a case of child sexual abuse, in comparison to educators in schools that did receive SIAS training. The reason for this is not clear, but it is possible that guidelines are not presented in practical steps or not communicated effectively. Requests for assistance when confronted with child sexual abuse cases, according to the findings, are independent from the SIAS training status of schools.

An interesting finding was that although all schools in the district of the study received training on the SIAS policy, a group of schools had a significant number of respondents who indicated that they did not receive the training. The reason could be that these respondents were appointed at the schools after the training had taken place. The findings show a small but noteworthy difference between schools who received SIAS training and those with high numbers of educators not receiving SIAS training. Schools with high numbers of educators with SIAS training reported higher on being informed on what steps to take when confronted with child sexual abuse, and being more confident about their knowledge. Principals and the school's social worker played a more prominent role in informing educators about the guidelines and procedures and these schools are more inclined to have principals and a member of the SAPS on the SBST. The findings, however, also indicate that not all schools effectively communicate the guidelines and procedures to educators who did not receive the official training. Literature supports the fact that policies are not always communicated effectively and that school personnel should have guidance and support in the process of identifying, referring and reporting abuse, including training in legislation and district policies, hence the need for effective policy to be in place and communicated (Dombrowski & Gischlar, 2006:234-243).

Community resources form part of SBST panels. In cases where schools are confronted with child sexual abuse cases, it requires inputs from members with expertise. The majority of schools indicated that SBST panels are established in schools. In cases of child sexual abuse, the SIAS policy stipulates that SBST panels should work in collaboration with resources in the community, such as the Department of Social Development and the South African Police Service (SAPS) who are knowledgeable in the field. The

findings suggest that apart from the SAPS in some instances, community resources are underrepresented on the SBST panels.

CONCLUSION

There is a need for educators to receive training both in the identification of child sexual abuse and in terms of the acts and what is required of them to act as mandatory reporters. Educators play a vital role in the detection and reporting of child sexual abuse cases and are an important collateral source of information for forensic social workers when investigating child sexual abuse cases.

The SIAS policy is an effective guideline that can assist schools in establishing procedures to be followed when child sexual abuse is identified. All over, the findings indicate that although all schools received the SIAS training, the majority of educators in some schools did not receive the training. The findings clearly show the importance of the SIAS training, not only at school level, but also in making sure that, at on balance, at least half of the employed educators at a specific time at a school received this training. In addition, all educators need to be knowledgeable about detecting possible signs of child sexual abuse and be aware of the necessary steps to follow to make the necessary referrals to professionals trained in the specific field.

The findings indicated that SIAS training can contribute to the effectiveness of a school as far as having procedures and guidelines in the reporting of child sexual abuse in place. Educators may then also be more confident and knowledgeable about child sexual abuse and how to intervene. Training in SIAS can increase educators' preparedness to intervene when confronted with child sexual abuse cases, especially if they have received previous training in the identification of child sexual abuse. Educators should be clearly informed about what their role entails, how to intervene and what steps to follow when confronted with cases of child sexual abuse.

Although it was not the focus of the research, there are some indications in the findings that school social workers can be valuable to schools because of their expertise and knowledge both in the field and the dynamics of child sexual abuse and stipulations in the acts. According to the findings, the presence of a school social worker that can fulfil the role of communicating guidelines and procedures in the reporting of child sexual abuse, as well as provide in-service training in SIAS, can significantly contribute to the school's level of preparedness to intervene. Schools without a social worker, educators that did not receive previous training in the identification of child sexual abuse and also schools that did not receive SIAS training are at a disadvantage. The findings also indicate that educators have a need for social workers on the SBST panels of schools.

The findings confirm that child sexual abuse disclosures will be made, regardless of whether schools have guidelines and procedures in place or received SIAS training or not. The study indicated that SIAS training did not contribute to increased sensitivity and reporting likelihood amongst educators. Educators responded similarly towards disclosures and requested assistance if needed. The SIAS training contributed to a difference in knowledge levels and procedures but did not lead to unnecessary, emotion-driven reporting.

Some caution is needed before considering recommendations based on the findings of the present study.

Firstly, one should note that the present findings were obtained using a sample from one school district in one province, which cannot be assumed to be representative of the general population. Clearly, before these findings can be generalised with any degree of confidence, further research is needed involving larger representative samples. Secondly, although significant differences between schools with SIAS training and those without were established, the effect sizes were small.

With these limitations in mind, it is useful to consider the following recommendations.

RECOMMENDATIONS

Further investigation:

- Further investigation is needed on the role of the school social worker to inform and support educators in the process of identifying and reporting child sexual abuse when it is suspected or disclosed within the school environment.
- Further investigation is needed to understand why educators reported not being informed, or being uncertain on what steps they should follow to report child sexual abuse, even though school guidelines and procedures were reported to be established in the participating schools.
- The study can be replicated on a larger scale in other districts and provinces.

The Department of Education could consider:

- Training educators in the identification of child sexual abuse as well as stipulations in the acts regarding mandatory reporting.
- Repeated training in the SIAS policy for all schools.
- Appointing school social workers so that all schools can benefit from the support that a school social worker provides.

Educators:

- Educators should be aware of the guidelines and procedures to follow when reporting cases of child sexual abuse. It is important that these guidelines should be communicated to them in order to render support. It is the role of the principal to communicate policies and guidelines to educators and to ensure that they are trained.
- Guidelines and procedures should be communicated in logical and practical steps that should be followed. Principals and members of the management teams of schools should fulfil the role.
- A task member that can provide in-service training in SIAS to newly appointed staff members should be identified.

Forensic social workers:

- Forensic social workers should be appointed in the field. It is important to note that forensic social work is a specialised field and specialised training is necessary. Generic social workers are not trained in protocols to conduct assessments of victims of child sexual abuse.

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SECTION 3: CONCLUSIONS AND RECOMMENDATIONS

The most important findings and conclusions of this research are summarised in this section. The method of investigation consisted of two interlinked processes, namely a literature study and an empirical study, through which the researcher aimed to gain an understanding of existing literature and research relevant to the research question and by means of an empirical study where data was analysed quantitatively.

Literature study

The purpose of the literature study was to gain an understanding and to set a framework for the research project. The literature study assisted the researcher in critically evaluating the existing knowledge base and the disciplinary content of the literature (Rubin & Babbie, 2013:68-69). Aspects covered as a part of the literature study included the role of educators as mandatory reporters of child sexual abuse cases and training in the identification of child sexual abuse. In addition, a discussion was included of whether guidelines and procedures are communicated effectively to educators and whether they are aware of guidelines in schools and the procedures to follow when they want to file a report. The Ferdinand Postma Library at the North-West University (Potchefstroom) was utilised as main source for gaining information and literature. Databases for gaining information included: *Academic search premier*; *ERIC*; *SocINDEX*; *Expanded Academic*; *MasterFILE premier*; *JSTOR Journals*; *ScienceDirect*; *Directory of Open Access Journals*; *OAlster and SA ePublications*. Research publications, articles and textbooks were utilised. The policies of the National Department of Education were studied.

The literature study pointed out that although teachers are in the best position to report cases of child sexual abuse due to their daily contact and close relationship with children, they tend to underreport. Children feel more comfortable to disclose sexual abuse towards educators because of this trustworthy relationship. Educators are also able to detect possible signs of abuse by means of children's non-verbal behaviour. Despite laws and legislation about mandatory reporting, teachers are hesitant to do so as a result of a number of factors. One of these factors is not having clear school-based guidelines in place, which was the focus of the study. It is clear, from the study of both South African and international literature, that this problem is not a sole South African problem.

The literature further pointed out that educators lack knowledge in the identification of both child sexual abuse and the reporting procedure. Training for student-teachers as well as in-service training regarding the identification and reporting of child sexual abuse was recommended. Based on the literature study, the researcher concluded that the assumption is made that if teachers are sufficiently trained in these matters,

they may be equipped and confident to act as mandatory reporters. They will, if it is maintained, be enabled to feel more competent so that they can act early. Interventions can, moreover, be more effective when they are confronted with cases of sexual abuse. It was however not clear from the literature study if these assumptions were ever tested.

The literature is clear about the necessity to have policies in place to assist educators, to provide them with guidelines and to clearly communicate the steps they have to take when confronted with child sexual abuse. The literature indicates a relationship between underreporting and the absence of policy, clear guidelines and effective communication about requirements. In South Africa, the Policy on Screening, Identification, Assessment and Support (SIAS Policy) of the National Department of Basic Education (South Africa, 2014) aims to provide a policy framework for the standardisation of the procedures; to identify, assess and provide programs for all learners who experience barriers to their learning, such as child sexual abuse. As far as the researcher could establish, no research has yet been done to determine if this policy has the intended effect regarding the reporting of child sexual abuse in public schools.

Empirical study

The empirical study consisted of the collection and analysis of data based on the purpose of the study, namely to identify the establishment of school guidelines and procedures in the reporting of learner sexual abuse in the public schools of Ladybrand.

3.1.1 Method

The study followed a quantitative approach and was appropriate with regard to the purpose of the study. The approach, however, can be more insightful if a larger representative sample is involved in order to generalise the findings. The study only focused on one district in one province and further studies can be undertaken in other provinces. A qualitative approach or mixed method approach could have provided more insight into certain aspects in the questionnaire about educators' experience, beliefs and knowledge regarding mandatory reporting and the guidelines and procedures of the school to follow in the reporting.

3.1.2 Respondents

An all-inclusive sample of educators, teachers and principals in one district, in one province, was included in the study. The rationale for the inclusion was based on the fact that their schools had received SIAS training and were required to develop and implement guidelines and establish SBST panels. The assumption was that because these school received training these educators received SIAS training, and

that they were informed about the guidelines and procedures they should follow when reporting a case of child sexual abuse. However, although all schools received training a large number of their educators (the respondents in this study), unfortunately, did not. If the researcher had anticipated this, a question on the reason why a respondent did not receive training, could have been added to the questionnaire. The study only focused on one district and it could be insightful to replicate the study in other provinces.

3.1.3 Measuring tool

The formulation and construction of questions were based on the aim of the study and what the researcher wanted to achieve regarding respondents' knowledge about the reporting of child sexual abuse. For this study, a self-designed questionnaire was effective, because the researcher could gather specific information on respondents' knowledge based on the establishing of guidelines and procedures in the reporting of child sexual abuse after SIAS training. Although the content of the questionnaire consisted of questions related to the focus of the study, certain questions had too many options, which created a wide ratio and resulted in limiting meaningful answers. There was also a lack of follow-up questions in order to get a meaningful understanding and clarification of answers to some of the questions. Certain questions in the questionnaire could have been experienced as sensitive in nature. The implication could have been that they did not answer questions open and honestly.

3.1.4 Ethical aspects

Ethical aspects were maintained and considered in the process of data collection. Obtaining permission from the Department of Education was time-consuming. It was also a challenge to obtain permission from the District Managers in order to conduct the research project. The challenge was because of the change of District Managers. Scheduling appointments with schools to suit their schedule was also a challenge.

3.1.5 Data analysis

Data analysis enabled the researcher to process and give meaning to the data. Data was analysed by means of frequencies, cross tabulation and chi-square tests. Consultation with a statistician contributed to the validity of the data analysis.

3.1.6 Procedure

Obtaining consent from the Department of Education and District Managers was a time-consuming process. Although the attitudes of the majority of educators towards the research project was very positive, others were not so positive about taking time and considering the research project at the time of

the introduction. A possible reason for their negative attitude could be that at the time the research project was conducted, educators were busy with extracurricular activities and test series. Educators may have experienced work pressure that had an influence on their attitude.

Findings

The overall finding is that schools that received SIAS training are more likely to have procedures in place, more confident and knowledgeable educators about the identification of child sexual abuse and are informed about what steps to take. If the educators in those schools had some previous in-service training in child sexual abuse, this contributed to a school that was better prepared.

The statistically non-significant findings are:

- Awareness of legislation requirements to report is independent from the SIAS training status of the school
- Whether the respondent requested assistance from the school when confronted with a disclosure did not depend on whether the school received SIAS training. Educators will thus request assistance regardless of whether the school received SIAS training or not.

The aim of the research, namely to identify the guidelines and procedures in the reporting of learner sexual abuse in the public schools of Ladybrand was, therefore, achieved through establishing the importance of SIAS policy to develop guidelines and procedures that could assist educators in the reporting of child sexual abuse.

Limitation of the study

The study only focused on one Free State Province district with a total population of 252 respondents. The results of the study is only an indication of the situation in one district and not of the Free State Province as a whole.

There were certain questions in the questionnaire that could have had a negative impact on the data.

Although significant differences between schools with SIAS training and those without were established, the effect sizes were small.

Personal reflections

Schools should have school social workers who can guide and train educators when confronted with cases of child sexual abuse. District social workers are appointed at the Department of Education but the case loads are either too high to maintain or the district social workers are not situated in the area, especially in rural areas. The Department of Social Development renders services but there is often not a positive relationship between schools and the Department. Educators often experience that they do not get cooperation from the Department of Social Development, but it must be taken into consideration that the Department itself also has high caseloads to attend to. Educators often experience that their report does not contain enough substantiated evidence, which contributes to underreporting. The investigation of child sexual abuse is a specialised field and the forensic social worker is trained in a protocol for assessing children when investigating cases of child sexual abuse. Currently, probation officers of the Department of Social Development deal with referrals and assessments of child sexual abuse cases but they are not trained in this specialised field. The need for forensic social workers in this district is of the utmost importance to act in the best interests of the child.

Child sexual abuse is a sensitive topic and the experience is that educators are afraid to get involved in cases. Another aspect of concern that was not stipulated in the study is the aspect of confidentiality. SBST meetings are held in order to discuss and intervene when learners experience barriers to learning. Personal information of learners are then discussed. Educators should be aware of the importance of maintaining confidentiality and that cases of child sexual abuse in particular, is not a topic open for discussion. Schools should have clear guidelines in place, especially regarding confidentiality and how these cases will be dealt with. Educators also need to be well informed.

Recommendations

Further investigation:

- Further investigation is needed on the role of the school social worker to inform and support educators in the process of identifying and reporting child sexual abuse when it is suspected or disclosed within the school environment. Although it was not the focus of the study, the findings indicated that school social workers can be valuable to schools. They have the expertise and knowledge of their field and dynamics of child sexual abuse, and also know what is stipulated in the various acts.
- Further investigation is needed to understand why educators reported not being informed, or being uncertain on what steps they should follow to report child sexual abuse. This, in spite of the fact that

school guidelines and procedures were reported to be established in the participating schools. The findings indicated that SIAS training can contribute to a school's effectiveness in having procedures and guidelines in the reporting of child sexual abuse in place. The findings also indicated that not all schools effectively communicate the guidelines to educators who did not receive the official SIAS training.

- The study can be replicated on a larger scale in different districts and provinces.

The Department of Education could consider:

- Training educators in the identification of child sexual abuse as well as informing them of stipulations in the acts regarding mandatory reporting. Educators play a vital role in the detection and reporting of child sexual abuse cases and are an important collateral source of information for forensic social workers when investigating child sexual abuse cases.
- Repeated training in the SIAS policy for all schools. According to the findings, large numbers of educators in many schools did not receive SIAS training.
- Appointing school social workers at more schools and/or on the SBST so that all schools can benefit from the support that a social worker provides. The presence of a school social worker who can fulfil the role of communicating guidelines and procedures in the reporting of child sexual abuse and, in addition, provide in-service training in SIAS, can significantly contribute to the level of preparedness of the school to intervene. Schools without a social worker, educators that have not received previous training in the identification of child sexual abuse and also schools that have not received SIAS training are at a disadvantage.

Educators:

- Educators should be aware of the guidelines and procedures to follow when reporting cases of child sexual abuse. It is important that these guidelines should be communicated to them in order to render support. The principal is responsible for communicating policies and guidelines to educators and to ensure that they are trained.
- Guidelines and procedures should be communicated in logical and practical steps that should be followed. Principals and members of the management teams of schools should fulfil the role.
- A task member should be identified who can provide in-service training in SIAS to newly appointed staff members.

Family Violence, Child Protection and Sexual Offences Unit (FCS) of the SAPS:

- Forensic social workers should be appointed in the field. Currently, the FCS does not have an appointed forensic social worker in Ladybrand. Probation officers of the Department of Social Development deal with referrals and assessments of child sexual abuse cases. It is important to note that forensic social work is a specialised field and specialised training is necessary. Generic social workers are not trained in protocols to conduct assessments of victims of child sexual abuse.

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SECTION 4: THE ADDENDUMS

Addendum A: CARSA Publishing Policy

Child Abuse Research a South African Journal (CARSA) has been published biannually in April and October since 2000. It was SAPSE accredited in 2003 for articles published in the journal from 2004 onwards. This means that CARSA is a peer reviewed, fully accredited, professional journal and academics at higher education institutions receive credits if their articles are published in CARSA. Articles should be submitted to the Editor, Prof Michele Ovens, ovensm@unisa.ac.za

CARSA is a national journal that promotes academic and professional discourse amongst professionals involved in child-care work in South Africa. It publishes high quality, peer-evaluated, applied, multidisciplinary articles focusing on the theoretical, empirical and methodological issues related to child abuse in the light of the current political, cultural and intellectual topics in South Africa. Authors of articles submitted for review will remain anonymous. The comments of the reviewers and peer evaluators should be constructive and helpful and designed to aid the authors to produce articles that can be published. The authors may then use these comments to revise their articles. However, the final decision on whether or not to publish an article rests with the editor. There should be an interval of at least two issues between articles published by the same author. The language of the journal is English.

Preparing articles for submission

The submitted articles should always conform to CARSA's house style. As the journal develops, it is envisaged that it will contain full length articles, shorter debates, book reviews and software reviews. The following information is provided regarding the length of articles:

- full-length articles should not exceed a word count of 8000 (tables excluded)
- shorter articles (in the form of shorter debates) should not exceed a word count of 3000 (tables excluded)
- book reviews should not exceed a word count of 1000
- software reviews should not exceed a word count of 3000.

Tables, figures, illustrations and references are excluded from the word count. Book reviews and software reviews will be initiated by the editor and review editors. They will commission individuals to do the reviews. Prospective authors are expected to abide by language guidelines regarding issues of gender and race and disability.

Empirical research should adhere to acceptable standards of descriptive and inferential statistics and empirical data should be manipulated statistically using an acceptable statistical program such as the Statistical Package for the Social Sciences (SPSS) or SAS.

The inferences regarding qualitative analysis should also be accompanied by an explanation of the techniques used or should utilize statistical packages such as SQR.NUD.IST which are recognised for this type of analysis.

Copyright policy and author's rights

Once an article has been accepted for publication, the author automatically agrees to the following conditions. All work published in CARSA is subject to copyright and may not be reproduced, in whole or in part, in any manner or in any medium without the written consent of the editor, unless no charge is made for the copy containing the work, and provided the author's name and place of first publication appears in the work. Authors assign copyright to CARSA.

Non-exclusive rights for contributions to debates and comments to articles are requested so that these may also appear in CARSA. The moral right of the author to his or her work remains with the author. Where applicable,

contributors should indicate sources of funding. It is the duty of the author to clear copyright on empirical, visual or oral data. Simultaneous submission to other electronic or printed journals is not allowed.

Notes for contributors

Articles that appear in CARSA are subject to the usual academic process of anonymous peer reviewing. The articles that are written by the editorial staff will be refereed by independent referees. Electronic submission of articles by E-mail should be done in MS Windows, Word.

Authors should submit their work to the editor, Prof Michele Ovens at: ovensm@unisa.ac.za.

Before submission, articles should have been corrected for errors, edited and should be accurate.

It is the responsibility of the author that articles should be language and technically edited, before submission. Formal conversation is required that the final accepted article has been edited for language proficiency.

Style

Main headings should be typed in upper case and begin at the left margin. No indentation is allowed. Dates should be written as follows:

9 January, 2000. Bold, italics and underscore should be formatted as such in the original document. The recommended style for reference purposes is the abbreviated Harvard technique, for example, "Child abuse is rising (Author 1999:10)" or "According to Author (1999:10), child abuse is rising". In the case of legal articles, footnotes will be allowed.

To work towards uniformity in the alphabetical bibliography at the end of an article, the following examples of format are given:

Books:

Kuehnle, K. 1996. *Assessing allegations of child sexual abuse*. Sarasota: Professional Resource Press.

Articles:

Collings, SJ & Payne, MF. 1991. Attribution of causal and moral responsibility to victims of father-daughter incest: an exploratory examination of five factors. *Child Abuse and Neglect*, (15)4:513-521.

Where applicable, contributors should indicate sources of funding. It is the duty of the author to clear copyright on empirical, visual or written data. Simultaneous submission to other electronic or printed journals is not allowed.

Non-sexist language

Gender specific nouns and pronouns should not be used to refer to people of both sexes. The guidelines on sexist, racist and other discriminatory language should be observed. The following is intended to assist contributors to refrain from sexist language by suggesting non-sexist alternatives.

Sexist: Each respondent was asked whether he wanted to participate. The child should have enough time to familiarise himself with the test.

Non-sexist: Respondents were asked whether they wished to participate. Enough time should be allowed for the child to become familiar with the test.

Addendum B: Permission Letters



NORTH-WEST UNIVERSITY[®]
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Private Bag X6001, Potchefstroom
South Africa 2520

(Date)

Mr. D.S Moloi
District Director
Department of Education
Bloemfontein
9301

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Dear Mr. Moloi

My name is Desiree Neethling, and I am a registered Master's Degree student in the field of Forensic Social Work Practice at the North West University of Potchefstroom. The research project I wish to conduct for my dissertation involves identifying the arrangements public schools made in establishing school guidelines and procedures in the reporting of learner sexual abuse in the public schools of Ladybrand. This research project will be conducted under the supervision of Prof. E.H. Ryke (NWU, Potchefstroom).

I am hereby seeking your consent to approach teachers and principals of eleven public schools in Ladybrand to participate in the research project.

I have provided you with a copy of my dissertation proposal which includes copies of the measure and consent forms to be used in the research process. A copy of the approval letter which I received from the HREC (Human Research Ethics Committee) is attached.

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact us:

Desiree Neethling
NWU Univ. no. 27528812
SACCSP reg. no. 1028376
0724463717
dezilues@gmail.com

Prof. E.H Ryke (Study leader – PhD Social Work)
018 299 1687
Elma.Ryke@nwu.ac.za

Thank you for your time and consideration in this matter.

Yours sincerely,

Desiree Neethling
SOCIAL WORKER
NWU Univ. no. 27528812
SACCSP reg. no. 1028376



NORTH-WEST UNIVERSITY[®]
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Private Bag X6001, Potchefstroom
South Africa 2520

(Date)

Mr. XXX
Principal
XXX Primary School
Ladybrand
9745

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Dear Mr. XXX

My name is Desiree Neethling, and I am a registered Master's Degree student in the field of Forensic Social Work Practice at the North West University of Potchefstroom. The research project I wish to conduct for my dissertation involves identifying the arrangements public schools made in establishing school guidelines and procedures in the reporting of learner sexual abuse in the public schools of Ladybrand. This research project will be conducted under the supervision of Prof. E.H. Ryke (NWU, Potchefstroom).

I am hereby seeking your consent to approach your school's teachers and principals to participate in the research project.

I have provided you with a copy of my dissertation proposal which includes copies of the measure and consent forms to be used in the research process. A copy of the approval letter which I received from the HREC (Human Research Ethics Committee) is attached.

Upon completion of the study, I undertake to arrange an appointment with your school to provide a feedback session regarding the results of the study. If you require any further information, please do not hesitate to contact us:

Desiree Neethling
NWU Univ. no. 27528812
SACCSP reg. no. 1028376
0724463717
dezilues@gmail.com

Prof. E.H Ryke (Study leader – PhD Social Work)
018 299 1687
Elma.Ryke@nwu.ac.za

Thank you for your time and consideration in this matter.

Yours sincerely,

Desiree Neethling
SOCIAL WORKER
NWU Univ. no. 27528812
SACCSP reg. no. 1028376



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Private Bag X6001, Potchefstroom
South Africa 2520
Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

To whom it may concern

Ethics number: NWU-00100-17-S1

Study title: Guidelines and procedures in the reporting of child sexual abuse in the public schools of Ladybrand

Study leader/supervisor: Prof EH Ryke

Student: D Neethling-27528812

Application type: Single study

Risk level: Medium

The research project is taken note of and goodwill permission is granted to take part in the research project.

Name of School: _____

Name and surname of Principal: _____

Signature

Date

Enquiries: BM Kitching
Ref: Research Permission: D Neethling
Tel. 051 404 9283 / 9221 / 082 454 1519
Email: berthakitching@gmail.com and B.Kitching@edu.fs.gov.za



education

Department of
Education
FREE STATE PROVINCE

D Neethling
Rannoch Mohr Farm
CLOCOLAN, 9735

072 446 3717

Dear Mrs Neethling

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

Research Topic: Guidelines and procedures in the reporting of child sexual abuse in the public schools of Ladybrand.

Schools: Coenraad Snyman Primary School, Hermans Primary School, Ladybrand Primary School, Ladybrand Public School, Ladybrand Special School, Ladybrand Secondary School, Le Reng Secondary School, Le Roux Primary School, Manyatseng Primary School, Sehlabeng Secondary School and St Benedict, Motheo District.

Target Population: All Principals, Deputy Principals, Head of Departments and Teachers at the abovementioned schools.

2. **Period of research:** From the date of signature of this letter until 30 September 2018. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.
3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The attached ethics documents must be adhered to in the discourse of your study in our department.
5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 07/02/2018

RESEARCH APPLICATION D NEETHLING PERMISSION EDITED JAN 2018

Strategic Planning, Policy & Research Directorate

Private Bag X20565, Bloemfontein, 9300 - Room 318, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein

Tel: (051) 404 9283 / 9221 Fax: (086) 6678 678



Enquiries: Mr Mosala

Tel: 082 825 8649

2 March 2018

OFFICE OF THE DIRECTOR: MOTHEO EDUCATION DISTRICT
Motho, a district on the rise to greatness

Desire Neethlin
Rannoch Mohr Farm
CLOCOLAN
9735

Dear Mrs Neethling

PERMISSION TO CONDUCT RESEARCH IN 11 LADYBRAND/MANYATSENG SCHOOLS

Permission is hereby granted to you to conduct the research as part of your Master's Degree in 11 Ladybrand/Manyatseng schools. Approval has also been granted by our Head Office for you to conduct that research with the condition, that upon completion of your studies, you will provide the Free State Department of Education with a copy of the research.

I wish you a very fruitful study in this area.

Kind Regards



MRS MOSALA
CIRCUIT MANAGER



Enquiries : Modupi B.M
Tel: 051- 5346717
E-mail: modupibm@yahoo.com

OFFICE OF THE DIRECTOR: MOTHEO EDUCATION DISTRICT
"MOTHEO, A DISTRICT ON THE RISE TO GREATNESS"

26 FEBRUARY 2018

Desiree Neethling
Rannoch Mohr Farm
CLOCOLAN
9735

Dear Mrs Neethling

PERMISSION TO CONDUCT RESEARCH IN 11 LADYBRAND/MANYATSENG SCHOOLS

Permission is hereby granted to you to conduct the research as part of your Master's degree in 11 Ladybrand/Manyatseng schools. Approval has also been granted by our head office for you to conduct that research with the condition that upon completion of your studies, you will provide the Free State Department of Education with a copy of the full research.

I wish a very fruitful studies in this area.

Kind regards

Modupi B.M (Circuit Manager)

Addendum C: Informed Consent Document



NORTH-WEST UNIVERSITY ®
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**INFORMED CONSENT DOCUMENTATION FOR TEACHERS AND PRINCIPALS
OF PUBLIC SCHOOLS IN LADYBRAND**

TITLE OF THE RESEARCH STUDY: Guidelines and procedures in the reporting of child sexual abuse in the public schools of Ladybrand

ETHICS REFERENCE NUMBERS: NWU-00100-17-S1

POST GRADUATE STUDENT: Mrs. D. Neethling

ADDRESS: Rannoch Mohr Farm, Clocolan

CONTACT NUMBER: 072 446 3717

STUDY LEADER: Prof. E.H. Ryke

CONTACT NUMBER: 018 299 1687

You are being invited to take part in a **research study** that forms part of the completion of my dissertation for my Masters Degree in Forensic Social Work Practice. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research to you any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how you might be involved. Also, your participation is **entirely voluntary** and you are free to say no to participate. If you say no, this will not affect you negatively in any way whatsoever.

This study has been approved by the **Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-00100-17-S1)** and will be conducted according to the ethical guidelines and principles of Ethics in Health Research: Principles, Processes and Structures (DoH, 2015) and other international ethical guidelines applicable to this study. It might be necessary for the research ethics committee members or other relevant people to inspect the research records.

4 What is this research study all about?

- This study will be conducted in Ladybrand and will involve 11 public schools with an experienced researcher trained in Forensic Social Work Practice. 249 participants will be included in this study.
- We plan to determine what arrangements schools make in establishing guidelines and procedures that can assist educators in the reporting of child sexual abuse.

5 Why have you been invited to participate?

- You have been invited to be part of this research because you are a teacher/principal employed at a public school in Ladybrand.
- You will not be able to take part in this research if you are an administrative staff member or student teacher.

6 What will be expected of you?

- You will be expected to complete a survey which will take approximately 15 minutes.

7 Will you gain anything from taking part in this research?

- You will not directly gain by taking part in the study.
- The findings of the study can be beneficial to the education community and can contribute to future recommendations regarding the reporting of child sexual abuse.

8 Are there risks involved in you taking part in this research and what will be done to prevent them?

- The risk to you in this study is medium. You could feel judged and embarrassed for not knowing what procedures and guidelines to follow in the reporting of child sexual abuse cases. You can also be hesitant to be honest out of fear putting the name of your school in a poor light. Rest assured that it will not be possible for the researcher to trace any answer to a specific individual or school. You will complete this survey anonymous. Your privacy and the privacy of your school is therefore guaranteed.
- If you experience any negative response to the research questions, you are welcome to discuss it with the person who introduced the research to you, the researcher or the study leader. Their contact details are included in this form. You are also reminded that you can decide at any time not to complete the survey.
- There are however more gains for you in joining this study than there are risks.

9 How will we protect your confidentiality and who will see your findings?

- The research study provides anonymity by not collecting your identifying information. Therefore the study cannot link your response with your identity. Only the researcher and study leader will have access to the data. Data will be kept safe by keeping hard copies in a locked cupboard in the researcher's office and electronic data in a password protected computer. Data will be stored for 5 years in a safe place at North-West University after which it will be destroyed.

What will happen with the findings or samples?

- The findings of this study will be used only for this study.

How will you know about the results of this research?

- The researcher will arrange appointments with each school and will give feedback to all participants on the results of this research when the research report is completed. A summary report of the results will be given to the provincial Department of Education.

Will you be paid to take part in this study and are there any costs for you?

This study is not funded by an institution. You will not be paid to take part in the study because according to policy, governmental employees are not allowed to accept remuneration (payments, gifts). There will be no costs involved for you, if you do take part in this study.

Is there anything else that you should know or do?

- You can contact Mrs. Desiree Neethling at 072 446 3717 or Prof EH Ryke at 018 299 1687 if you have any further questions or have any problems.
- You can also contact the Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 1206 or carolien.vanzyl@nwu.ac.za if you have any concerns that were not answered about the research or if you have complaints about the research.
- You will receive a copy of this information and consent form for your own purposes.

Declaration by participant

By signing below, I agree to take part in the research study titled *Guidelines and procedures in the reporting of child sexual abuse in the public schools of Ladybrand*.

I declare that:

- I have read this information/it was explained to me by a trusted person in a language with which I am fluent and comfortable.
- The research was clearly explained to me.
- I have had a chance to ask questions to both the person getting the consent from me, as well as the researcher and all my questions have been answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be handled in a negative way if I do so.
- I may be asked to leave the study before it has finished, if the researcher feels it is in the best interest, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

10 Declaration by person obtaining consent

I (*name*) declare that:

- I clearly and in detail explained the information in this document to
.....

- I did/did not use an interpreter.
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I gave him/her time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness

11 Declaration by researcher

I (*name*) declare that:

- I had it explained by mrs. Mopedi who I trained for this purpose.
- I did/did not use an interpreter.
- I encouraged him/her to ask questions and took adequate time to answer them.
- The informed consent was obtained by an independent person.
- I am satisfied that he/she adequately understands all aspects of the research, as described above.
- I am satisfied that he/she had time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

.....
Signature of witness

Addendum D: Questionnaire – Reporting Of Child Sexual Abuse Cases

INSTRUCTIONS

Please complete all the questions in the questionnaire.

Indicate your answer by marking the boxes with an X.

Please complete SECTIONS A, B and C.

SECTION A: DEMOGRAPHIC DETAILS

(Please note that demographic details are only for the researchers' purpose and information will be held confidential.)

1	What is the name of the school that you are currently employed at?	
	Coenraad Snyman Primary School	
	Hermana Primary School	
	Ladybrand Public School	
	Ladybrand Primary School	
	Ladybrand Secondary School	
	Ladybrand School of Skills	
	Le Reng Secondary School	
	Le Roux Primary School	
	Manyatseng Primary School	
	Sehlabeng Secondary School	
	St Benedict Intermediary School	

SECTION B: RANK AND YEARS' EXPERIENCE

2	What is your rank at the school where you are currently employed?	
	Principal	
	Vice Principal	

	Head of Department	
	Teacher	

3	What is your number of years' experience at the school where you are currently employed?	
	0 – 10 years	
	11 – 20 years	
	21 – 30 years	
	30+ years	

4	What is your highest qualification obtained?	
	Matric	
	Diploma	
	Degree	

5	Did your tertiary training include the identification and reporting of child sexual abuse?	
	Yes	
	No	

SECTION C: REPORTING OF CHILD SEXUAL ABUSE

6	Did you ever, as practicing teacher, receive orientation, training and/or mentoring about the identification and reporting of learner sexual abuse?	
	Never	
	Once	
	More than once	

7	Has a learner ever disclosed sexual abuse to you?	
	Yes	
	No	

8	Did you ever request assistance from the school when confronted with a disclosure or possibility of child sexual abuse?	
	Yes, I have requested assistance.	
	No, although I did think there was a possibility of child sexual abuse I was not certain.	
	No, I have never before been confronted with a case of child sexual abuse.	

9	There are currently guidelines and procedures in my school to follow when a child discloses sexual abuse or if I think there is a possibility of abuse.	
	Yes	
	No	
	Uncertain	

10	I was informed about what steps to follow to report a case or a possibility of child sexual abuse.	
	Yes, I was informed and am clear about what to do	
	Yes, but I am still uncertain about what to do	
	No, I was not informed	

11	Are you aware that you are legally obliged to report cases of child sexual abuse and should act as mandatory reporter, as stipulated in the Children’s Act, 38 of 2005 and the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 32 of 2007?	
	Yes	
	No	

12	The guidelines and procedures in reporting cases of child sexual abuse were communicated to me by the following (<i>tick all the boxes applicable</i>).	
	Principal	
	Vice Principal	
	Head of Department	
	School Social Worker	
	Teacher	
	Other (Please specify):	

13	Have you completed SIAS (Screening, Identification, Assessment and Support) training?	
	Yes	
	No	

14	Has a School Based Support Team (SBST) been established in your school?	
	Yes	

	Uncertain	
	No	

15	Please identify the members serving on the School Based Support Team (SBST) panels (<i>tick all the boxes applicable</i>).	
	Not applicable	
	Principal	
	Vice Principal	
	Head of Department	
	Teacher	
	School Social Worker	
	Member of the Department of Social Development (e.g. social worker)	
	Member of the Department of Health	
	Member of the South African Police Service	
	School Management Team	
	School Governing Body	

16	There is a need to have a social worker as a member of the School Based Support Team (SBST).	
	Strongly agree	
	Agree	

	Uncertain	
	Disagree	
	Strongly disagree	

17	I have sufficient knowledge about the identification of child sexual abuse as defined in the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007.	
	Strongly agree	
	Agree	
	Uncertain	
	Disagree	
	Strongly disagree	

Thank you for your participation.

Addendum E: Ethical Approval



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Faculty of Health Sciences Ethics Office for Research,
Training and Support
Health Research Ethics Committee (HREC)

Tel: 018-285 2291 Email: Wayne.Towers@nwu.ac.za

23 March 2018

Prof EH Ryke
Social Work
COMPRES
Dear Prof Ryke

APPROVAL OF YOUR APPLICATION BY THE HEALTH RESEARCH ETHICS COMMITTEE (HREC) OF THE FACULTY OF HEALTH SCIENCES

Faculty of Health Sciences Ethics Office for Research, Training and Support

Ethics number: NWU-00100-17-S1

Kindly use the ethics reference number provided above in all future correspondence or documents submitted to the administrative assistant of the Health Research Ethics Committee (HREC) secretariat.

Health Research Ethics Committee (HREC)

Tel: 018-285 2291 Email: Wayne.Towers@nwu.ac.za

23 March 2018

Study title: Guidelines and procedures in the reporting of child sexual abuse in the public schools of Ladybrand

Study leader/supervisor: Prof EH Ryke

Student: D Neethling-27528812

Application type: Single study

Risk level: Medium (monitoring report required six-monthly)

You are kindly informed that your ethics approval application has been successful and fulfils all requirements for approval. Your study is approved for a year and may commence from 21/03/2018. Continuation of the study is dependent on receipt of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation. A monitoring report should be submitted two months prior to the reporting dates as indicated i.e. annually for minimal risk studies, six-monthly for medium risk studies and three-monthly for high risk studies, to ensure timely renewal of the study. A final report must be provided at completion of the study or the HREC, Faculty of Health Sciences must be notified if the study is temporarily suspended or terminated. The

monitoring report template is obtainable from the Faculty of Health Sciences Ethics Office for Research, Training and Support at Ethics-HRECMonitoring@nwu.ac.za. Annually, a number of studies may be randomly selected for an internal audit.

The HREC, Faculty of Health Sciences requires immediate reporting of any aspects that warrants a change of ethical approval. Any amendments, extensions or other modifications to the proposal or other associated documentation must be submitted to the HREC, Faculty of Health Sciences prior to implementing these changes. These requests should be submitted to Ethics-HRECApplied@nwu.ac.za with a cover letter with a specific subject title indicating, "Amendment request: NWU-XXX-XXX". The letter should include the title of the approved study, the names of the researchers involved, the nature of the amendment/s being made (indicating what changes have been made as well as where they have been made), which documents have been attached and any further explanation to clarify the amendment request being submitted. The amendments made should be indicated in yellow highlight in the amended documents. The *e-mail*, to which you attach the documents that you send, should have a specific subject line indicating that it is an amendment request as well as the nature of the amendment e.g. "Amendment request: NWU-XXX-XXX". This submission will be handled via the expedited process.

Any adverse/unexpected/unforeseen events or incidents must be reported on either an adverse event report form or incident report form to Ethics-HRECIncident-SAE@nwu.ac.za. The *e-mail*, to which you attach the documents that you send, should have a specific subject line indicating that it is a notification of a serious adverse event or incident in a specific project e.g. "SAE/Incident notification: NWU-XXX-XXX". Please note that the HREC, Faculty of Health Sciences has the prerogative and authority to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.

The HREC, Faculty of Health Sciences complies with the South African National Health Act 61 (2003), the Regulations on Research with Human Participants (2014), the Ethics in Health Research: Principles, Structures and Processes (2015), the Belmont Report and the Declaration of Helsinki (2013).

We wish you the best as you conduct your research. If you have any questions or need further assistance, please contact the Faculty of Health Sciences Ethics Office for Research, Training and Support at Ethics-HRECApplied@nwu.ac.za.

Yours sincerely

Prof Wayne Towers
HREC Chairperson

Prof Minrie Greeff
Ethics Office Head

Addendum F: Editors confirmation

AARTIA JOUBERT

(Accredited member of the South African Translators' Institute: Membership no 1000088)
Afrikaans-English; English-Afrikaans

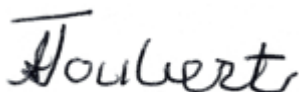
EDITOR'S CONFIRMATION, SIGNATURE AND CONTACT DETAILS

I, Aartia Joubert, accredited member of the South African Translators' Institute, hereby confirm that I have edited the thesis,

Guidelines and procedures in the reporting of child sexual abuse in the public schools of Ladybrand.

By Desiree Neethling

for language correctness.



Signature:

Date: 21 May 2018

082 785 5219

aartiajoubert@vodamail.co.za

BA, HDE

Accredited Member: South African Translators' Institute



Members of the South African Translators' Institute are subject to a code of ethics. If you have been the recipient of unethical treatment, please contact the Institute [www.translators.org.za].

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