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**SCHOOL SAFETY: GUIDELINES FOR
 IMPROVING SAFETY IN SECONDARY SCHOOLS
 IN THE NORTH-WEST PROVINCE**

BY

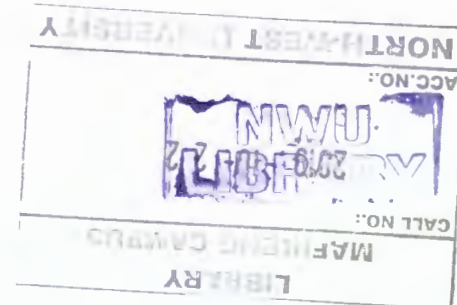
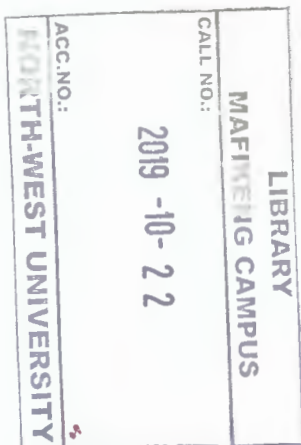
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B.Sc M.Sc B.Ed M.Ed

**SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR
 THE DEGREE OF DOCTOR OF PHILOSOPHY IN
 SCHOOL OF POST-GRADUATE STUDIES**

**IN
 THE FACULTY OF EDUCATION
 AT
 THE NORTH-WEST UNIVERSITY
 (MAFIKENG CAMPUS)**

**SUPERVISORS:
 PROF. M.W. LEGOTLO
 DR. M.C. TEU**



JULY 2007

DECLARATION

I, Theckapulickan Varkey Abraham, declare that this thesis for the Degree of Doctor of Philosophy at the North West University (Mafikeng Campus) hereby submitted, has not been submitted previously by me for a degree at this or any other university, that it is my own work in design and execution and that all material contained herein have been duly acknowledged.

A handwritten signature in black ink, appearing to read 'T.V. Abraham', is written over a horizontal dotted line.

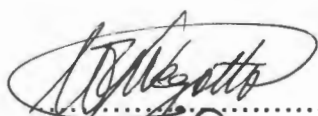
T.V Abraham

CERTIFICATE OF ACCEPTANCE

This PhD thesis, entitled "School Safety: Guidelines for Improving Safety in Secondary Schools in the North-West Province", written by Thekapulickan Varkey Abraham (16208358) of the School of Postgraduate Studies, Faculty of Education, North-West University (Mafikeng Campus), is hereby recommended for acceptance for examination.

Supervisors

Prof. M.W Legotlo



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Dr. M.C. Teu



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Lastly, but most importantly, to God Almighty for giving me the wisdom, courage and good health to complete this immense task.

DEDICATION

I dedicate this work to my late father Ouseph Varkey and late mother Mariamma Varkey, for their selfless love and care, for teaching me to love God and man, and much more, which made me what I am today.

ABSTRACT

SCHOOL SAFETY: GUIDELINES FOR IMPROVING SAFETY IN SECONDARY SCHOOLS IN THE NORTH-WEST PROVINCE

Schools are no more a safe place in many countries where learners and educators can carry on with their daily routine without fear or intimidation. South African schools are no exception to this unacceptable trend in the behaviour of learners. Violence, abuse and indiscipline are spreading like a plague in our schools. It is a widely accepted fact that effective teaching and learning can not take place in schools where there is prevalence of potential violence and insecurity. In schools where there is safety and order, learners and educators enjoy working in harmony towards achieving the desired outcome.

School safety is the educational right of every learner. Legislation with regard to school safety exists in all countries. Every learner has the right to receive education in a safe and orderly environment. The school management and the educators are primarily responsible for the safety of learners who are under their care. It is the responsibility of every educator to be aware of constitutional laws regarding school safety to avoid legal liability for any damage or injury to the children under their care.

The main purpose of the study was to investigate school safety issues and challenges facing secondary schools in the North-West province. The researcher used the study to explore ways and means to ensure safety and security of learners and educators in our secondary schools.

Out of the 410 secondary schools in the province, 50 schools were randomly selected for the study. The main tool used for the empirical study was questionnaires. From each of the 50 schools selected, 10 respondents were requested to complete the questionnaire. The respondents were the principals, deputy principals, heads of departments and educators.



The research design used in the study was a mixed mode approach. Both quantitative and qualitative approaches were used due to the nature of the study and the information the researcher wanted to gather from the respondents. The data was collected from the randomly selected sample of the population using a questionnaire. The analysis of data collected through the questionnaires was done with the assistance of a professional statistician. The statistical techniques used were frequency distribution, percentages, mean and standard deviation. Chi-square test of independence was used to determine the statistically significant difference between different categories of the population.

The analysis of data revealed a number of important findings with regard to school safety issues in the North-West province. Many schools in the province are not safe for learners and educators. The major issues and challenges are vandalism, bullying, lack of respect for educators, stealing, and impact of HIV/AIDS. Use of alcohol and drugs is also a major concern. Sexual abuse of learners by educators is another challenge. Other challenges include lack of school safety committees, over-crowded classrooms and lack of hygienic toilets.

From the findings of the empirical study and literature review, a guideline for school safety was developed which could be used in schools to improve safety and security of learners and educators. It is hoped that by implementing the programme developed by schools using the guidelines, our schools will become a safe place for learners to live and learn.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Schools in many countries are becoming breeding grounds of violence, abuse and crime. Learners and educators do not feel safe and secure in their schools. Mendler & Curwin (2004) argue that all educators realize that there is a serious impact on teaching and learning when learners and educators feel unsafe. Trump (1998) reveals that most educators have not been adequately prepared academically or in practice to deal with school-based crimes and violence. Learning is not effective and interesting when learners are worried about being hurt physically or emotionally or having things they value destroyed or stolen. According to Osher, VanAcker, Morrison, Gable, Dwyer & Quinn (2004) school violence, bullying, harassment-both sexual and racial-are challenging behaviours which constantly confront educators and community leaders. Greene (2001) believes that violence in schools certainly affects the learning environment negatively. Not only the actual violence but even the fear of possible violence can be detrimental to the safe environment. A healthy learning environment accommodates the needs of learners. It is characterised by the humane and caring environment which is free from violence, discrimination and intolerance (Neser, 2005).

Schools are no more a safe and conducive place for proper learning and teaching. Gusted (1992) argues that school discipline has two main goals: The first one is the safety of pupils and teachers. Secondly, discipline creates an environment which is conducive for learning and teaching. Serious misconduct involving violent or criminal behaviour defeats these goals and often makes headlines in the process. Though violence is a reality in many schools just as in the community around, for many children school remains the safest place.

Mahatma Gandhi said” If we want to have peace in the world, we have to start with the children” (NEA, 2004). Morrison, Furlong & Morrison (1997) argue that school safety is an educational right and a need related to educational outcomes. Safety of learners is a basic requirement for young people to achieve the outcomes that are expected to be reached through schooling. Learners learn best and achieve their full potential in safe and orderly classrooms. Without discipline, teaching and learning cannot take place effectively and efficiently. A school is a place of teaching and learning. A learner cannot acquire knowledge from an educator without humility and complete submission to the educator. There must be mutual trust and respect between the educator and the learner. It is the responsibility of all the stakeholders in the education fraternity to find the causes of violence and insecurity in our schools and find solutions to it (Gusted, 1992).

This chapter outlines the statement of the problem, the basic research questions and the aims of the research. It also gives clear direction on the research design, methods of research and the empirical study, leading to the development of a guideline which will assist to improve the school safety in the North-West province.

1.2 STATEMENT OF THE PROBLEM

One of the major challenges facing school principals and educators in South Africa is the discipline of learners and school safety. Our schools are not safe and secure for learners and educators to live and learn. As long as schools are unsafe and insecure, all efforts to deliver quality education to our learners will remain to be a futile exercise. Therefore it is the duty and responsibility of all stakeholders in education, the community and the government to do all in their power to create safe schools in our community.

Before 1994, corporal punishment was used by educators and principals to impose discipline among learners. From as early as 1995, Constitutional Court judgements

affirmed that corporal punishment in schools was unconstitutional because it violated the respect for human dignity (RSA, 1996. Bill of Rights - Chapter 2).

According to the UN Convention (UN, 1989), an educator is responsible for the safety and care of the learner when the learner is under his/her care. The learner has a right to be protected against possible dangers. Goldstein & Conoley (1997) argue that school safety is an educational right. School authorities can no longer simply blame learners themselves, their parents or community for all the serious problems they now have to address.

The advancement and protection of the fundamental rights of every person is guaranteed in terms of the Constitution of the Republic of South Africa (RSA, 1996 a). According to the South African Schools Act No. 84 (RSA, 1996 b) the governing body, principal and staff can be held legally liable in a case where a learner under the care of the school is injured under circumstances where there were no proper policies to protect the learner against injury. Under the Employment of Educators Act No. 76 (RSA, 1998) and Education Laws Amendment Act No.53 (RSA, 2000) an educator will be guilty of misconduct when among others he/she endangers the lives of him /herself or others by failing to comply with set safety rules or regulations in the course of duty.

School safety is a global concern. The developed as well as the developing countries do face the challenges of keeping their schools safe from violence and other factors, which distract the education system. In the United States of America, the National Education Association (NEA) has done extensive study on the problems and challenges of school safety. Chapter 4 in *A Guide to School Safety* published by the US Department of Education and the U.S Department of Justice provides detailed information for schools on how to respond to a crisis. Many school wide programmes are effective in preventing and reducing violent behaviour in schools. Training might be offered on (NEA, 2004):

- How to avoid dangerous situations, places and people;
- How to get help when in danger; and

- How to notify authorities about weapons on school premises?

The Annual Report on School Safety makes the following recommendations on what schools can do to promote school safety (NEA, 2004):

- Provide strong administrative support for assessing and enhancing school safety;
- Redesign the school facility to eliminate dark, secluded, and unsupervised spaces;
- Devise a system for reporting and analysing violent or criminal incidents;
- Design an effective discipline policy;
- Build a partnership with local law enforcement;
- Enlist school security professionals in designing and maintaining the school security system;
- Train school staff in all aspects of violence prevention;
- Provide all students access to school psychologists or counsellors;
- Provide a crisis response service;
- Create a climate of tolerance;
- Provide appropriate educational service to all students;
- Reach out to communities and business to improve the safety of students;
- Actively involve students in making decisions about school policies and programmes, and
- Prepare an annual report on school crime and safety.

The above mentioned recommendations to promote school safety are of great importance in any community, irrespective of the cultural, social and economic background.

American Civil Liberties Union (ACLU, 2001) noted that fear of liability on the part of school officials is a major concern. School authorities may well be bringing in

new school safety policies based on their perception that they will be held liable for actions they may take, or fail to take, concerning student discipline. There have been many well-publicised cases of school authorities being sued in instances of violent crimes in schools (ACLU, 2001).

Learners in the Senior Secondary Schools are in the age group of 15-18 years. As adolescents, they are undergoing various physical and emotional changes in their lives. These changes in the teenagers cause deviant behaviour leading to unacceptable behaviour. Peer pressure and other related adolescent problems are responsible for disruptive and uncontrollable behaviour.

Debarbieux (2000) argues that violence is a male phenomenon hitting a peak when boys turn 16 years old in some countries and 13 in others. Girl children at schools are constantly faced with fear of sexual abuse and harassment by educators and other learners. There is high incidence of rape, particularly in toilets, in empty classrooms, hallways and in hostels. Research undertaken by the Human Rights Watch (2001) records that from 1996 to 1998, girls aged 17 and under constituted approximately 40% of reported rape and attempted rape victims nationally. According to a report by e-tv on its programme called "3rd degree" in July 2004, there are 1600 children behind bars for having committed violent crimes.

In order to contextualise safety in South African schools, one needs to understand the challenges faced by South African Schools. Our schools have become spaces of violence. Crime and violence represent real threats to the achievement of educational goals. Learners and educators take firearms to schools, believing that they need them for protection (Carmen, 2002). Firearms Control Act of 2000 declares schools as Firearm Free Zones. In spite of all the efforts by the law enforcing authorities, incidents of violent crimes involving firearms in schools are reported frequently. Crimes Reduction in Schools Project (CRISP) offers a range of interventions that focus on interactions with both educators and learners and aim to reduce crime in schools. CRISP offers the following training programmes (Carmen, 2002):

- Trauma debriefing;
- Basic counselling;
- Character building in classrooms;
- Self esteem development; and
- HIV/Aids awareness.

The challenges faced by South African schools are unique. The reason being the unpleasant political history of the country itself - the legacy of apartheid. After a mere 10 years of democracy one cannot expect miracles to put things straight. The fact of the matter is that there is still a vast difference between the rich and the poor. Insecurity of the future still haunts many young people in this country. Poverty and unemployment are the major reasons for many children to resort to violent crimes. HIV/Aids is also a contributing factor to the problems in the society.

Carmen (2002) argues that international and local experience indicates the importance of both preventive measures and crisis response in the creation of safe school environments. School-based interventions work best when programmes taking place in the schools are mirrored by those in the community. Interventions tend to be successful when there is South African Police service (SAPS) involvement. *Adopt a Cop* is a programme sponsored by South African Police Service (SAPS) in assisting schools to prevent violence in schools. This programme provides schools with a police officer to monitor safety in that particular school. They also provide a complaint box where criminal activities and the perpetrators can be reported anonymously.

Carmen (2002) makes the following recommendations for safety programme in South African schools:

- School Governing Bodies, community policing forums and other relevant NGOs need to be supportive;

- Clear and commonly understood procedures for dealing with incidents should be made known to all participants. The programme should be structured in such a way that there is minimal disruption to the normal schooling programme;
- There must be monitoring and evaluation of the programme;
- Consultation with all relevant role players at all stages of the programme is important, and
- Preventive measures (conflict resolution) and intervention (peer mediation and learner-assistance) are essential in the reduction of risk factors that lead to violence.

Secondary schools in the North-West province are facing many challenges with regard to school safety. There is an escalation of violent incidents in the schools. Abuse of drugs and alcohol, is on the increase among learners (Lechuti, 2006). Educators are more often being distracted from their teaching activities due to various disciplinary issues among the learners. Learners and educators do not feel safe in many schools.

In most of the schools, educators are unable to maintain order and discipline and provide safety to all learners due to their lack of training to use alternative measures to corporal punishment. The Department of Education in the North-West province is trying its best to assist schools in order to ensure safety in schools by providing training through various workshops. Involvement of parents and other stakeholders in education is not up to expectations in assisting schools to be a safe place for teaching and learning. The researcher was motivated due to the above concerns regarding school safety and the following research questions were formulated.

The basic research questions in this study are:

- What causes secondary schools in the North-West province to be unsafe?

- What are the challenges faced by secondary schools in the North-West province with regard to school safety?
- What are the reasons for the learners to be exhibiting violent and disruptive behaviour?
- How can the Department of Education (North-West province) develop guidelines to assist schools in order to improve safety and security in our schools?

In addition, the following null hypotheses were postulated, that:

- rural and urban schools do not differ in challenges with regard to school safety issues;
- there is no statistically significant difference between small and large schools on the issues of bringing dangerous weapons to school;
- there is no significant difference between predominantly boys schools and predominantly girls schools with regard to gang related activities; and
- there is no statistically significant difference between the views of less experienced and more experienced educators on incidents of vandalism.

1.3 AIMS OF THE RESEARCH

The goals to be reached in this study are as stated below:

- To investigate what causes secondary schools in the North-West province to be unsafe.
- To determine empirically, the challenges facing secondary schools regarding school safety in the North-West province.
- To explore the reasons for learners' violent and disruptive behaviour in our schools, and

- To develop guidelines for improving safety in secondary schools in the North-West province.

1.4 SIGNIFICANCE OF THE STUDY

School safety is a global concern. All children need a safe environment in which to learn and achieve their full potential. No learner can learn in a climate of fear. A healthy learning environment accommodates the needs and aspirations of learners and is characterised by a humane and caring environment that is free from discrimination, intolerance and violence (Neser, 2005). In most countries, both developed and developing, schools are becoming unsafe and breeding centres of violence and abuse. South Africa is no exception to the global phenomenon. Violence among learners is a major problem which hinders the smooth functioning of schools (Greene, 2001). The researcher is concerned about problem of violence in schools and other safety aspects, which affects both the learners and educators.

The researcher gathered information on school safety through a thorough literature review, using books, journals and internet. Interviews with different stakeholders from South Africa as well as other countries were also conducted to gather information on school safety. Through empirical study, the researcher gathered data on different challenges and issues which are specific to the North–West province.

After analysis and interpretation of data, the researcher developed guidelines to improve school safety in the schools. These guidelines, it is hoped, will assist educators to handle issues of school safety and ensure a safe environment in schools for proper learning and teaching to take place. The root causes of the violent behaviour of learners in the secondary schools have been identified giving particular attention to the South African social and economic structure. The guidelines developed by the researcher are expected, hopefully, to provide practical solutions to the school safety issues.

1.5 RESEARCH DESIGN AND METHODS

The research design employed in this study was quantitative (positivistic) in nature. Positivist paradigm uses more of quantitative experimental methods (Birley & Moreland, 1998). The main research tool employed in the study was questionnaire. However, some of the questions in the questionnaire were open-ended questions, intended to gather views and opinions of the respondents on certain aspects of school safety. Therefore, qualitative approach was also employed in the research design. The analysis of data was based on the responses from the questionnaire to the relevant respondents.

1.5.1 Literature study

In the literature review, an intensive effort was made to gather information on different aspects of school safety. Information was collected from books as well as other sources such as internet. Underlying causes of violent behaviour of adolescents were studied and possible solutions to the problems were also investigated. Inter-loan section of the North-West University's library service was utilised to borrow books from other universities. Internet was used by visiting various web-sites to collect latest information as well as work done on school safety by other researchers.

Whenever the researcher had an opportunity, interviews were conducted with the view of gathering more information on school safety. School principals from other countries such as India, and Botswana were interviewed. Educationists from America, who visited South Africa, for various educational tours, were also interviewed. Police officials who are involved in the "Adopt a cop project" in South Africa were also interviewed. Some learners from secondary schools were also interviewed. All such interviews were intended to gather as much information as possible before the empirical study was conducted. However, the interviews were not designed and conducted as part of the empirical investigation. But the results

assisted the researcher in formulating the various procedures for the research methodology.

1.5.2 Empirical investigation

1.5.2.1 Population and sampling

From a total of 410 secondary schools in the North-West province, fifty secondary schools were selected randomly for the study. From each of the selected schools, the principal, deputy principal, two heads of departments and six educators (a total of 10 respondents) participated in the study. Therefore, the total number of respondents was 500. The data gathered from these respondents were of vital importance they are the most relevant group of professionals who could furnish valuable information needed for the study.

1.5.2.2 Questionnaire

A questionnaire was developed to gather information on school safety from principals and senior management members as well as educators of the sampled secondary schools. The questionnaire was the main tool for gathering data on issues related to school safety. The questionnaire also helped to collect suggestions from educators on how to reduce school violence.

1.5.2.3 Limitations of the study

One of the limitations of the study is that only North-West province of South Africa is considered in the empirical study. Again, only 50 secondary schools were chosen for the study. Most public schools in the country are facing numerous challenges such as lack of infrastructure facilities, sanitation, clean water, transport, overcrowded classrooms and so on and so forth. Parental involvement in schools is also not up to expectations. These challenges may hamper the implementation of guidelines developed by the researcher. However attempts were

made in chapter 8 to overcome such challenges, by formulating various recommendations.

Another limitation of the study is that it is difficult to generalize the findings of the investigation because the study is limited to the North-West province. However, most of the challenges facing school safety are universal, though certain aspects may be specific to the North-West province in particular and South Africa in general.

1.5.2.4 Data analysis

With the help of a professional statistician from the department of statistics of North-West University, computer aided analysis of the data was done. Various statistical techniques were employed, such as frequency distribution; percentages, mean and standard deviation to analyse the data. To determine the statistically significant difference between different categories of the population Chi-square test of independence was employed.

1.6 DEFINITION OF TERMS

School safety: According to Oxford Dictionary (1992), safety means freedom from danger of risk. Anon (2006) defines safety as the condition of being safe; freedom from danger, risk or injury. Safety is protection from harm.

Safety in schools refers to conditions and environment in the schools where teaching and learning can take place without fear of any nature. Children cannot learn in a climate of fear and an insecure atmosphere. Children must feel safe all the time, both physically and emotionally. Educators also need to feel safe and be comfortable to deliver their services efficiently and effectively.

School violence: Violence in schools is mostly caused by unruly behaviour of the learners. Incidents of bullying, sexual violence, fighting among learners using dangerous weapons and even cases of shootings are some examples of school violence. Violence in schools occurs across all school levels, though many of the serious violent incidents occur in secondary school levels (Greene, 2001).

Abuse: According to the Oxford Dictionary (Kavanagh, 2002) abuse means maltreatment/unjust or corrupt practice. Child abuse involves sexual exploitation by adults, physical punishment, emotional harassment and any other form of unjust treatment. Drug abuse involves use of illegal drugs and other intoxicating substances.

Secondary schools: These are schools with grades 10 to 12 (FET Band). Learners in secondary schools are in the average age group of 15-18 years of age, which is the adolescent stage.

Educator: An educator is a person who gives intellectual, moral and social instruction to learners at school. An educator is classroom teacher who has the most contact time and interaction with learners than any other staff member in a school.

Improve: According to the Oxford Dictionary (Kavanagh, 2002), to improve is to make something better or to achieve or produce something better than.

In this study school safety is viewed as an environment in a school providing learners and educators a feeling of safety and security all the time. The school atmosphere must be free from all forms of violence, both physical and emotional. Both the learners and educators must be free from the fear of danger, harm or loss. A sense of self discipline and connectedness between learners and educators must prevail in a safe school climate. The school building and surroundings must be clean, hygienic and must be free of any hazards which can cause injury or accidents.

1.7 CHAPTER HEADING

Chapter	1	:	Orientation
Chapter	2	:	Legal framework for school safety
Chapter	3	:	Nature and scope of school safety
Chapter	4	:	Programmes of school safety
Chapter	5	:	Research design and methods
Chapter	6	:	Analysis and interpretation of data
Chapter	7	:	Guidelines to improve school safety
Chapter	8	:	Summary, findings and recommendations

1.8 SUMMARY

In this chapter on orientation, a brief outline of the statement of the problem is provided. The problem that exists in most schools in South Africa as well as in many other parts of the world is the lack of safety in schools. The study was intended to develop guidelines for schools to create a safe environment in which effective teaching and learning could take place. This chapter has outlined the aims of the study, significance of the study, research methods, analysis and interpretation of data, population, population and sampling and definition of terms. This chapter gives a clear direction to the purpose the study and research design.

CHAPTER 2

LEGAL FRAMEWORK FOR SCHOOL SAFETY

2.1 INTRODUCTION

School safety is a major concern of the educational fraternity all over the world. Efficient teaching and learning can take place only in a safe and secure environment. According to the National Education Policy Act No.27 of 1996 (RSA,1996 c), it is the responsibility of the school authorities to ensure the health and safety of every learner. It is important for every educator to be aware of the legal obligations regarding the safety of the learner under his/her care so that he/she will be able to operate under the framework of laws governing school safety.

Educators are expected to look after the well-being of the learners. According to the South African Schools Act (RSA,1996 b), the governing body is co- responsible for the safety of learners. The governing body is expected to assist the school management to formulate policies including school safety and implement them effectively. School authorities can be held legally liable in a case where a learner under the care of the school is injured due to negligence.

It is also important for every educator to be knowledgeable about the precautions against legal liability in case of injury to their learners. An educator must be able to deliver his/her duties without the fear of delictual liability. Provision for consent and indemnity and insurance, among others, can help to protect an educator against legal action from parents and guardians in the event of an unexpected injury or damage to a learner under his/her care. This chapter outlines various legal aspects on school safety.

This chapter focuses on the legal aspects with regard to school safety, international law with regard to the rights of learners and the responsibilities of the

school authorities and educators. In each and every country there is legislation to safeguard the interest of learners and their safety. Legislation regarding school safety in both developed as well as developing countries is also scrutinised in this chapter.

2.2 ROLE OF UNITED NATIONS:

The United Nations Convention on the Rights of the Child (1989) guarantees the safety of the learner/child. The learner has the right to be safeguarded against any forms of danger. The learner must feel safe at all times, both at home and at school. A learner must be protected against the following possible dangers (UN, 1989):

- Physical violence by other learners;
- Bullying;
- Sexual abuse by fellow learners, educators or any other adults;
- Emotional abuse by fellow learners, educators and parents;
- Accidents in the school science laboratories;
- Injury on play ground as well as during school trips;
- Accidents and injury on the way to school and back;
- Unsafe infrastructure of the school building;
- Fire;
- Unhygienic food, water and sanitation;
- Disruption of teaching and learning activities;
- Diseases, including HIV and AIDS and
- Discrimination, including gender and racial discrimination.

An educator is responsible for the above mentioned and other special safeguards and care of the learner when the learner is in his/her care. (UN, 1989). The Government, Department of Education, school management and educators must be aware of this and take precautionary measures to protect the learner against these dangers.

The Convention on the Rights of the Child (UN, 1989) further guarantees the rights, safety and well-being of the child under the following Articles of the convention (UN, 1989):

Article 2.2. Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3.2. Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and to this end , shall take all appropriate legislative and administrative measures.

Article 3.3 Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform to the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 16.1 No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, or to unlawful attacks on his or her honour and reputation.

Article 19.1 Parties shall take all appropriate legislative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse neglect or negligent treatment, maltreatment or exploitation, including sexual abuse while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2.2.1 UNICEF and school safety

According to United Nations Children's Fund (UNICEF), the protection of children is of paramount importance to their survival, health and well-being. UNICEF believes that millions of children are exploited, abused and subjected to various forms of violence, all over the world. UNICEF also believes that it is the responsibility of everyone to ensure the safety of children (UNICEF, 1989). Children living in healthy surroundings are less likely to be subjected to abuse and exploitation.

Since UNICEF believes that children are entitled to grow up in a safe environment, creating a protective environment is the best way to safeguard children from abuse and violence (UNICEF, 1989). It does this by creating awareness and supporting government, particularly in developing countries. UNICEF encourages and supports governments, communities and families to respect the rights of the children as laid down by the UN Convention on the Rights of the Child. It also encourages the children and adolescents to play an active role in their own protection and safety.

UNICEF identifies the following aspects for the creation of a protective environment for children (UNICEF, 1989):

- Attitudes, traditions, customs, behaviour and practices;
- Governmental commitment to fulfilling protection rights;
- Open discussion and engagement with child protection issues;
- Protective legislation and enforcement;
- The capacity to protect those who are around children;
- Children's life skills, knowledge and participation; Monitoring and reporting of child protection issues and
- Services for recovery and reintegration.

Schools are expected to abide by the above mentioned guidelines and ensure the safety and well-being of the learners. Learners are exposed to various forms of dangers, both physical and emotional, at their schools. It is the responsibility of the

Government, Department of Education, the school management and educators, to recognise these dangers and take necessary precautions to protect the learners against these dangers.

2.2.2 UNESCO and school safety

United Nations Educational, Scientific and Cultural Organization (UNESCO, 2002) outlines the rights and responsibilities of educators with regard to their profession. Educators are expected to exercise the utmost care to avoid accidents to learners; employers of educators should safeguard them against the risk of liabilities against them in the event of injury to learners occurring at school or in school activities or trips away from the school premises (UNESCO, 2002).

Codes of ethics should be established by teachers' organizations, since such codes contribute to the prestige of the profession and assist to deliver the duties in accordance with agreed principles and guidelines. Every possible effort should be made to promote co-operation between educators and parents in the interest of learners. Parents who have complaints against an educator should be given the opportunity to discuss it in the first instance with the school principal and the educator concerned. Investigations of the complaints against an educator must be conducted in all fairness and no publicity be given to the proceedings (UNESCO, 2002).

UNESCO gives the following guidelines on how to improve the school environment for maximum safety of the learners (UNESCO, 2002 a):

- Strive for surroundings that are comfortable and conducive to learning, play and healthy interaction, and which reduce occurrence of harassment or antisocial behaviour;
- Look for and eliminate causes of unintended injury in school buildings and school grounds;
- Establish and enforce codes of conduct that protect learners from sexual harassment or abuse by other learners or school staff;

- Prohibit physical punishment of learners by school staff;
- Prohibit weapons on school premises and establish and enforce rules against all kinds of violence and bullying;
- Promote the rights of boys and girls through equal opportunities and democratic procedures;
- Establish a conflict mediation programme;
- Establish peer education programmes, and other mechanisms to encourage" child to child " learning and support;
- Patrol areas where learners' security may be threatened, including routes to and from school;
- Provide adequate lighting within and outside the school;
- Establish , onsite or through referral to community agencies, a counselling programme;
- Establish and enforce rules to make the school drug, alcohol and tobacco-free zone;
- Prevent learners from being exposed to hazardous materials;
- Ensure that first aid and emergency response equipment is properly maintained and readily available;
- Establish and practice emergency response procedures;
- Institute waste recycling mechanisms;
- Make accommodation for learners with disabilities; and
- Involve learners in activities to make the school cleaner and prettier, like planting flowers, painting walls or removing garbage or debris from school grounds.

Again UNESCO (2002) believes that communities where resources are limited, and are located in areas where there are significant health problems, few public services, considerable pollution and high rates of violence, the children can be used to improve the situation. Children around the world are already helping to make their schools safe and healthy.

The following are some examples documented by Child to Child Trust on how children are involved in establishing a safe and happy environment at their schools (UNESCO, 2002 a):

- By keeping themselves clean and their school compounds clean and attractive;
- Monitoring toilets and had washing facilities;
- Keeping grass cut and compounds refuse-free to minimise the danger from rats, snakes and insects pests;
- Overseeing safety in the school and road leading to it;
- Acting as referees in cases of bullying and violence and reporting instances when necessary;
- By planting trees;
- By planting school vegetable gardens; and
- By joining national campaigns such as HIV/AIDS prevention programmes.

UNESCO (2002 a) argues that children pass a good deal of time at school and therefore the school environment is vital to their development. Every school must strive to provide a healthy and safe environment to the children. This can be achieved when school staff, the community and the learners themselves, all participate.

2.2.3 Other protocols with regard to children's rights

The following are the other international legal protocols with regard to the rights of children, particularly in the African continent.

- **The African Charter on the Rights and Welfare of the African Child**

The Organisation for African Unity (OAU) adopted the African charter on the Rights and Welfare of the African child in 1992. The charter made a commitment to take action on behalf of children, especially those who find themselves in circumstances of armed conflict, homelessness and those

who experience some form of disability. Article 11 of the charter recognises that every child should have the right to an education and that basic education should be free and compulsory (Neser, 2005).

- **The South African Children's Rights Charter**

The Children's Rights Charter of South Africa was adopted in June 1992 at the South Africa Children's summit on the Rights of Children in Cape Town. The Charter defines a child as "anyone under the age of 18 years unless otherwise stated" and sets terms for the rights of South African children in terms of discrimination, identity, violence, family life, health and welfare, education and child labour (Neser, 2005).

2.3 CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA

The constitution is the highest authority in South Africa. All legislation in the country must adhere to the constitution. Section 28 (i) (b) and (c) of the constitution states that each child has the right to parental or family care or suitable alternative care when removed from the family environment. The child has the right to basic nutrition, shelter, basic healthcare and social services (RSA, 1996). The educator is in an *in loco parentis* position and therefore responsible for the safety of the learner, when he/she is under his/her care. It is also the responsibility of the educator to protect the learner against possible dangers that can have an effect on his/her good health.

After South Africa became a democratic republic in 1994, several pieces of legislation to protect the rights and safety of learners were passed. All these Acts are concerned with protecting the physical and emotional integrity of learners (Prinsloo, 2005).

2.3.1 Bill of rights (Chapter 2 of the Constitution of South Africa)

The Bill of Rights is the cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom (RSA, 1996 Sec.7(i)). The state must respect, protect, promote and fulfil the rights in the Bill of Rights. Section 9(i) states that everyone is equal before the law and has the right to equal protection and benefit of the law. Everyone has inherent dignity and the right to have their dignity respected and protected.

In section 12 (i) it is stated that everyone has the right to freedom and security of the person, which includes the right not to be treated or punished in a cruel, inhuman or degrading way. Section 28(i) states that every child (a person under the age of 18 years), has the right (RSA,1996 a):

- to a name and nationality from birth;
- to family care or parental care, or to appropriate alternative care when removed from the family environment;
- to basic nutrition, shelter, basic health care services and social services;
- to be protected from maltreatment, neglect, abuse or degradation;
- to be protected from exploitative labour practices;
- not to be required or permitted to perform work or provide services that:
 - are inappropriate for a person of that child's age; or
 - place at risk the child's well- being , education, physical or mental health or spiritual, moral or social development;
- not to be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under section 12 and 35 , the child may be detained only for the shortest appropriate period of time and has the right to be:

- kept separately from detained persons over the age of 18 years; and
 - treated in a manner, and kept in conditions, that take account of the child's age;
- to have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and
 - not to be used directly in armed conflict, and to be protected in times of armed conflict.

A child's best interests are of paramount importance in every matter concerning the child.

2.3.2 Original legislation in respect of education

Section 43 and 44 of the Constitution of the Republic of South Africa, gives the national and provincial legislature the authority to promulgate national and provincial legislation respectively. The national legislation primarily promulgated for education are the following:

- National Education Policy Act No. 27 of 1996;
- South African Schools Act No. 84 of 1996 and
- Employment of Educators Act No. 76 of 1998.

The constitution and education legislation explicitly makes provision for requirements to adhere to with regard to learner safety.

2.3.2.1 National Education Policy Act

According to section 2 (a) of the National Education Policy Act No.27 of 1996 (RSA,1996 c), one of the objectives is for the national Minister of Education to provide for the determination of national education policy in accordance with certain principles. National Education Policy Act as amended by Education Laws

Amendment Act, 100 of 1997, section 11(b) requires that the national minister should determine national policy for, among others, the well being of the education system.

Section 3 of the National Education Policy Act shall be directed towards the advancement and protection of the fundamental rights of every person as guaranteed in terms of the constitution and of international conventions. The national minister is obliged to determine policy to ensure that the constitutional right of each individual in the Republic of South Africa will be protected.

Section 3:(4) of the Act expects the national Minister of Education to determine policy to ensure that the health and safety situations at schools are regulated in such a way that the Education Department and educators can be forced to see to the well-being of the education system. Well-being means a state of being well, healthy, contented etc. Should it be found that there is not enough policy that ensures the educator to look after the well-being of the learners in his/her care, the National Minister will be required to determine policy that will regulate the duty of care of the educator.

2.3.2.2 South African Schools Act

The South African Schools Act No.84 of 1996 (RSA, 1996 b) makes provision for a uniform system of education in the whole country. There has to be uniformity in the organisation, governance and funding of the schools (RSA, 1996 b). The health and safety of learners in the care of the principal and educators are included and are regulated by this Act. Section 20(1) (e) of the Act makes it clear that the governing body must assist the principal and educators of the school in the fulfilment of their professional duties.

The governing body is co-responsible for the safety of learners at the school. Section 15 of the Act states that each public school is a juristic person, with legal capacity. This implies that the school authorities can be held legally liable in a case where a learner under the care of the school is injured under circumstances where there was no proper policy to protect the learner against the injury. It will therefore

be proper for the governing body to assist and advise the principal and staff to develop and implement adequate policy to protect the learners against possible injuries (RSA,1996 b).The Act also prohibits an educator to administer corporal punishment.

Chapter 2, section 10(i) and (ii) states that no person may administer corporal punishment at a school to a learner. Any person who contravenes subsection (i) is guilty of an offence and liable on conviction to a sentence, which could be imposed for assault.

South African Schools Act ensures a safe school environment through the General Notice 1589 published in Government gazette No.24165 dated 13 December 2002, under the following regulations (ELRC, 2003:B68-B70):

Regulation 3.3.1 Every learner has the right to freedom and security of his or her person, which includes the right to be free from all forms of violence or assault, and not to be treated or punished in a cruel, inhuman or degrading way.

Regulation 3.4 Every child has the right to be protected from maltreatment, neglect, abuse or degradation. All appropriate social and educational measures must be taken to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of any person who acts as *in loco parentis*.

Regulation 4(1) All public schools are hereby declared drug free and dangerous object free zones.

Regulation 4(2) No person may:

- (a) allow any dangerous object in the public school premises;
- (b) carry any dangerous object in the school premises;

- (c) store any dangerous object in the public school premises except in officially designated places identified by the principal;
- (d) possess illegal drugs on public school premises;
- (e) enter public school premises while under the influence of illegal drugs or alcohol
- (f) cause any form of violence or disturbances which can negatively impact on any public school activities;
- (g) wittingly condone, connive, hide, abet, encourage possession of dangerous objects or refuse, fail, neglect to report the sighting or presence of any dangerous objects to the departmental authorities or the police as soon as possible; and
- (h) directly or indirectly cause harm to anyone, who exposes another person who makes an attempt to frustrate the prevention of the dangerous objects and activities.

Regulation 4(3) A police official or in his absence, the principal or delegate may, without warrant:

- (a) search any public school premises if he or she has a reasonable suspicion that a dangerous object or illegal drugs may be present in the public school premises in contravention of the regulations;
- (b) search any person present on the public school premises; and
- (c) seize any dangerous object or illegal drugs present on public school premises or on the person in contravention of these regulations.

Regulation 5.2 The principal as head of the institution in terms of section 16(3) of the Act has a primary responsibility to ensure that learners are not subjected to crimen injuria, assault, harassment, maltreatment, degradation, humiliation or intimidation from educators or learners and must protect learners from such practices. A principal must also take

reasonable steps to ensure that such practices are not caused by peer pressure (ELRC, 2003).

In the regulations for safety measures at public schools issued under the G.N 1040 of 2001, published in Government gazette no. 22754 dated 12 October 2001, the following regulations are relevant to school safety (ELRC, 2003: B65-B67):

Regulation 9 states (ELRC, 2003):

- (i) All public schools must display clear signs at the entrance that any person who enters the school may be subjected to a search;
- (ii) Any person who contravenes these regulations may be removed from the public school premises;
- (iii) Public schools must cooperate with police stations to ensure that visible policing is present during all sporting and cultural events at the school;
- (iv) Public schools must encourage governing body members and parents to participate in community policing forums;
- (v) Public schools must develop action plans to counter threats of violence which have the potential to have a negative impact on school activities and to implement regulation 4 (1);
- (vi) The plans in sub regulation (v) must ensure the safety of all learners , staff members and parents during school activities;
- (vii) Public schools must engage in advocacy campaigns to communicate to the public the status of the schools concerning the regulations and the right to protection against violence;
- (viii) The HOD must provide guidelines to assist the public schools in developing the action plans contemplates in sub regulations (v) and (vii); and

- (ix) The HOD must be provided with action plans contemplated in sub regulations (v) to (vii) within 6 months after commencement of the regulations.

2.3.2.3 Employment of Educators Act

Section 17 and section 18 of the Employment of Educators Act No. 76 of 1998 (RSA, 1998) states that an educator will be guilty of misconduct when among others he /she is found guilty of:

- committing an act of sexual assault on a learner, a student or other employee; 17 (1b);
- having sexual relationship with a learner of the school where he or she is employed; 17 (1c);
- seriously assaulting , with the intention to cause grievous bodily harm to, a learner, student or other employee; 17 (1d);
- illegal possession of an intoxicating, illegal or stupefying substance;
- contravening or failing to comply with this act or any other legislation relating to education; 18 (1a);
- endangering the lives of him/herself or others by failing to comply with set safety rules or regulations in the course of duty; 18 (1e);
- disobeying or failing to carry out a lawful order without a just reason.18 (1i);
- for reasons other than incapacity, performing poorly or inadequately; 18 (1l);
- not obeying security regulations; 18 (1y) and
- committing an offence; 18 (1dd).

When a learner is in the care of an educator and due to the negligence of the educator the learner suffers damage to his/her property or to him/her as person, the educator will be guilty of an offence. This could mean that the educator could be guilty of one or more of the following (RSA, 1998):

- he/she contravened or failed to comply with legislation, which is an offence;
- endangered the life of the learner because he/she failed to comply with set safety rules or regulations;

- disobeyed or failed to carry out a lawful order;
- performed inadequately; and
- did not obey security regulations.

If it is alleged that an educator committed a serious misconduct, the employer must institute disciplinary proceedings in accordance with the disciplinary code and procedures (ELRC, 2003).

2.4 GENERAL AND SUBORDINATE LEGISLATION WITH REGARD TO SCHOOL SAFETY

There are a number of general and subordinate pieces of legislation with regard to school safety in the country, which every educator must be familiar with. These are different from the constitutional and education legislative requirements which have been discussed earlier.

2.4.1 Occupational Health and Safety Act

The Occupational Health and Safety Act no. 85 of 1993 (RSA,1993) does not specifically make provision for premises exclusively used for education and training of learners in educational institutions. However, it is the aim of the Occupational Health and Safety Act to provide for the health and safety of people at work and for people that work with industrial equipment and machinery.

This Act is applicable in schools that are equipped with workshops, Science laboratories, Home Economics centres and other such centres. The employer can be equated to the Department of Education, the governing body, the principal or the educator. The learner can be compared to the employee for the sake of discussing learner safety.

Section 8(1) requires the employer to provide for and maintain a workplace that is safe and without risk to the health of the employee. Therefore the Department of Education, the governing body, the principal and/or educator must supply and maintain an environment that will be safe and without risk to the learner's health

(RSA, 1993). The learner who takes Technical subjects, Home Economics, Science, Biology and Agricultural Science among others, and who visits workshops, Home Economics centres and science laboratories as part of their training are to be safeguarded against possible injuries.

According to section 8 (2d) it is the duty of the employer to determine health and safety situations that could be threatening to the employee (RSA, 1993). This section requires that the Department of Education, the governing body of the school, the principal of the school and/or the educator must determine which situations could be threatening to the safety and health of the learner on the school premises.

Section 8 (2e) stipulates that the employer must supply information, instructions, training and supervision to ensure the health and safety of the employee.(RSA, 1993). Section 8 (2g) determines that the employer must take steps to ensure that the requirements of the Occupational Health and Safety Act will be fulfilled by the employees or by persons on the premises under the employer's control.

According to section 8 (2i) the employer must enforce such measures deemed necessary to protect the health and safety of all employees. This section requires the Department of Education, the governing body of the school, the principal, and /or the educator to enforce precautionary measures deemed necessary to protect the health and safety of all persons on the school premises under his/her supervision and control.

Section 13 (a) states that the employer must see to it that every employee will be informed of all the possible hazards to his/her health and safety attached to the work he/she has to do. The employee must also be informed of the precautionary measures to be taken in respect of these hazards. This means that the learners must be informed of all the possible dangers that they could be exposed to in the school and the precautionary measures to be taken in respect of these hazards (RSA, 1993).

2.4.1.1 Health and Safety Representatives

Section 17 of the Occupational Health and Safety Act determines that each employer employing more than 20 employees must appoint health and safety representatives (RSA, 1993). Therefore, it is advisable that each school appoints health and safety representatives. The most important duty of the health and safety representatives is to see to it that set health and safety regulations are observed by all parties concerned.

When there are two or more health and safety representatives the employer must establish a Health and Safety Committee. The most important duty of the Committee is to make recommendations to the employer with regard to the health and safety issues at the work place (school).

2.4.1.2 Regulations for Safety at Public Schools

Regulations for Safety at Public Schools was promulgated on 12th October 2001 in terms of section 61 of the South African Schools Act No.84 of 1996 (RSA, 1996 b). Regulation 4 declares all public schools as drug free and dangerous object free zones. It states that no person may allow, carry and store dangerous objects in or on public school premises. No person on public school premises may be in possession of illegal drugs or be under the influence of illegal drugs or alcohol. Nobody may cause any violence or disturbances that impacts negatively on any public school activities, or knowingly condone, connive, hide, abet, encourage the possession of any dangerous object or refuse/fail/neglect to report seeing or the presence of dangerous objects to the department or police. Nobody is allowed to directly or indirectly cause harm to anybody, who exposes another person who attempts to frustrate the prevention of dangerous objects and activities.

The Regulations for Safety at Public Schools expects the governing body, the school principal and/or educator (RSA, 1996 b):

- may not allow anyone to carry and/or store dangerous objects in or on public school premises;

- must ensure that no person on the public school premises is in possession of illegal drugs or under the influence of an illegal drug or alcohol;
- must see to it that nobody causes any violence or disturbances that impacts negatively on any public school activities; and
- must ensure that nobody is allowed to directly or indirectly cause harm to anybody who exposes another person who attempts to frustrate the prevention of the dangerous objects or activities.

2.4.2 Code of Conduct for learners

A very important aspect of school safety is the development of a code of conduct and its implementation. A code of conduct is a written statement of rules and principles that apply to a specific group of people like professionals or learners within a school. The main purpose of a code of conduct for learners is to create order and discipline and to inculcate self-discipline and character (CELP,1999). One of the tasks of school governing body is the adoption of a code of conduct for learners after consulting with learners, parents and educators. The code of conduct must be subject to the Constitution of the Republic of South Africa (RSA, 1996 a), the South African Schools Act (RSA, 1996 b) and provincial legislation. The code of conduct must reflect the constitutional democracy, human rights and transparent communication, which underpin South African society (CELP, 1999).

According to Savage (1991) discipline is more than a response to negative behaviour. Discipline could be approached from a more positive perspective in which it is aimed at inculcating self-control, character, orderliness and efficiency. School rules are designed to regulate the general organisation of the school, and the relationship between the principal, educators and learners. Learners must be involved with the formulation of school and classroom rules. School rules should be directed at securing the commitment of learners to learn and develop their full potential. The consequences of breaking the rules and the punitive measures or restitution that will apply if rules are infringed must be clearly stated.

The school environment should be such that learners are free of fear of being intimidated, victimised or assaulted. There must be a relationship of mutual trust and respect between learners and educators. Current research (Savage,1991), demonstrates that quality relationships with adults and adolescents make a tremendous difference for young people. A sense of connection or belonging is an important protective factor. Learners who perceive a sense of connectedness at school are less likely to engage in risky behaviour such as smoking, using drugs and engaging in violence (Savage,1991).

Any products, materials or goods that may be harmful to the health and welfare of learners should be prohibited on school grounds. The use as well as the possession of any tobacco product must be forbidden. To be in possession of, passing on, hiding, using or displaying of alcohol and/or drugs is to be strictly forbidden. Theft of items and money from other learners or educators is also a serious offence (CELP,1999).

A Code of Conduct is a written statement of rules and principles aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process (CELP, 1999). The objective of the Code of Conduct for learners is to ensure order and justice within the school. The Code of Conduct must be subject to the country's constitution and reflect the constitutional democracy, human rights and transparent communication.

2.4.2.1 Aims of Code of Conduct

The main aim of a Code of Conduct is to create an atmosphere conducive for learning and teaching. The Code of Conduct must be directed at developing well-disciplined and responsible learners, who respect the rights of others (CELP,1999). A carefully constituted Code of Conduct for learners can create a safe and healthy environment at the school.

The Code of Conduct must inform the learners of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil

society. It must set a standard of moral behaviour for learners and equip them with expertise, knowledge and skills they would be expected to evince as worthy and responsible citizens. It must promote the civil responsibilities of the school and it must develop leadership. The main focus of the Code of Conduct must be positive discipline; it must not be punitive or punishment oriented but facilitate constructive learning (ELRC, 2003).

The Code of Conduct must contain a set of moral values, norms and principles which the school community should uphold. However, the Code of conduct is only enforceable against learners – no other person (ELRC, 2003).

2.4.2.2 Process of developing a Code of Conduct

The preamble to a Code of Conduct should contain the principles, philosophy and ethos contained in the preamble of the South African Schools Act. no. 84 of 1996. There must be sufficient consultation with the relevant stakeholders such as the school management, educators, learners and their parents (CELP, 1999). As an inclusive process it gives learners a feel of ownership of the rules and also it helps to cater for the needs and ideas of learners.

A small group of all the stakeholders must meet and develop the basic principles and rules that should apply within the school. The draft document must then be circulated and discussed with all the stakeholders groups and inputs and suggestions must be invited to refine the document (CELP, 1999). The document becomes the official policy after it has been adopted by the School Governing Body.

Each school may formulate its own Code of Conduct, but while the Code of conduct is developed, the guidelines determined by the Minister of Education must be taken into account (DOE, 1997). The type of punishment used for various offences must be lawful, fair and supported by the Constitution which prohibits punishment that is cruel, inhuman or degrading (DOE, 1997).

According to the South African School Act-section 8(1), the governing body of the school must adopt a code of conduct for the school, subject to national and provincial legislation, after consulting with all the relevant stakeholders (RSA,1996b).The governing body could also incorporate an effective safety programme into the code of conduct.

2.4.2.3 Code of Conduct and School Safety

The Code of Conduct must be the foundation on which all aspects of school safety be established. The Code of Conduct gives clear guidelines regarding the rights and responsibilities of learners. Some of the aspects of the Code of Conduct which has a direct bearing on the safety of learners are (CELP, 1999):

- **Right to safe school environment:** Learners have the right to a clean and safe environment that is conducive to education.
- **Freedom of expression:** Learners have the freedom of expression. However, if the freedom of expression leads to disruption of the school activities, such expression will not be permitted.
- **Equality:** All learners shall enjoy equal treatment before the law and shall receive equal protection and benefits of the law.
- **Privacy:** Privacy of each learner must be respected. However, the principal or his delegate has the legal authority to conduct a search if there is sufficient suspicion that any learner is in possession of a dangerous weapon or illegal drugs.
- **Security and care of school property:** It is the obligation of every learner to protect and carefully use all the facilities and equipment. Damage or destruction of school property is a punishable offence.
- **Safety of learners:** The school environment must be such that no learner is intimidated, victimised or assaulted. Any material that is harmful to the health and safety of the learners must be prohibited on school premises. Fighting, harassment, verbal abuse and foul language must be forbidden.
- **If any learner contravenes the Code of Conduct, disciplinary action must be taken. The offences must be differentiated into minor and serious offences**

and appropriate corrective measures be taken. All disciplinary actions must be governed by rules of due process including a fair hearing.

2.4.3 Code of Conduct for Educators

A Code of Conduct has been developed by the South African Council of Educators (SACE). SACE is a national body which has the right to investigate any complaint by a parent or teacher. The Code of Conduct acknowledges, upholds and promotes basic human rights (SACE, 2005). The Code of Conduct expects the educator to consider the following, when dealing with his/her learners (SACE, 2005). An educator:

- respects the dignity, beliefs and rights of learners , and the right to privacy and confidentiality;
- acknowledges the individuality and needs of each child , and guides and encourages them to reach their potential;
- does her/his best to imbue learners with values consistent with the Bill of Rights in the Constitution;
- is authoritative but companionate;
- does not humiliate learners, or have a sexual relationship with them;
- does not harass learners sexually or physically;
- uses respectable language and behaviour, and acts in a way that will earn respect from learners ;
- takes reasonable steps to ensure the safety of learners and
- does not abuse his or her position for financial , political or personal gain.

SACE (2005) also expects the educator:

- to promote good relationship with parents, recognizing them as partners and
- to keep parents informed of a learner's progress.

With regard to other colleagues, an educator:

- does not undermine the status and authority of colleagues;
- does not sexually harass colleagues;
- respects the responsibilities and authority of colleagues and
- uses proper procedures in cases of professional incompetence or misbehaviour.

With regard to the profession, an educator:

- acknowledges that his or her duties require co-operation with and the support of colleagues;
- keeps abreast of educational trends and developments;
- promotes the ongoing development of teaching as a profession and
- accepts that he or she has a professional obligation towards education and to induct new members to teaching.

South African Council of Educators will decide on the nature and extent of disciplinary measures against educators guilty of breaching the Code of Conduct. In serious cases of misconduct, an educator may be struck off from the register, and such an educator will not be employed as a teacher anywhere in the country (SACE, 2005).

2.5 COMMON LAW POSITION WITH REGARD TO SCHOOL SAFETY

Shaba (1998) defines common law as the law which applies to a country as a whole. It is the law of the country other than legislation. Common law provides certain guidelines and principles to determine the educator's duties regarding the safety of learners under his/her supervision. Common law is derived from custom and judicial precedent (CELP,1999).

2.5.1 Importance of age

Age is an important factor with regard to the legal status of a child. Age has an influence on the child's judgement power. Legislation considers a minor to lack the intellectual maturity or experience to act independently (CELP,1999). A child is unable to realise the consequences of his/her actions. The educator's responsibility extends beyond the mere imparting of knowledge. The educator has to take good care of the well being of the young learners under his/her supervision.

2.5.2 The common law position of the learner

There are a number of existing special rules and reservations to ensure additional protection for children to compensate for the child's inherent immaturity and defencelessness. It appears in a number of common law and statutory transgressions that specifically provide for the protection of the child against a number of configurations of maltreatment and abuse.

It is possible that an educator can be held liable on one or more of the above-mentioned transgressions, if the child in his/her care sustains an injury due to the fact that the educator failed to safeguard the school and/or the school premises to the best of his/her ability. Some of the common law transgressions relating to the safety of the learner are: Maltreatment; to allow maltreatment of children; and failure to support and care for children (CELP, 1999):

- **Maltreatment**

Maltreatment of a child can be either physical or emotional. It can either be physical violence or emotional abuse. Maltreatment also can imply omission to take action (Van Oosten & Louw, 1997). When an educator omits or fails to safeguard the school and/or the school premises to the best of his ability, and a learner sustains an injury because of this negligence, the educator can be held liable on the grounds that he/she maltreated the child.

- **To allow maltreatment of children**

To allow maltreatment of a child is a transgression that entails a duty to prevent a child from being maltreated. If a person allows the maltreatment of a child it is as if he/she were maltreating the child (Van Oosten & Louw, 1977). This transgression implies that if the educator is aware of safety risks in the school or on the school premises he/she can be held responsible if a learner sustains injury due to safety risks in the school. It is the responsibility of the governing body, the management and the educators to take precautionary measures to avoid possible injuries to the learners (CELP, 1999).

- **Failure to support or care for the child**

A person will be liable when he/she is legally responsible for support or care for a child and he/she fails to do so while he/she has the means to support and care for the child. There are common law principles and legislative provisions that exist regarding this transgression (Van Oosten and Louw, 1997). If an educator fails to safeguard the school and school premises, it would mean that he/she failed to support and care for the children in his/her care.

2.5.3 *In loco parentis* position of educator

According to Shaba (1998), '*In loco parentis*' is a Latin term meaning 'in the place of the parent'. The most important implication for the educator as an *in loco parentis* person is two fold. On the one hand it gives the educator the right to discipline the child, and on the other hand he/she has the obligation to care for the child. *In loco parentis* does not imply that the parent will be exempted from his/her duty towards the child. The parent stays as the primary educator. The professional educator plays the role as a secondary educator in the school situation (CELP, 1999).

The educator has the autonomous right to authority over the child. This is based on the South African education philosophy. School rules will assist the educator to maintain authority and discipline in the school. School rules must satisfy the norms and values of the community in which the school is situated.

The obligation with regard to caring supervision is that the educator must look after the physical well being of the child. It is important that the educator must identify areas of potential dangers in the school premises such as science laboratories, workshops, gymnasiurns etc. (CELP, 1999). It must be noted that when a person is in an *in loco parentis* position he/she must treat the child as if the child is his/her own child.

2.5.3.1 Duty of care

Duty of care is defined as the moral or legal obligation to seriously look after/protect a minor (CELP,1999). The parent is the primary educator and therefore it is the duty and obligation on the part of the parent to provide for the basic needs of the child and to protect the child against any sort of danger.

It is not possible for the parent to take care of all the aspects of the child's education. Therefore he/she has to seek assistance from the professional educator. The educator has a delegated as well as legal duty of care towards the children under his/her care. The educator has the duty to protect the child from any form of danger. The implication of the original duty of care is that not only will the educator be obliged to see to the well being of the child; the educator will also be obliged to take suitable steps to ensure that the educational occurrences at the educational institution continue in a safe environment (CELP,1999)

The *in loco parentis* position grants the educator the right to maintain authority over the learners under his/her care. This means that the educator has the same rights and duties as a parent in connection with the legal duty of care. Due to the professional training of the educator, the educator is expected to be alert and identify possible hazards and dangers to which the learners may be exposed (CELP,1999).

Hazard (1978) explains the concept of negligence as the breach of the duty of care owed by one person to others and the resultant damage or injury to the other person or his property. In schools the question of negligence arises from the educator's breach of duty of care. Similarly the question of liability may arise when a learner is injured by some act or omission of the educator.

2.6 LEGAL LIABILITY WITH REGARD TO LEARNER SAFETY

Hazard (1978) argues that like any other person, educators are responsible for the consequences of their actions. The legal accountability is same as that imposed upon any other member of the community. Legal liability or tort is a common law

term meaning that a person can be held responsible for the damage caused to another person (CELP, 1999). It is important for every educator to be familiar with the various forms of liability under the common law, so that he/she may take the necessary precautions while on duty. Fear of liability may hinder the efficient delivery of one's duties.

Hazard (1978) argues that in any society an individual must take reasonable care to avoid acts of omission which would likely cause injury to his/her neighbour. Similarly in a school situation, the educators and the management must act towards learners as would a reasonable person or parent under the circumstances.

Gee & Sperry (1978) define tort (liability) as civil wrongs, other than breach of contract, for which a court will provide a remedy in the form of an action for damages. The action in the tort is to compensate the person who suffered injury or damage due to the unreasonable conduct of the:

- wrongdoer (tortfeasor): Tort is subdivided into 3 categories (Gee & Sperry, 1978):
- Intentional torts: It is the invasion of the interest of others with full knowledge and intent of the person (tortfeasor). e.g. assault, battery trespass etc.
- Strict liability: It is also intentional behaviour for which the person is liable for damages caused to the neighbour. e.g. trespassing of animals in the property of others and keeping dangerous animals.
- Negligent torts: Negligence is defined as the doing of something that a prudent person would not have done, or the failure to do something that a reasonable prudent person would have done when confronted by similar circumstances (Gee & Sperry, 1978). Hazard (1978) describes negligence as the failure to exercise that degree of care expected of a reasonable person in the same or similar circumstances.

2.6.1 Delictual liability

A delict is an unlawful and blameful act, which causes harm to another person (Joubert and Prinsloo, 2001). There is no general legal duty in the South African law expecting a person to prevent damage to another person. But the educator has a duty to prevent damage to a learner under his/her care, because of the educator's *in loco parentis* position.

To be guilty of a delict all the elements of delict must be present and the guilt must be proved. If one of the elements is not present or guilt cannot be proved, a person cannot be guilty of delictual liability. The following are the five elements of delict (CELP, 1999):

- **Act**

An act is described as a human voluntary act. This includes something done by a person or a failure to act, where the failure to act causes damage.

- **Unlawfulness**

The unlawfulness must be in conflict with the legal opinion of the community. All damages caused by the act may not necessarily be unlawful. Legally an educator has the right and obligation to discipline a learner (excluding corporal punishment). In the process of disciplining a learner, if the educator infringes the rights of the learner, such an infringement will not necessarily be unlawful (CELP, 1999).

- **Fault**

Fault is blameworthy action. Fault has two forms, namely intent or neglect. Intent is when a person acts with the purpose to cause an intended result and is aware of the unlawfulness of this act and the consequences thereof (CELP, 1999).

Neglect is when a person is blamed for his/her attitude or behaviour of inattentiveness, uncarefulness and/or impudence because he/she does not give sufficient attention to what he/she is doing, or what he/she is doing does not fulfil the standard prudence expected from him/her according to the law.

In order to establish the occurrence of negligence, the following formula may be used (Gee & Sperry, 1978):

- A duty or obligation, recognised by the law, requiring the actor to conform to certain standard of conduct, for the protection of others against unreasonable risks;
- A failure on his /her part to conform to the standard required;
- A reasonable close causal connection between the conduct and the resulting injury. This is what is commonly known as “legal cause” or “proximate cause”; and
- Actual loss or damage resulting to the interest of another.

▪ **Causation**

Causation according to Oxford Dictionary (1969), is “the act of causing or producing an effect”. The result of a person’s act must cause damage to another person before the first person can be held liable for the damage. This means that a person cannot be held liable for damage if his/her action did not cause the damage (CELP, 1999).

▪ **Damage**

The delictual law has a compensatory or redeeming function to compensate the aggrieved person for damage he/she has suffered because of the unlawful guilty act of another person. Damage can be of different natures (CELP, 1999):

- Damage to general health,

- Damage to property,
- Financial loss,
- Emotional shock,
- Disfigurement, and
- Pain and suffering.

2.6.2 Precautions against legal liability

The following precautionary measures can be taken to minimise the liability of the educator (CELP,1999):

- **Consent and indemnification**

Consent and indemnification from parents/guardians can minimise the liability of the educator in the event of damage caused. It is advisable to complete an indemnity form especially when an educator takes the learners out on a trip.

- **Insurance**

Gee & Sperry (1978) define insurance as a contract whereby one party undertakes to indemnify or guarantee another against loss by a contingent event. In the United States the school boards are authorised to purchase property insurance. The question of what property of the school, for how much amount and with which insurance company is left to the discretion of the school board. School boards are also allowed to purchase life and disability coverage for the employees, with the view that such insurances will procure better and permanent employees for the schools. Some school boards prefer to take group life and disability insurances for their employees.

Gee & Sperry (1978), highlight that the purchase of liability insurance depends on a variety of statutory aspects. Some school districts enjoy the protection of governmental immunity. But if the governmental immunity has been waived for some judicial or legislative reason, the school board may purchase liability

insurance. The liability insurance will provide protection for individual employees for liability caused due to acts of negligence.

2.7 LEGISLATION REGARDING SCHOOL SAFETY IN THE UNITED STATES OF AMERICA

In United States of America there are laws that specifically deal with school safety. The National Criminal Justice Reference Service (NCJRS) provides legislation with regard to school safety (NCJRS, 2004).

2.7.1 Gun Free Schools Act (GFSA)

Under the Gun free Schools Act (GFSA) every State receiving funds under the Elementary and Secondary Education Act (ESEA) must have a law which (CNN, 1999):

- Requires any student who brings a firearm to school to be expelled for not less than one year; and
- Allows the expulsion requirement to be modified on a case- by- case basis by the local chief administering officer.

The GFSA explicitly requires that the GFSA must be implemented in a manner consistent with the Individuals with Disabilities Education Act (IDEA). GFSA also makes clear that school districts do not violate the GFSA if they provide educational services in an alternative setting to a student who has been expelled from the student's regular school for bringing a firearm to school. In addition all educational agencies receiving ESEA funds must refer any student who brings a firearm to school to the criminal or juvenile justice system (CNN, 1999).

2.7.2 The Children's Gun Violence Prevention Act of 1999

The Children's Gun Violence Prevention Act addresses the problem of children's easy access to fire arms. It includes provisions that require child-resistant locks on handguns and imposes fines of up to \$10,000 on a gun owner if a child gains

access to a loaded firearm. This measure is particularly important because an estimated 1,500 children aged 14 and under are treated in hospital emergency rooms each year for unintentional gun injuries alone (NCJRS, 2004). The National Institute of Justice (NIJ) has developed an innovative police programme that uses community based sources to inform police where juveniles might be harbouring guns (NIJ, 2004). Police asked permission from parents to search and confiscate guns. However, this programme had some setbacks in the implementation (NCJRS, 2004).

2.7.3 Juvenile justice

Juvenile justice is the area of criminal law applicable to persons not older enough to be held responsible for criminal acts (CDL, 2002). The main goal of juvenile justice system is rehabilitation rather than punishment. The process of a juvenile case has the following stages (NCJRS, 2004):

- Behaviour that can subject a juvenile to court action;
- Filing of petition;
- Referral to intake;
- Fitness hearing;
- Adjudication; and
- Disposition.

Juveniles may be referred to the juvenile court for law violations or behaviour that is unlawful. The following are some types of behaviour that can subject a juvenile to a court action (NCJRS, 2004):

- Skipping school;
- Making anonymous phone calls;
- Gambling for money;
- Running away from home;
- Purchasing or drinking of alcoholic beverages;
- Buying, using or selling illicit drugs;
- Setting fire to buildings or other property;

- Driving a car without a licence permit;
- Driving too fast or recklessly;
- Drag racing;
- Carrying a dangerous weapon;
- Participating in a gang fight;
- Deliberately damaging or destroying another's property;
- Setting off a false fire alarm;
- Having sexual relations with a person of the opposite sex;
- Having homosexual relations and
- Breaking into or forcibly entering a residence or place of business.

After the trial is complete, and if the juvenile is convicted, a disposition hearing is conducted. The judge determines the appropriate penalties for the offence. Specific penalties include (NCJRS, 2004):

- Release to family with a warning or reprimand ;
- Probation with condition such as:
 - Imposition of a fine or restitution
 - Community service
 - Referral to social agencies for counselling or treatment
- Suspended disposition (sentencing at a later stage);
- Residential treatment centres;
- Placement in foster or group home and
- Placement in secured facilities, which can include Juvenile Hall, youth authority and camp ranch schools, boot camps and work camps.

2.7.4 Laws against sexual abuse in U.S.A

As cases of sexual abuse by teachers have surfaced in recent years, lawmakers have taken several steps to ensure children's safety. Since 2004, the Department of Education has been required to review the certification status of teachers convicted of serious misconduct including sexual abuse and sexual harassment of students. There is also legislation which stipulates that it is a crime for a teacher or

school administrator to have sex with a student even if the student is older than 16 (Schultz, 2005).

A law that came into effect in 1996 requires school districts to share personnel records with other districts and check out potential hires with previous employers (Schultz, 2005). Lawmakers are contemplating making sexual abuse education for teachers mandatory before they receive certification. Teachers need training on how to set limits with children and how to handle children who may have crushes on them.

2.8 SUMMARY

This chapter has focussed on the legal aspects regarding school safety. In every country, there are laws governing the various aspects of school safety. Internationally, the United Nations has set guidelines on all aspects of school safety and the well-being of the learners. UN Convention of the Rights of the Child, UNICEF and UNESCO deal with specific laws to protect the rights and dignity of children all over the world (UNITED NATIONS, 1989).

Attention has been given to the legislation with regard to school safety in South Africa. The Constitution of the Republic of South Africa, giving special reference to the Bill of Rights, has been discussed in this chapter (RSA, 1996). Original legislation in respect of education in South Africa, such as South African Schools Act no. 84 of 1996, National Education Policy Act no. 27 of 1996, and Employment of Educators Act no. 76 of 1998 is also studied with special reference to school safety (NEPA, 1996, SASA, 1996 and RSA, 1998).

Common law position with regard to school safety is also given attention, giving particular attention to legal liability and precautions against legal liability. Legal aspects of school safety in the United States of America have also been given attention to in this chapter (NCJRS, 2004).

It is important for every educator to be aware of the laws regarding school safety and the implications and consequences of ignoring the duties and responsibilities

attached to the profession. An educator is legally bound to look after the safety and security of the learner who is under his/ her care and supervision. It is also the responsibility of the School Governing Body (SGB) to see to it that there is proper policy in place to safeguard every child against any kind of insecurity, both physical and emotional.

It is also important for the school authorities and educators to be familiar with the precautions against legal liability such as insurances and indemnity documentation. An educator who is conversant with the legal aspects of school safety will be able to perform his duties diligently without fear of intimidation or legal liabilities.

In conclusion, it is of utmost importance for the educators and school management to have a working knowledge and understanding of the legal aspects of child safety and precautionary measures against delictual liability, so that they could attend to their daily task without the fear of transgressing and to face the consequences to be held liable, should a child under their care sustain an injury due to an accident. The educators should also understand that indemnity and consent would not waive all blame that could befall them, especially if the educators are guilty of gross negligence (CELP, 1999).

South African common law does not have a general legal duty to protect another person against possible dangers and damages. But it is important for all educators as professional educationalists to realise the fact that they have a greater measure of duty of caring supervision due to the unpredictability and immaturity of the children under their care (CELP, 1999).

CHAPTER 3

NATURE AND SCOPE OF SCHOOL SAFETY

3.1 INTRODUCTION

There is no question about it: schools need to be safe, and learners need to feel safe. The days of learners sitting quietly with hands folded in front of them, waiting for the lessons to begin are long gone. Yet some educator's classrooms are far less frequently disrupted by violence or aggression than others' are. This low aggression climate of the classrooms enables these educators to maintain order and provide a facilitative classroom in which teaching and learning can and does occur (Goldstein & Conoley, 1997).

The problem of safety in schools in the recent times is alarming and we cannot afford to leave the matter in the hands of a few resourceful and proactive educators. Every school needs to develop strategies and programmes to ensure the safety of learners as well as educators. Such programmes will provide for the safety and security of learners and educators, in order to build a teaching and learning environment free from violence, intimidation, fear, abuse and injury.

This chapter highlights the concept of school safety and school violence. The theoretical framework of causes for violent behaviour of learners is provided. Biological causes, social factors, family background and other factors which cause delinquent and violent behaviour of adolescents are also outlined in this chapter.

3.2 CONCEPTUALISATION OF THE TERM SCHOOL SAFETY

3.2.1 School safety

Safety in schools refers to conditions and environment in the schools where teaching and learning can take place without fear of any kind or intimidation. It is

threatened by a wide range of factors, which contribute to the insecurity, intimidation, fear, shame, abuse, various forms of injury and damage. Johnson & Johnson (1995) caution that violent incidents in schools are on the increase, and such increase has led educators to take school safety issues seriously.

According to Morrison, Furlong & Morrison (1997), the education profession has been slow to recognize school safety as an educational problem. Violence, particularly the use of weapons to harm, is a problem with societal roots. The same is the case with sale and use of drugs. Therefore, it is important that schools work with community law enforcement and justice systems to facilitate crisis prevention and intervention.

OECD (2006) believes that a safe and secure environment is a prerequisite for effective teaching and learning. Threats to safety and security can arise from natural hazards such as earthquakes and floods, or from human actions such as violent crime, vandalism, and arson. Though natural disasters and human tragedies cannot be eliminated completely, there is a role for facility designers, institutional managers and other law enforcing and emergency response teams in reducing their negative impact.

School safety is an educational right. It is a constitutional right for learners and educators to attend a safe, secure and peaceful school. Every child has a right to receive education. This right requires a safe and orderly environment to maximise opportunities to learn and prosper. Safety is a basic need for young people to achieve the outcome as a result of schooling. Safe environments enhance creativity, co-operation, team work, exploration and risk taking. Though the terms safety and security are associated with physical harm, resulting from violence, they also refer to psychological harm. Anxiety about threats of harm is likely to disrupt the educational process (Morrison, Furlong & Morrison, 1997).

3.2.2 School violence

According to Greene (2001) violence in the schools is generally perpetrated by adolescents and therefore school violence must be studied in terms of youth

violence in the broader community. Violence among learners is a major threat to school safety. Newspaper and media reports about violent behaviour of learners in schools are very disturbing to every responsible adult. Both collective and individual aggression is a recurring feature among learners, particularly adolescents.

Crime and violence among our youth are on the increase. The violence of the streets and townships has seeped into our schools. Johnson & Johnson (1995) argue that some communities directly promote violence in order to solve conflicts. Some schools have become the breeding ground for gangsters. Innocent learners and educators become victims of violence on the school premises.

According to the Centre for Violence and Reconciliation (CSV), some of the common forms of violence among learners are (RSA, 2002 c):

- Use of dangerous weapons such as knives and guns;
- Gang related fights;
- Drug and alcohol abuse;
- Bullying;
- Sexual abuse, sexual harassment and rape;
- Disruption of learning and other school activities; and
- Disobedience of school rules.

3.2.2.1 Warning signs

There are certain warning signs that could be noticed in learners who are prone to violent acts. These could be divided into early warning signs and imminent warning signs which could be observed in such learners (Jones, 2001). Dwyer, Osher & Wagner (2000) accept that it is not always possible to predict behaviour that will definitely lead to violence. However they are convinced that educators, parents and sometimes learners can recognize certain early warning signs that will lead to aggressive behaviour.

Early warning signs:

Early warning signs are changes in the behaviour patterns of adolescents who are likely to develop violent acts. If these warning signs can be identified by adults in time, remedial measures could be taken to correct the behaviour. The following early warning signs, among others, may be noted in a learner preceding a violent act (Jones, 2001; Dwyer, Osher & Wagner, 2000):

- A history of alcohol or drug abuse;
- A precipitation event such as a failed romance or the perception of a failed romance;
- Recent attempts to commit suicide;
- A lack of inhibition to display anger or a positive way of releasing anger;
- Previous acts of cruelty to animals;
- A fascination with firearms;
- Appears to be a loner;
- Appears sloppy and unkempt in dress;
- May have history of mental health treatment;
- Expression of violence in writings and drawings;
- Shows lack of interest in school;
- Demonstrates a persistent disregard for or refusal to follow rules;
- Displays signs of depression or mood swings;
- Is involved or interested in gangs;
- Has a history of bullying;
- Talks constantly about weapons or violence;
- Being a victim of violence;
- Low school interest and poor academic performance; and
- Uncontrolled anger.

Imminent warning signs:

Imminent warning signs are certain behaviour by adolescents which can be considered as definite signs, leading the individuals to violent behaviour. Dwyer, Osher & Wagner (2000) caution that imminent warning signs indicate that the learner is very close to potentially dangerous behaviour which might harm himself or herself or others. Imminent warning signs are noticeable to more than one staff member as well as to the family members. The following imminent warning signs may be noted in some learners preceding violent acts (Dwyer, Osher & Wagner, 2000):

- Serious physical fighting with peers or family members ;
- Severe destruction of property;
- Severe rage for seemingly minor reasons;
- Detailed threats of lethal violence;
- Possession and/or use of firearms and other weapons ; and
- Other self-injurious behaviours or threats of suicide.

Warning signs do not necessarily mean that the child is prone to violence. They allow educators and parents to get help for the child before it is too late. Jones (2001) cautions educators and parents that care must be taken not to misinterpret the warning signs and jump to conclusions.

3.3 THEORETICAL FRAMEWORK

In this section the researcher intends to study the theoretical aspects of violent behaviour of learners, particularly adolescent learners. Physiological, psychological and social aspects for some of the deviant behaviour of learners will be identified from various books and other sources such as internet.

3.3.1 Reasons for violence among the learners

According to Greene (2001), school violence is related to youth violence or societal violence in general. The causes of school violence include many factors that are

not within the control of schools. However, Greene (2001) suggests that the education system can play a prominent role in producing youths who are non-violent. One of the reasons for school violence is considered to be social conditions. The youngsters are abused and neglected by their parents and communities. Prevalence of guns and availability of drugs aggravate the problem of school violence. Another reason is the lack of discipline and order in schools. Educators have lost authority over learners.

Shaffi & Shaffi (2001) argue that both the following biological and social factors of an individual can influence deviant and violent behaviour in adolescents:

Biological factors:

Among the biological causes, male sex is considered as a factor which triggers violent behaviour in boys. According to Kettl (2001), through chromosomal analysis, scientists discovered that instead of the typical 46XY karyotype, some males have an extra Y chromosome i.e 46XYY. Males with this combination of chromosomes may be more impulsive than other males, which could lead to aggressive behaviour. High levels of testosterone in males could also lead to violent behaviour. It is believed that male sex is a risk factor for aggression, the reason is still unclear.

Kettl (2001) lists the following biological causes for violence:

- Serotonin dysregulation: Low levels of serotonin circulation could lead to aggressive behaviour. Higher levels of serotonin also could cause aggression in adolescents and young adults
- Neurotransmitters: Some studies (Kettl, 2001) have shown a positive correlation between neuromephrine and aggression. Investigation is continuing into the effects of other neurotransmitters such as cortisol and dopamine.

- **Brain structure:** Injuries or damage to certain regions of brain may lead to aggressive behaviour. Some studies indicate that injury to the frontal lobe of brain may cause aggression (Kettl, 2001).
- **Psychiatric disorders:** Psychiatric disorders in adolescents are often linked to violent behaviour. Men with schizophrenia are likely to exhibit violent behaviour.

Garbarino (2001) highlights neurological problems as one of the causes for deviant behaviour in adolescents. Studies have shown that the rate of learning difficulties in premature infants is 25% higher than normal infants. Garbarino (2001) suggests that due to the improvement in medical care, more babies survive than before. Ironically, this means that more children live with neurological difficulties and behavioural problems. Use of drugs and alcohol by pregnant mothers aggravates this problem. Blauvelt (1999) argues that as a result of alcohol and drug abuse by some mothers, their newborns have suffered extensive brain damage. When these children grow up and enter schools, incidents of violence increase, due to the inability to control their behaviour.

Social factors:

Kettl (2001) highlights some of the social factors that lead youngsters to aggressive behaviour:

- **Gangs:** One of the major factors which contribute to the violence in schools is gang related activities. Gangs are involved in many illicit activities such as drug use and other forms of violence. Detailed study about gang activities will be discussed later in this chapter.
- **Television:** (Kettl, 2001) estimates that children spend more time in watching television than playing sports, reading, creative work or socialising with other children and adults. The enormous volume of violent entertainment viewed by growing children definitely has a negative impact on their lives. We cannot presume that watching of television cause all

children to be violent. Violence is a complex behaviour which involves many factors. In those individuals who are predisposed to violent behaviour for whatever reasons, watching violent scenes on television can make their impulses flare up.

- **Internet:** Since internet is not edited, it brings a whole lot of information to the fingertip of every adolescent in his/her room. Violent and pornographic content is freely available on the internet. Information about bomb making and use of weapons is also available to the internet surfer.
- **Guns:** Guns are easily available in many countries. In America, gunshot wounds are the major cause of deaths in adolescent boys. Fights involving guns cause many fatal injuries among youngsters. Guns are also used in many instances of suicides.

Walker (2000) argues that poverty is one of the social factors which lead to violence in some learners, especially in the poor communities. Learners commit crimes to obtain financial benefit to meet their basic needs. Some boys and girls involve themselves with gangs and illegal and immoral activities for financial benefit.

Johnson & Johnson (1995) assume that a combination of guns and drugs result in most of the violent acts among adolescents. Alcohol and drug use lead to loss of self control leading to violent acts.

3.3.2 Adolescence and violence

Jones (2001) believes that individuals of the age group 12-20 years are most prone to committing violent acts. This age group is going through a period of life requiring a great deal of adjustment to fit into a complex environment. Adolescent years are often filled with intense emotional struggle, sexual interest, gender identification and relationships.

According to Kettl (2001), violence is a complex behaviour, an interaction of psychological, biological and social factors that can lead a human being to a violent act. Most people believe that psychological influences are the main factors which lead to violent behaviour. Personal experiences of violence are a major factor leading many youngsters to violent acts.

There are various reasons for the violent, deviant and disruptive behaviour of learners in the secondary schools. One of the major reasons is the fact that the learners at secondary schools are adolescents. The impact of physiological, psychological and emotional changes happening to adolescents at their age contributes greatly to the behaviour of these learners.

Although most boys and girls live through their teens with only minor difficulties, one has to only look at newspapers and other media to realise the extent and severity of adolescent maladjustment (Starke & Elio, 1963). Adolescents are going through a period of the most rapid and radical physiological changes. Much recent psychological and psychiatric theory depends on the concept that environment is the chief moulder of individual personality. However we cannot neglect the personal data of the individual while studying the maladjustment of an adolescent.

Though low socio-economic status and unstable homes and peer pressure cause adolescent maladjustment and delinquency, certain individuals more or less successfully withstand such environmental influences. Starke and Elio (1963) argue that delinquency is a socially derived term. A society that has no rules governing behaviour will have no delinquency, and one that has many rules will have high delinquency rate.

Violence takes many forms such as organised gang violence, school and community violence and self inflicted violence. According to Mc Whirtler (2004), there are three distinctive pathways of development of disruptive and delinquent behaviour:

- Authority conflict - such as defiance and disobedience,

- Covert actions- for example lying and stealing, and
- Overt actions - including delinquency and violent behaviour.

The first two of the above mentioned stages occur in school settings.

Goldstein & Conoley (1997) summarise the following factors as reasons for the culture of violence in youth:

- Individual skill deficits;
- Domestic abuse;
- Poverty;
- Racism;
- Unemployment;
- Inadequate classrooms;
- Easy access to weapons;
- Alienation from cultural heritage;
- Lack of supervision and constructive outlets for young people;
- Reduced influence of socializing institutions , such as church and the family;
and
- A popular media that models and glorifies aggressive solutions.

3.3.2.1 Family background and delinquency

Johnson & Johnson (1995) argue that children of today are isolated from parents and adults more than ever before. Divorce, poverty, child abuse drugs, and other social forces interfere with healthy parenting. It has been commonly observed by all those engaged in social work that disturbed and delinquent children tend to come from unstable and stressful families. Poverty is an important factor, which lead adolescents to delinquent behaviour. When the parents do not have a steady income to meet the basic needs of the family, the chances of children resorting to delinquent behaviour are high. However statistics in the studies conducted in this field do not explain why, even though delinquency is associated with poverty, the majority of young people from impoverished homes do not become delinquents (Stott,1982).

The predominant factors within families which contribute to the development of longer-term aggressiveness and risk of violence are in child-rearing and parenting processes. Parental conflict, poor or inconsistent supervision, and physical or emotional neglect are associated risks of violence and delinquency. Greene (2001) believes that decline of moral values and the disintegration of traditional family structures contribute to the deviant behaviour of adolescents and youth. Easy access to violent and immoral television programmes also contributes to the deterioration of values among the youth.

3.3.2.2 Parental affection

Stott (1982) argues that there is no clear definition for affection. It is the quality of feeling that one person has for another, a concern for his welfare and a wish for a permanent attachment. Expression of parental affection varies in different cultures. However, parental affection plays a very important role in the emotional development of the adolescents. Garbarino (2001) observed that the declining proportion of children living with two-parent families is contributing to the deviant behaviour of adolescents.

Parental discipline is another factor, which is crucial in the development of children. Some parents from low-income group show irritability and anger towards their children, due to the nature of work and the frustration in life. Some parents 'spoil' their children by providing the children with, everything they ask for. But if the spoiling parent was there to continue to spoil them, then the children will not commit delinquent acts. They became delinquents when the parent died or otherwise became unavailable and the child was left with another parent, or with a relative who had disapproved of the spoiling or had been incapable of giving affection.

According to Beckett (2003), behavioural changes in parents resulting from drug use can affect the quality of parent-child relationship. Alcohol can reduce the individual's ability to control violent behaviour. Parents who demonstrate poor self-control and show aggressive and violent behaviour become role models for their

children. A child who has been ill-treated at home tends to ill-treat his/her friends at school. Youngsters who grow up in these circumstances at home have little opportunity outside of school to learn positive ways to respond to conflict. (Beemak & Keys, 2000) observed that families may also contribute to a child's aggressive behaviour by accepting their child's use of such behaviour as a problem solving strategy.

Punishment by parents does not show any effect on delinquents. Attempts by parents to control such children resulted in them running away or committing obvious offences in order to get legally removed from home. Discipline without love breaks down just as surely as love without discipline (Stott,1982:6).

The parent who has lost a child's love has nothing to appeal to. The child also finds such a state of affairs intolerable and seeks to break free from it by hostility. The punishments by which the parents try to curb the bad behaviour, however harsh, are unavailing and likewise usually result in the child's running away or committing offences in order to get sent to correctional school.

3.3.2.3 Social environment and delinquency

The breakdown of traditional community and family structures entails a lessening of safeguards against stress and a lapse of standards of personal conduct (Stott,1982:14). Extreme culture loss reduces the human being to the hazards of animal existence. With the increase in the number of stress manifestations among adults- shortness of temper, quarrelling, violence and violent words, depression, chronic illness- it is understandable that the prevalence of maladjustment among children will increase.

According to Kobrin (1959:21) "When growing boys are alienated from the institution of their parents and are confronted with a vital tradition of delinquency among their peers, they engage in delinquent activity as part of their grouping for a place in the only social groups available to them" This is seen as a striving in a social rather than an antisocial direction. It is adaptive behaviour and not indicative of pathology or malfunction of personality. It is assumed that apart from the

delinquent behaviour, the youngster will remain unaffected as a normal, well-adjusted individual. The delinquency is matter of social learning a reversible accident of the person's social experience (Kobrin,1959:22)

Badini (2001) blames the education system in Burkina Faso and some other African countries, for children resorting to violence. He argues that all seeds of violence are in the system- discrimination, corporal punishment and humiliation. In many African countries the medium of instruction is either in English or French. Children have to switch from their mother tongue to a foreign language in schools. Schools need to accommodate traditional values and culture in moulding the character and discipline in children. A child's traditional and family education will help to establish a non-violent school system in Burkina Faso and elsewhere in Africa.

3.3.2.4 Delinquency and social frustration

Merton (1957) explains aberrant behaviour in sociological terms as the outcome of the plight of lower-class youth, who have neither the education nor the openings by which they can attain the success goals of an aspirational society, and are thus forced into illegitimate means of reaching them. It is possible that the youth develop hostility towards the society, as they are not able to achieve high social status.

Grey (2005) argues that poverty is one of the causes of crime and violence among the young South Africans, because for some of them prison is a place where they are sure to have a meal and a place to stay. Lack of employment opportunities, inadequate housing and living conditions, among others, also contribute to the high rate of violence and crime among the youth.

Juvenile crime or juvenile delinquency is the offences committed by children or youths under the age of 18 (Turk,1999). Juvenile offences typically include delinquent acts, which are acts that would be considered crimes if committed by adults. Since ancient times, enlightened legal systems have distinguished between juvenile delinquents and adult crimes. The immature generally were not considered

morally responsible for their behaviour. In South Africa 35,000 young people under the age of 21 are currently awaiting trial or sentenced and imprisoned (Grey, 2005).

Public school crime is juvenile crime committed on school property. Juvenile crime is on the increase in all counties worldwide. In America, violence involving guns is very common. With spread of guns among the juvenile population, combined with a cumulative, desensitising effects of media-glamorised violence, it has become easy for youths to engage in deadly disputes over small, even trivial matters or for no reason at all.

3.3.2.5 Connectedness and school violence

Kracher (2004) believes that adolescent connectedness impacts considerably on the behaviour of youngsters. Kracher describes the two kinds of connectedness children develop with the outside world. The first is conventional connectedness, which includes social interactions with school, teachers, religion, and family. All these conventional connectedness are directed towards the future and are structured by adults.

The second kind of connectedness, according to Kracher (2004), is unconventional connectedness. This type of connectedness are developed and governed by the youths themselves. The adolescent's friends and neighbourhoods are the common contexts in which unconventional connectedness develop. It has been noted that youth who normally engage in violent activities are those who develop unconventional connectedness rather than conventional connectedness.

The connectedness in early stages of childhood takes the form of a caregiver-child bond. When the child reaches adolescent stage, he/she becomes connected to those who provide their basic interpersonal ingredients such as self-development, empathy, praise and attention. Adolescents seek proximity of those who give them praise and attention in a consistent manner- be it parents, friends, or teachers.

Flaherty (2001) argues that violent behaviour of adolescents is the manifestation of disrespect for others. Use of obscene language, pushing, kicking, shoving etc. are acts showing disrespect for others. Someone who has respect and concern for others will not engage in violent acts. Flaherty (2001) noted that school connectedness was associated with lower levels of violence among adolescents.

3.3.3 Violence in United States of America



In the United States, in public education for many decades preceding the 2nd half of the 20th century, school-based aggression was apparently infrequent in occurrence, low in intensity and almost negligible. Misbehaviour and bad conduct in the form of getting out of one's seat, refusing to obey a teacher, throwing a spitball or, rarely, breaking a window, seems like the events of another era - events so mild in comparison to the aggressive acts of today that is difficult to think of the two types of behaviours as the extremes of a shared continuum (Goldstein & Conoley, 1997). A survey conducted by National Education Association (NEA) in 1956 reported that two-thirds of the 4270 teachers sampled from across the US reported that fewer than 1% of their students caused instances of disruption or disturbances (NEA, 2004).

The level of assaults on teachers in the US public schools is a growing concern. In US there is a term called "battered teacher syndrome": a combination of stress reaction including anxiety, depression, disturbed sleep, headaches, elevated blood pressure and eating disorders. The National Centre for Education (NCE) statistics reported in 1991 that nearly 1 out of 5 US teachers reported being verbally abused by students, 8% reported being physically threatened and 2% indicated that they had been attacked by students during the previous year (NEA, 2004).

Greene (2001) agrees that violence in schools occurs across all school levels. However, many of serious violent incidents occur in high school levels.

Table 3.1 on page 66 shows the types of violent acts that students have ever committed at school in the U.S.A.

Table 3.1 Types of violent acts that students have committed

Violent acts	Total students. %	Those with good/fair grades. %	Those with poor grades. %	Male. %	Female. %
Verbally insulted someone	50	51	69	60	40
Threatened another student	23	22	50	34	12
Pushed , shoved, grabbed, slapped someone else	42	42	63	54	30
Kicked, bitten, or hit someone with fist.	26	25	48	37	15
Threatened a teacher	5	4	21	8	3
Threatened someone with a knife or gun	3	3	10	6	1
Used a knife or fired a gun	1	1	4	2	1
Stolen something from someone	14	13	23	18	9
Base number of students	1151	1021	42	534	610

Adapted from Greene (2001:16)

3.4 SPECIFIC ISSUES AND CHALLENGES ON SCHOOL SAFETY

There are many challenges and issues regarding safety in secondary schools. It is important to create awareness among all stakeholders, such as learners, educators, parents, and the general community that school safety is a major challenge to the society. Even though it is the responsibility of school authorities to ensure safety of learners, the role of other stakeholders in the community such as law enforcing agents, judiciary, religious organisations, social workers, health

authorities etc. can not be ignored. It is of utmost importance to identify the nature of school safety issues and find their root cause, before steps can be taken to irradiate the problem.

South Africa is no exception to the problem facing school authorities regarding school safety. The problem of school safety is compounded by the fact that the country had an unpleasant and unjust apartheid system of government until 1994. The new democratic government is struggling to put things right. It is a mammoth task for the government, particularly the Ministry of Education to implement policies in education, due to the fact that the country was used to an undemocratic system of education which was practised for a very long period of time. Years of violent enforcement of apartheid era policies have fuelled a culture of violence in the education system (HRW, 2001).

Some of the major challenges and issues regarding school safety are discussed in this section.

3.4.1 Alcohol and drug abuse

Any substance that produces a psychoactive effect is termed as drug. There are various forms of drugs available in our country such as alcohol, tobacco, herbal cigarettes, pharmaceutical drugs, illicit drugs, image and performance enhancing substances and inhalants and other volatile substances. Mandrax, dagga, cocaine, inhalants such as glue and thinners are other examples of drugs. Garbarino (2001) reveals that hard drugs have spread throughout United States. He noted that almost every community in the country has a drug subculture. A report by CDC (Centres for Disease Control and Prevention) in 1998 indicated that 50% of adolescent boys had used marijuana , and 37% of boys reported that they had drunk five or more drinks of alcohol on one occasion at least once a month (Gabarino, 2001).

Drug and alcohol abuse is a major threat to the safe and disciplined atmosphere of many of our learning institutions. Most of the major and serious disciplinary problems are caused by learners who are under the influence of drugs and/or

alcohol. One of the worst things that can happen to a school is having a reputation as a place where drugs and weapons exist. It frightens learners, parents, educators and the community. Educators lose their enthusiasm for working with the learners (CELP, 1999).

Riches (1986) argues that alcohol consumption lowers people's inhibitions and therefore is instrumental in behavioural changes which is against everyday social controls. The styles of behaviour they exhibit when alcohol is consumed, seem to be exceptional when compared to everyday normal behaviour. One can be arrested if one uses or in possession of any illegal drugs. According to the Youth Commission, the penalty for dealing in drugs may be as much as 25 years in jail and for possession and use of illicit drugs may be up to 15 years in jail (RSA, 2002 b :30-36).

3.4.1.1. Why do young people take drugs?

There is a belief that there are four primary drives, such as hunger, thirst, sex and our desire to alter our consciousness (Fields, 2001). Drugs have been a major way of altering consciousness. Drugs have been used throughout history to alter consciousness. Mendler & Curwin (2004) argue that financially and emotionally impoverished youth find drugs a viable and preferable life-style option.

Some feel that drugs open awareness to unconscious issues, conflicts, and possibly an awareness or new perception. But drugs can become traps that keep our minds from being used in a positive way. Drugs users become unrealistic and neurotic when drugs are used in an addictive manner. Nowadays people use more positive ways to alter consciousness while avoiding addiction to alcohol and drugs- for example, food, gambling, television, work, sports and many other activities.

The following can be considered as reasons why young people take drugs (RSA, 2002 c):

- it feels good to get "stoned" ;
- it is the fashionable thing to do ;

- boredom ;
- curiosity, some people just want to try a new experience ;
- peer pressure
- to escape from problems at home or at school ;
- a way to acquire confidence and self esteem ;
- parental disapproval ;
- it is illegal and therefore may seem exciting; and
- everyone does it, so why not me?

3.4.1.2 Signs of substance abuse

Educators and parents must be able assist the children who abuse drugs. Therefore it is important for them to look for signs of substance abuse in children. The following are some signs to look out for that may indicate an adolescent who abuses drugs and alcohol (RSA, 2002 c):

- drop in academic achievements ;
- sudden mood swings ie. sullen and moody to happy and alert
- unusual aggression or apathy ;
- change of friends ;
- loss of interest in sports and hobbies ;
- becoming secretive, exhibiting furtive behaviour and lying ;
- tiredness and bouts of drowsiness ;
- unexplained loss of money or possessions ;
- unusual smells and stains on the body and clothes ;
- change in appearance, less interest in personal hygiene, weight loss or gain ;
- drug related clothes and jewellery.

Remember that some of these signs might be that of adolescent behaviour. Therefore do not over-react or arrive at conclusions in haste. Look for general patterns of changes.

3.4.1.3 Draft policy framework for management of drug abuse by learners

The government of South Africa, in its Government Gazette of 6 June 2002 (No. 23490), gives clear guidelines on the management of drug abuse by learners in public schools and Further Education and Training institutions. Some of the salient points of the draft policy are the following:

- Studies on drug usage in the country point to an increase in drug abuse across communities. Available evidence indicates that school communities are particularly vulnerable and drug use by learners is on the increase both in rural and urban schools. It is also noted that there is high correlation between drug abuse and other anti-social and high risk violent behaviour such as sexual violence, gangsterism and theft.
- The purpose of the policy is to support not only those learners who abuse drugs, but also to assist learners and staff who do not use drugs but may be affected by the usage of drugs by others.
- Drug abuse is detrimental to humans on social, physical, emotional and psychological levels. Drug use can lead to dependency, and chronic health conditions.
- The policy framework seeks to contribute towards prevention, management and treatment of drug use, misuse and dependency. The policy is complementary to the National Drug Master Plan 1999 - 2004.
- Every school must develop policies on both prevention and intervention. Governing bodies must assist the school management to develop policies regarding drug abuse and

monitor the effective implementation (South African Schools Act Section 21 (1) e).

- All information relating to drug use, misuse or dependency by a learner should be treated as confidential.
- Random drug testing is prohibited. If a drug test is considered necessary, it should form part of intervention or relapse prevention programme, and must be carried out according to school policy, medical procedures and ethical guidelines.
- Random searching of learners is also prohibited. If a search is necessary, it should be done in the presence of a person of their choice and a second adult witness of the same gender.
- Learners must be educated about the effects of drug abuse. This will reduce the likelihood of experimentation with drugs among learners. Drug education is included in the learning area of Life Orientation in the revised curriculum 2005.
- Training must be provided for educators to handle cases of drug abuse and dependency management. They must be given in-service training to cope with drug related incidents within the schools.
- Learners who are experiencing problems relating to drug abuse and dependency will be entitled to appropriate assistance. They should not be denied the opportunity to receive education or the right to reintegration into the same school community.
- South African Police Service, health care and medical professionals, NGOs, social development and Judiciary must be

involved in developing supportive management plans and procedures regarding drug related issues.

3.4.1.4 Substance abuse by adolescents

Adults need to be aware of the differences between the drugs of thirty years ago and those of today. Drugs have become stronger and therefore more addictive over the years. For instance, the potency of marijuana has increased 40% over the last 30 years (Eger, 2003). Parents need to realize the true age of their children, and that they are not yet ready to make informed choices. Children, due to their desire to pretend to be mature, they often look and act more mature than they actually are.

Educators share the responsibility with parents to prevent children from using drugs. Just as parents are not always aware of the maturity level of the children, neither are the educators. Some educators befriend the learners because they perceive the child as being more mature than he/she actually is. Educators must watch what they say to learners, so as not to compromise their authority.

Studies have shown that about 10% of people have the potential to become addicted to substances. Both environmental and biological factors determine whether children will use drugs and/or become addicted. Certain children who enjoy the taste of alcohol, for example a seven-year old boy who tastes his father's glass of beer and loves it, may be biologically predisposed to drinking. Certain children grow up in environments where drinking is part of the daily routine (Eger, 2003). Children become addicted to drugs faster than adults do.

In 1990, researchers in the University of California identified a link between the receptor gene for the neurotransmitter dopamine and alcoholism. They established more clearly the significance of a genetic factor predisposing people to alcoholism (Fields, 2001:4). Alcoholism is a combination of genetic and environmental factors, and hence treatment of alcoholism must be individually designed and fine tuned to consider both pharmacological and behavioural therapies.

Various studies (Gorsuch & Butler, 1976) have helped to reach an unanimous conclusion that a positive relationship between the child and his/ her parents can serve as a deterrent to drug abuse. The absence of either or both parents has been associated with increased use of alcohol and marijuana (Coombs,1998: 44).

3.4.1.5 Moral - legal perspective regarding drug abuse.

Moral-legal perspective is primarily the viewpoint of law enforcement agencies and criminal justice system. It is important to keep specific drugs away from specific people and people away from specific drugs. This approach reduces the availability of drugs and uses punishment as a deterrent in addressing the supply side of drugs, not the demand side (Fields, 2001: 49). However, unless we address the demand side, the moral - legal perspective is ineffective. With so many buyers in the marketplace, sellers are motivated to deal, despite risks.

Drug problem is not to be viewed as a national problem. It is a collection of local problems. By supporting neighbourhood and community effort, we could provide an environment that could prevent the development of alcohol and drug abuse (Fields, 2001: 50).

3.4.1.6 Prevention of drug/alcohol abuse

Having analysed the reasons for alcohol/drug abuse among adolescents, it is important to look at various prevention approaches to the problem. The prevention approach is multidimensional and can be classified as follows:

- Educational information;
- Personal competence;
- Decision making;
- Refusal skills; and
- Alternative activities.

The prevention programme must be able to develop the following skills in adolescents (Fields, 2001:216-236):

- Improving self-concept;
- Clarifying personal values and ethics;
- Learning effective decision making;
- Understanding and listening to each other's viewpoints;
- Communicating about alcohol/drug with peers, parents and others;
- Being involved in social and interpersonal activities;
- Dealing effectively with feelings of anger, depression and anxiety;
- Having the ability to relax, play and enjoy daily activities; and
- Developing and exploring ways to alter one's sense of consciousness through alternative activities.

The preventive programme must cover three basic categories:

Primary Prevention

Primary prevention is focussed on adolescents who have never tried alcohol or drugs. It is important to build positive self esteem in these individuals; so that they adopt a no-use norm. It is also important to develop good coping and refusal skills. They must also be provided with information on alcohol and drugs.

Secondary prevention

Secondary prevention is meant for adolescents who are in the early stages of drug/alcohol use, but not regular users. Secondary prevention strategies must include providing drug information, developing decision making and refusal skills. It also requires family communication and individual counselling.

Tertiary prevention

Tertiary prevention is focussed on adolescents who are using drugs regularly, but has not yet become habitual users. Tertiary prevention programmes include counselling, drug education and family therapy. There is very fine narrow line between tertiary prevention and intervention and treatment services for habitual users.

3.4.1.7 Life skill education and drug abuse

Life skill education helps adolescents to develop skills to deal with alcohol and drug abuse problems. Life Orientation prepares learners to engage on personal, psychological, cognitive, motor, physical, moral, spiritual cultural and social, and economic level. It equips learners to react positively to the demands of ones daily life, to take up responsibilities, make right decisions, and make use of opportunities in life (Pilbeam, 2005). In South Africa the new curriculum statement based on the Outcome Based Education (O.B.E) provides life orientation as a compulsory subject in schools. Life orientation programme helps to develop some of the following virtues in young people:

- Developing self- esteem and goal setting skills;
- Decision making;
- Identifying and resisting persuasive appeals;
- Coping with anxiety;
- Developing verbal and non verbal communication skills;
- Developing various social skills such as social interaction and social communication;
- Empowerment; and
- Capability development.

According to Maisto (2004), education and mass media play a very important role in the prevention of drug abuse. Families must play an important role in educating

their children on the effects of drug and alcohol abuse. Education about drugs and alcohol abuse must be incorporated into the school curriculum. Some critics have observed that alcohol and drug education can escalate their use, at least in the short run. Maisto (2004) argues that the knowledge about the effects of drugs and alcohol may lead some children to try and experiment with these substances.

3.4.2 Sexual abuse and sexual harassment

3.4.2.1 What is sexual abuse?

Sexual abuse refers to misuse, or performing sexual activity other than a normal sexual intercourse, or forcing a person to perform a perverse sexual activity (Joubert, 2003). Sexual abuse involves the participation of children in sexual activities which they do not fully understand, to which they can not give informed consent or which violates the law or social conventions (Whitney, 1996: 26). Sexual abuse is an abuse of trust or power. It involves not only touching, penetration and other acts but also requiring the child to behave sexually and act as a source of adult sexual stimulation.

Sexual abuse usually involves “grooming” which means preparation for the abuse rather than being a spur-of-the-moment assault. Usage of pornographic pictures and videos or even forced viewing of a real sexual activity between adults may also be involved in the process of preparing a child for sexual abuse.

The signs of sexual abuse may vary from psychosomatic complaints, to a general mistrust of adults. It might also involve gross physical injury or pain in the genital, anal or abdominal area. Children who are sexually abused will not generally perform well academically at school. Their attitude towards educators and other adults could be negative or insensitive.

Research shows that victims of sexual abuse may have lasting damage. Children often lose trust in adults and authority figures, suffer physical ailments and lowered immune systems and do not perform as well in school. Once they become adults, they are more prone to becoming substance abusers and have difficulty forming

intimate relationships (Schultz, 2005). While females are typical victims of sexual abuse it can affect males just as much. The cases are reported less often, however.

Incest is the name given to sexual abuse when the abuser is a member of the victim's immediate family. Because it happens within the family, it is even more likely to be kept a secret and can go on for years (Dilley, Clitheroe, Englebrecht, Falken & Lundall, 2005:35). A dysfunctional family situation such as a failed marital relationship may be sustained by scapegoating a child. Children may collude with the abuser as a way of holding the family together (Whitney, 1996:30).

3.4.2.2 Sexual harassment



Sexually harassing behaviour is described as unwanted sexual advances, requests for sexual favours, and other verbal or physical conduct (CELP, 2003). It may also include derogatory sexual comments written or said about others. Studies indicate that learners associate sexual harassment with severe forms such as rape or attempted rape. Hyman, Weiler, Perone, Romano, Britton & Shanock (1997) argue that sexual harassment is a disciplinary problem because it creates a hostile environment in the school, in which learners become fearful, anxious and withdrawn. Lack of faith in the school authorities to protect them will lower their academic performance and self esteem.

When we consider sexual harassment, we think that males are the main culprits and females the victims. But sexual harassment also occurs between peers who are from the same sex. Labelling others as gay or lesbian creates stress and often forces the victims to prove to their peers that they are wrong by engaging in sexual activities.

Sexually abused victims live in secrecy and isolation. Only a small minority ever reveal the abuse (Salter, 1988). So much sexual abuse has gone on for so long with so little attention, either from the public or from professionals. The reason for the lack of public attention to the problem was that children were too afraid to tell,

and often their parents did not believe them when they did. In many cases the offenders threatened or blackmailed the victims.

3.4.2.3 Rape

Rape is sexual intercourse with a person against that person's will. Rape is an extreme form of sexual abuse. Holding someone down and having sex with him or her when the person has said "no" is rape (Dilley et al, 2005). Rape is a severe form of sexual violence which occurs in society.

In March 2000, Human Rights Watch investigated cases of alleged rape, sexual abuse and harassment involving schoolgirls in South Africa. South African nongovernmental organizations receive hundreds of reports of school-based sexual violence each year. There are reports of girls being raped by educators as well as male classmates. Rape victims are not only subjected to the trauma, but they are also prone to HIV infection and other forms of STD from the perpetrator.

3.4.2.4 Sexual abuse and sexual harassment in South African schools

According to Human Rights Watch (HRW, 2001), South African girls of every race and economic class encounter sexual violence and harassment at school that impacts negatively on their realization of the right to education. HRW has found that sexual abuse and sexual harassment have a tremendous destabilizing effect on the education of girls in South Africa.

HRW (2001 b) makes the following recommendations to the South African government, relating to sexual violence against girls:

- Adopt a National Plan of Action on Sexual Violence and Harassment in Schools. The plan of action must be developed in consultation with all stakeholders, such as learners, educators, parents, social workers;

- The National plan must include, among others:
 - Guidelines to schools detailing the appropriate response to allegations by pupils of rape, sexual assault, or harassment, whether by educators or fellow learners;
 - Appropriate procedures governing consequences for educators or pupils who have committed a sexual offence;
 - A code of conduct for educators and learners that categorically prohibit sexual offence;
 - Provision for compulsory education and training for learners and educators, on issues relating to sexual violence, including identification and intervention strategies; and
 - Mechanisms to hold schools responsible for failure to adequately respond to allegations of sexual violence.

We read, listen and watch through media on a daily basis, the most horrendous sexual abuse happening in our schools and the community in general. Sexual abuse of learners by other learners, and learners by educators is occurring in our schools at an alarming proportion. In South Africa it is a crime for school employees, including educators, administrative staff, sports coaches, choir masters etc. to have sex with learners under the age of 18 (RSA, 1996 b).

The former South African national Minister for Education Prof. Kader Asmal said "There must be an end to the practice of male teachers demanding sex with schoolgirls or female teachers. It shows selfish disrespect for the rights and dignity of women and young girls. Having sex with learners betrays the trust of the community. It is also against the law. It is a disciplinary offence. Tragically, nowadays, it is spreading HIV/AIDS and bringing misery and grief to these precious young people and their families "(HRW, 2001 a).

South African school girls very often encounter sexual violence in their schools. They continue to be raped, sexually abused, sexually harassed and assaulted at schools. The perpetrators are often their male classmates and their teachers. Many South African girls feel that violence and abuse are inevitable part of the

school environment. The level of sexual harassment and sexual abuse in schools negatively impact on success and achievement in education (H.R.W, 2001 a).

South African Government has recognised that violent crime is a major social issue which poses a threat to school safety. Policy makers in education maintain that they are committed to ending sexual violence in schools. Ending sexual abuse and harassment in South African schools require national leadership and commitment by every role player in the education system. However sexual violence and harassment often go unchallenged in our schools, which is a significant hurdle to equal opportunity for South African girls.

Studies by Human Rights Watch found that sexual abuse of girls by schoolmates and educators is a burning issue in South African Schools. In studies conducted in three provinces of South Africa, Human Rights Watch documented cases of rape, and sexual abuse of girls committed by both male students and educators. Girls were raped in school toilets, in empty classrooms and hallways and in hostels and dormitories (HRW, 2001 a). Girls were also fondled, subjected to aggressive sexual advances and verbal degradation. Girls from all levels of society, and among all ethnic groups were affected by sexual violence.

Human Rights Watch interviewed girls from a variety of different social, economic and ethnic backgrounds and noted that sexual abuse occurs in prestigious predominantly white schools; in poor predominantly Black Township schools and even in rural primary schools and even sadly in schools for the disabled.

3.4.2.5 Sexual abuse, advances and harassment by educators

Girls in South African schools are subject to abuse of authority and violence by educators. Findings of a Medical Research Council's survey in 1998 shows that 37,7 percent of rape victims, who specified their relationship to the perpetrator, said that their school teacher or principal had raped them (Human Rights Watch, 2001 a). South African girls interviewed by Human Rights Watch reported routine sexual harassment in schools as well as coercion by educators to engage in sexual activities.

In many instances girls agree to sexual demands from educators because of the fear that they may be punished if they refuse. Some educators promise money or even better grades in exchange for sex. Educators also abuse girls sexually while on school trips. In some schools educators operate within a climate of seeming entitlement to sexual favours from girls. Some educators use degrading sexualised language and comments to girls in the classroom.

In certain areas where the girls come from poor families, educators take advantage of girls by offering them financial favours. There have been many cases of girls being raped in empty classrooms. Poverty and fear form a powerful combination, making it difficult for girls to resist and complain to the authorities or to the parents. Educators abuse their position of authority to take advantage of the girls. Educators also blackmail girls to keep silent about the sexual abuse. Suchanandan (2003) argues that the popular concept that anyone who sexually abuses a child is a paedophile is wrong when it comes to the educators who engage in sexual misconduct with adolescents.

Sometimes girls themselves initiate the sexual relationship with educators in exchange of favours such as money or good marks and report. Some girls fall in love with young educators and maintain such relationships outside school. Sexual abuse by educators is not a simple problem as it can happen outside the school premises and there is no legislation against a grown up girl having a relationship with a young man.

Failure by school authorities to respond adequately to serious allegations of sexual abuse is reported very often in South African schools. Some principals and senior management of the schools turn a blind eye when coming to allegations of sexual abuse of girls by educators. This kind of passive and negligent response by school authorities is a hindrance to creating a safe environment at schools.

Educators carry a great deal of power over children's lives. If it is abused, it can act as a potent force for continued secrecy, just as it does with a family member. Sexual abuses by educators occur in both developing and developed countries

alike. In 1994, a South Wales primary school teacher was sentenced to 7 years of imprisonment for eight counts of gross indecency against six boys at his school (Whitney,1996). In 1993, a male student nursery nurse at a college in North England was also convicted of nine offences of indecent assault against children and was sentenced to 7 years. Out of 60 children who were interviewed, 45 disclosed abuses, including both boys and girls, involving vaginal and anal penetration as well as less invasive touching and stroking.

According to South African Council of Educators Act 31 of 2001, an educator must:

- refrain from any form of sexual harassment (physical or otherwise) of learners (Section 3.8);
- refrain from any form of sexual relationship with learners at school (Section 3.9);
- use appropriate language and behaviour in his or her interaction with learners, and act in such a way as to elicit respect from the learners; and
- take reasonable steps to ensure the safety of the learner (Section 3.11).

Employment of Educators Act, 76 of 1998 stipulates punitive measures for educators who are found guilty of sexual offences in schools. Section 17 states that an educator must be dismissed if he or she is found guilty of:

- Committing an act of sexual assault on a learner, student or other employee. 17(i) (b).
- Having a sexual relationship with a learner of the school where he or she is employed. 17(1) (c).

Mashengu (2003) observed that girl learners who are coerced into sexual and romantic affairs are afraid to report to their parents or teachers, as they are afraid of being victimised by the perpetrators or being blamed by their parents for seducing their teachers.

A research by Midlands Women's Group in KwaZulu-Natal noted the following findings with regard to sexual violence (Mashengu, 2003):

- The most serious problem is sexual violence of girl learners by male educators;
- Silence around gender violence is common in all race groups;
- Male educators view girl learners as sex objects and girls see male educators as potential husbands and a source of income;
- Some parents do not report sexual abuse cases to authorities because they feel that the child will be asked to leave the school;
- Sexual affair between educators and girl learners is viewed as a norm in some communities. Sometimes parents are made to 'shut up' by monetary payments. These parents feel that accepting the monetary offer is far better than going through lengthy trials and inquiries; and
- Most educators who violate girl learners sexually are not brought to book because the victims do not report the incidents due to fear of intimidation and victimization.

3.4.2.6 Sexual abuse in U.S. schools

Sexual harassment in secondary schools in the United States is widespread, and most incidents involve students harassing other students. Research on sexual harassment and sexual abuse of adolescents in secondary schools has shown that peer sexual harassment is much more common than sexual harassment perpetrated by teachers (Timmerman, 2003). Studies have shown that in the US, 87% of girls and 71 % of boys reported having been sexually harassed by another student. Rates of sexual harassment perpetrated by teachers were lower: 20% for girls and 8% for boys.

Researchers have described peer sexual harassment as a frequent public occurrence in the school culture. Peer sexual harassment is viewed as a form of sexual aggression and is also considered to be an extension of bullying. According to Tmmerman (2003), girls experience sexual harassment more often and experience more severely intimidating forms of harassment than boys do.

3.4.2.7 Sexual abuse by teachers in the Unites States of America

To combat sexual abuse by teachers in schools, districts have developed clear policies. There is zero tolerance on inappropriate employee student relationship. School staff and other concerned parties are encouraged to report allegations without fear of retaliation. Parents are advised to listen to their children and report any cases of sexual abuse or harassment by teachers (Schultz, 2005).The Detroit News reported on 24th April 2005 that at least 35 Michigan school employees have been charged or convicted of sexual misconduct involving minors in the past 15 months. A former principal of Jefferson Middle School in St. Clair Shores was arrested in 1991 and later acquitted of fondling a boy and distributing obscene material to children. He later got a job in Chicago because the school authorities never knew about his past arrest. He was again arrested on charges of possessing child pornography and having sex with a boy (Schultz, 2005). The education authorities in the United States of America want every child in the country to be safe and not in danger of falling victim to child predators.

Authorities in U.S.A believe that families can play a critical role in identifying potentially abusive behaviour by teachers. Parents need to keep open lines of communication with their children and express interest in their children's school experiences. Some districts are intending to develop a policy explicitly prohibiting sex and dating between staff and students.

Recommendations from a national report prepared for Congress by Professor Shakeshaft, are as follows (Schultz, 2005):

- Develop district and school policies in writing;

- Appoint a case coordinator to handle all incidents of educator sexual misconduct for the district;
- Report all allegations to both child protection services and law enforcement agencies;
- Develop thorough investigative practices;
- Educate students and employees about sexual misconduct.
- Require teachers to undergo training on educator sexual abuse before certification;
- Create an electronic, searchable federal registry of educators who have lost their certification in all states; and
- Create a national list of educators by state who have sexually abused.

Smitherman (2005), noted that in spite of all the legislation and the steps taken by relevant authorities to reduce sexual abuse in the schools, some educators do have sexual relationships with learners outside the school premises. However, sexual relationships inside the school premises are not a common occurrence in the United States of America.

3.4.2.8 Sexual violence by learners at school

South African girls are more likely to be sexually assaulted by their male classmates than their educators. Girls are attacked in school toilets, in empty classrooms, in hostel rooms and dormitories etc. Sexual assaults happen during breaks and other activity times (HRW, 2001).

Boys, who commit sexual violence against girls, usually act in groups. There have been many reports of gang-rape in schools. According to Suchanandan (2001) most case of sexual misconduct is perpetrated by males on females but occurs in all combinations of gender.

Mashengu (2003) argues that male learners are sexually abusing female learners because of the gender power relations, particularly in the poorer communities where women have no power or authority. This is further reinforced when the male learners see their educators, who are supposed to be their role models, abusing the girls.

Sometimes sexual harassment and assault occur in classroom in front of their educators. Girls often complain that the boys try to kiss them or fondle them in front of other learners. Sometimes the violence accompanies adolescent dating relationships. Sometimes sexual violence is motivated by the desire of male learners to control their female classmates who are assertive. Girls cannot be assertive or confrontational without the risk of being assaulted by boys. Some male learners use threats of sexual violence to undermine girl's authority.

Girls report experiencing violence in their intimate relationships. Male learners use threats of violence to force girls into unwanted dating and sexual relationships. Girls are involved in serious incidents of partner violence. In most cases the educators and school authorities do not intervene in such cases of violence. This will in turn affect the academic performance of the girls. Girls report of being on the receiving end of all manner of unwanted and unwelcome sexual behaviour at school. The girls complain of being bothered by persistent unwanted fondling or touching by their male classmates. Some girls complain that boys stand underneath the stairs to look up their dress, watch and make comments as they go up.

Boys use sexual violence to scare girls into submission. One researcher described boys use of violence as follows: "It is a mode of control over girls, over their bodies, dress, lives, movement and social activities. There are a range of ways girls lives are limited by their fear of violence (HRW, 2001 a)

3.4.2.9 Sexual violence on the way to and from school

Sexual violence occurs on the way to school and back. Girls who have to travel by taxi or and other forms of transport experience many cases of assault in South Africa (HRW, 2001 a). Girls also have been assaulted and/or raped during the transit. Taxi drivers sometimes collude with perpetrators who want to assault the school girls. In some instances the taxi drivers drop other passengers first and then isolate the girls and sexually assault them. It is often poor black girls who are victims of such assault as they have to travel long distances by public transport.

Girls who walk to schools are also victims of sexual assault. Perpetrators attack the girls in isolated fields or pathways. There have been many reported cases in news papers where girls have been raped on their way to or from school.

3.4.2.10 How to deal with the problem of sexual abuse in schools?

Human Rights Watch makes following recommendations regarding the problem of sexual violence in South African schools (HRW, 2001 b):

- National Plan of Action on sexual violence and harassment in schools must be adopted;
- The Plan of Action must be developed in consultation with all stakeholders such as educators, learners, principals, parents, social workers and NGOs;
- Provision must be made to accessible procedures by which learners can make confidential complaints;
- There must be provision for prompt and appropriate disciplinary action against perpetrators;

- Provision for funding of counselling and medical services for the victims of sexual violence;
- A code of conduct for educators and learners that expressly prohibits sexual violence and sexual misconduct in schools must be formulated;
- Develop methods for early identification and intervention to prevent abusive behaviour;
- Mechanisms must be in place to hold school authorities accountable for failure to adequately respond to allegations of sexual violence ;
- Appointment of a director responsible for implementing policy on gender-based violence in schools, by the provincial department of education;
- Laws that make failure to report child abuse to relevant authorities a criminal offence should be widely publicised and enforced, and all school employees should be educated about their obligations to report child abuse to relevant authorities;
- Educators facing allegations of sexual misconduct should be separated during classroom time from the complaining learners;
- Educators who have been convicted of sexual assault or rape should not be permitted to teach anywhere in the South African school system;
- Learners facing allegations of sexual assault or rape should receive counselling and should face disciplinary action if the allegations are sustained;

- School governing bodies should address the problem of sexual violence and its prevention as a regular agenda in their meetings;
- Teacher's organisations must deny membership to convicted sex offenders; and
- Develop in-service training programmes for experienced educators on the prevention of and response to sexual violence and harassment in their schools.

The school policy on sexual misconduct must be able to protect children, ensure fairness to the affected individuals, provide assurance to the community and enhance a safe school environment (Suchanandan, 2003).

3.4.2.11 Investigation of sexual abuse cases in schools



Investigation of sexual abuse cases, particularly when the perpetrator is the educator, is a very sensitive issue. When a sexual abuse case by an educator is to be investigated, colleagues express intense anger, first towards the victims for coming forward, than at school administration and other people who are responsible for the investigation.

The issue of fault arises when sexual involvement between an educator and a learner comes to light. Some people believe that "girls ought to know not to go out with teachers". But psychiatrists and sexual abuse experts take a contrary position on responsibility. McGrath (2005) argues "assuming that an adolescent can be sexually attractive, seductive, and even deliberately provocative, it should be clear that no child has equal power to say 'no' to a parental figure or to anticipate the consequences of sexual involvement with a caretaker. Ordinary ethics demand that the adult in such a mismatch bear sole responsibility for any clandestine sexual activity with a minor".

Interviewing witnesses, the alleged victim, and the accused is a delicate process and should only be undertaken by an investigator with extensive experience; someone who understands the legal, emotional, and psychological dynamics at play (McGrath, 2005). If anger and disbelief by other educators go unrecognised or ignored during an investigation of a staff member, a backlash can occur midway through the process. School employees need to know that administrators understand their feelings and are doing their best to respect everyone's rights.

In a school setting, 'boundary violations' often involve marginally inappropriate behaviour that may or may not constitute sexual abuse. Young people instinctively recognise these boundary violations. Physical contact with a learner is not necessarily a boundary violation. An appropriate hug or a pat on the back communicates emotional warmth. Behaviours that signal an educator's lack of respect for a learner's sense of appropriateness and safety, however, are clues to a potential underlying problem (McGrath, 2005).

McGrath (2005) argues that, many times, the victim of sexual abuse has had life experiences that have left him/her with a confused sense of personal boundaries. This learner is unable to deter inappropriate behaviour of the adult. Often the young person targeted by an abusive adult is the one who is hungry for attention, love and understanding. The learner bonds tightly with the adult based on trust and affection. As the situation progresses, the adult takes advantage of that trust and crosses the boundary into various types of sexual misconduct.

Many psychological defence mechanisms come into play to make the learner reluctant to talk about the abuse. Usually young people are made to believe that they lured the adult into it. They think that if they truly love and care for the adult, they should protect that person from the harmful consequences of the disclosure.

Many times the victim denies the allegations. Denial is a way of creating a sense of safety and security in the face of the uncomfortable. It can lead to increased gullibility and susceptibility to injurious activities and re-victimization (McGrath, 2005).

The investigator must be aware of the way people create psychological safety when traumatised. If the victim says that nothing happened, the best way is to interview people in the environment of the alleged victim, before interviewing the alleged victim. Understanding the victim is crucial to the success of the investigation. The delicate task of investigation can only be accomplished by knowing the child as a person, understanding the source of his or her pain, rationalization, sense of guilt and shame, and most of it all, by knowing that it hurts(McGrath, 2005). Most sexual abuse allegations against educators do not result from a single indiscretion in a reckless moment. In most cases, there is continuous course of conduct by an adult who preys on children for sexual gratification.

According to Suchanandan (2003) victims of sexual abuse very often do not come forward because of the lengthy disciplinary proceedings and multiple interviews, formal statements and repeated testimony. Many educators become enablers of abusive behaviour in schools. An enabler is a person who overtly or covertly, consciously or unconsciously, acts in a way that allows another to continue in a destructive process. The enabler shields the actor from the ordinary consequences of his or her behaviour. All of us must be willing to face the damage caused by educator's sexual behaviour towards learners. We must have the courage to recognize that this issue harms not only children, but our society as a whole.

3.4.2.12 How can educators help to reduce sexual abuse?

Educators spend a lot of time with their learners and this could lead to a special relationship and mutual trust. Sexual abuse and sexual harassment are perpetrated in schools either by learners or by educators. When educators themselves are the perpetrators it becomes difficult for other educators to expose the guilty educators

(RSA, 2002 c).

Educators must be proactive to curb the problem of sexual abuse in schools. They must do the following to help in reducing the problem (RSA, 2002 c):

- watch out for signs of sexual abuse;
- record the incidents of abuse;
- report the abuse to the relevant authorities; and
- follow up the case with the authorities.

3.4.2.13 Skills and knowledge that educators need to reduce sexual abuse

Better understanding of what sexual abuse is

Educators must have a clear understanding of what sexual abuse is and the legislation regarding sexual abuse in the country. Educators must not be passive or quiet about sexual abuse. When an educator suspects that a learner is being abused, investigate the matter further so that the abuse can be stopped before it is too late.

In South Africa, according to the Employment of Educators Act No. 76 of 1998, the Provincial Department of Education must dismiss an educator found guilty of having sexual relationship with a learner irrespective of willingness or age of the learner. The South African Council of Educators Act No.31 of 2000 was enacted to ensure that an educator who is dismissed on charges of sexual abuse may not be appointed as an educator anywhere in the country (RSA, 2000 a).

To be able to look out for signs of abuse

An educator knows how a learner usually behaves. When a change in the behaviour of the learner is noticed, the educator must know that something is wrong. Though one cannot be certain about the signs of sexual abuse, the following changes may be due to sexual abuse (RSA, 2002 c):

- Poor peer relationship;
- Sudden possession of unexplained gifts;
- Withdrawal;

- Poor school performance;
- Aggressive and irritable behaviour;
- Fear of undressing for sports;
- Tearfulness;
- Suicide attempts;
- Poor hygiene;
- Compulsive washing; and
- Unusual knowledge of sex or curiosity about sex.



To know what is expected of them in reporting abuse and what process and procedures to follow

The South African Council of Educators (SACE) Code of Conduct very clearly indicates that (SACE, 2002):

- The educator should respect the dignity of learners, avoid any form of humiliation and refrain from any form of abuse and refrain from any form of sexual relationship with learners or sexual harassment of learners;
- The educator keeps parents adequately and timeously informed about the well- being of learners; and
- Educators promote gender equality and refrain from sexual harassment of their colleagues.

Educators must know the procedures to follow when reporting a case of sexual assault. Some important steps to remember are the following:

- The school must report the case to the Department of Education through the district office;
- The victim must be taken to the police station to open a docket;

- The victim must be subjected to medical examination;
- A detailed statement from the victim must be taken after the medical examination;
- If the victim is under 18 years, the police must investigate the case. If the victim is 18 years or older, she may choose to have the incident recorded without an investigation; and
- After the investigation by the police, the perpetrator could be convicted by the court of law on charges of rape, indecent assault or incest.

Knowledge about intervention programme

An educator must be knowledgeable about the intervention programmes that will prevent further abuse and be able to address the underlying causes of sexual abuse. One of the major intervention programmes is to educate the children about what sexual abuse is, what places to avoid, what to do if they are abused and where to go when abused. Children need to be educated about their rights.

The school must ensure confidentiality while dealing with sexual abuse. Children must know of anonymous service lines such as Child Line and Safe Schools National toll free call line (e.g. Child Line- 0800055555). Victims must be provided with counselling and if necessary medical treatment. Schools must work with parents to reduce child abuse at home and in the family. Teaching children self defence and developing self confidence is also important (RSA, 2002 c).

3.4.2.14 Sex education in schools

Sex education helps to equip children to be safeguarded against sexual abuse. The question is when to start sex education, how much information to give and who should give it. The focus of sex education must be about keeping children and

adolescents safe from unwanted pregnancy and disease, especially important in light of the increasing spread of HIV and AIDS (Wass, 1998). Sex education also helps to educate children about healthy sexuality in order to help children keep themselves safe from sexual abuse. However, it is interesting to note that there have been court cases in the United States, involving conflicts between parents and schools over sex education, on the basis that sex education invades the constitutional rights of privacy and religion. In the 1970s the Hawaii Supreme court had granted an "excusal system" whereby parents had the option of withholding or withdrawing their children from sex education in schools (Gee & Sperry, 1978).

In spite of increasing number of news reports about child abuse, there is a reluctance to talk about the issue in our society. In the United States of America the statistics show that one in four girls and one in six boys will be victims of some type of sexual abuse or assault by the time they reach age 18 (Wass, 1998). In many cases children never tell anyone about the sexual abuse. It is because if parents react disapprovingly to any mention of sex or sexual behaviour in their children, the children will be very reluctant to tell if they have been abused.

In most cases children never tell anyone about what has happened to them, because it doesn't feel safe to tell. Talking about sex is a taboo in many families. If a child cannot talk about healthy sexuality and normal body functions comfortably, how can a little girl or boy ever tell someone about sexual abuse? If parents get angry when they find their children touching themselves or exploring each others' bodies out of normal curiosity, how will they react if their child tells them that one of the elder persons in the family or a relation has touched them inappropriately (Wass, 1998). Unfortunately, not disclosing sexual abuse adds to the trauma of the child and has repercussions which may last a lifetime.

Children and adolescents need correct information about sex, sexual relationships, reproduction, birth control, sexually transmitted diseases and HIV/AIDS. Information is power and in this high-risk era of HIV/AIDS, children and adolescents need all the information they can get. Withholding information about sex and possibility of sexual abuse as well as sexually transmitted diseases puts the children at risk. Parents and educators need to open up discussion with

children and give all the necessary information about sexuality and sexual abuse. This will definitely reduce the risk of children being sexually abused.

3.4.3 Bullying in schools

Bullying in schools is a worldwide problem. Bullying can have negative consequences for the general school climate and rights of learners to learn in a safe environment without fear (Banks,1997). Bullying can also have negative lifelong consequences, both for the bullies and the victims. Bullying is a serious problem that can dramatically affect the ability of learners to progress academically and socially.

According to UNICEF (2001), "Bullying is not a disease like smallpox which can be eradicated by treating the victim. Schools must introduce preventive measures designed to make bullying less likely, while improving their response to episodes of bullying which continue to happen"

3.4.3.1 What is bullying?

Bullying is a form of aggressive behaviour which is usually hurtful and deliberate. It is often persistent and continuous (Sharp & Smith,1994). Bullying is the manifestation of a desire to intimidate and dominate. It is an abuse of power. Bullying takes many forms such as:

- Physical – hitting , kicking, taking or damaging belongings;
- Verbal – insulting, teasing, racist remarks, name calling ; and
- Indirect – spreading nasty rumours, excluding from peer groups.

Learners who engage in bullying seem to have a need to feel powerful and in control. They derive satisfaction from inflicting injury and suffering to others. They have little empathy for their victims and often defend their actions by accusing their victims of having provoked them in some way or other.

Bullying behaviour develops in learners due to various factors such as family factors, school factors and peer group factors. Some bullies come from homes where physical punishment is used, where the children are taught to strike back as a way to handle problems. Bullies also lack parental affection and may have other problems at home. School factors such as where the school authorities turn a blind eye to the problem may aggravate the problem of bullying. Peers can also influence bullies if the peer group advocates bullying (Cohn & Cander, 2003).

3.4.3.2 Effects of bullying

When learners are being bullied, their life becomes miserable at school. They may suffer injury. They may hate coming to school. They also lose self confidence and self esteem. The learners who are being bullied are likely to lose concentration in studies and perform poorly in their academic performance (Sharp & Smith, 1994).

NEA (2004), believes that bullying has only harmful, not beneficial, effects on the children. Many children are robbed of their opportunity to learn because they are bullied and victimised on a daily basis. Bullying has a lasting effect on the lives of children and the scars can last a lifetime (NEA, 2004).

Some learners are likely to develop stress related symptoms such as headaches, nightmares or anxiety attacks. Some learners choose subjects because they want to avoid individuals who bully them, rather than being interested in the subject itself. In the long term, persistently bullied learners are likely to become depressed adults. In rare cases bullying may lead to serious injury or even death. Learners who are involved in bullying others are likely to be convicted of antisocial behaviour offences.

Victims of bullying are typically anxious, insecure, and cautious and suffer from low self-esteem. They may lack social skills and friends. Studies in Scandinavian countries have shown a strong correlation between bullying other students during the school years and experiencing legal or criminal troubles as adults. Sixty percentages of those characterised as bullies in grades 6-9 had at least one criminal conviction by age 24 (Banks, 1999).

Victims often fear school and consider school to be an unsafe and unhappy place. Some learners stay at home very often because of bullying. Some learners who are bullied often tend to lose friends and face isolation because their peers do not want to increase the risk of being bullied themselves.

3.4.3.3 Bullying in secondary schools

In the United Kingdom, a survey carried out in 1990 by Smith, and Whitney, showed that 10% of pupils in secondary schools were being bullied more than once or twice a term, and 6% of learners reported bullying others (Sharp & Smith, 1994:3). In the U.K schools, name calling, being physically hit and being threatened were the most frequent forms of bullying. Being isolated from social groups and spreading rumours were the most frequent indirect ways of being bullied.

In most cases bullying occurs in and around school, particularly on the playgrounds. Bullying also occur during lunch breaks, in corridors, and classrooms. Sometimes bullying also occurs on the way to and from school. The most common perpetrators of bullying are individual boys or groups of several boys. Girls usually bully in groups, often using indirect bullying which is more difficult for educators to detect.

3.4.3.4 How to combat bullying at schools?

The solution to the problem of bullying is two folded. Primarily, the school needs to ensure that there is little opportunity for bullying to occur. Secondly, the schools must be able to help the children with socialization difficulties (Besag, 1989). Without this two-fold approach there is risk that the problem will recur. Resolving a crisis is to tackle only one-half of the problems. Children involved in bullying - both the bullies and the victims - need to be identified and helped towards a happier and more effective social adjustment.

Every school must develop an anti-bullying policy which provides a framework for intervention and prevention of bullying. The policy must establish a clear set of agreed aims which provide learners, staff and parents with a sense of direction and an understanding of the commitment of the school to do something about bullying (Sharp & Smith, 1994).

The policy must define procedures and systems for preventing and responding to bullying. The policy will assist the educators to be consistent in their approach to bullying behaviour and to promote anti-bullying values within the school. The school policy must clearly stipulate that bullying in school, in any form, will not be tolerated and will be dealt with firmly. The document must make clear the school rules as well as the action to be taken when the rules are contravened. In order to tackle the problem of bullying, various stakeholders must be involved (Tattum & Herbert, 1993):

Teaching Staff



It is the educators who must be in the forefront to tackle the problem of bullying as they are the ones who spend most of the time with the learners. It is the educators who are the first ones to identify incidents of bullying and react immediately to resolve the problem. Educators need to be given in-service training on how to tackle the problem of bullying.

Educators must be trained to discuss various forms of bullying, how to improve the self-esteem of bullies and to help them to improve self control. Educators also must be trained to help the victims to improve strategies for self assertiveness and control of the situation.

Learners

Learners can help to combat the problem of bullying by discussing the problem openly among themselves as well as with the educators. Representatives of learners could be involved in developing the code of conduct for learners. Learners

can easily identify potential bullies and notify educators and the school authorities on incidents of bullying.

Learners can discourage bullying by developing a culture of discipline that discourages bullying. Learners can curb the problem of bullying by informing school authorities about incidents of bullying and isolating bullies from their social groups (Tattum & Herbert, 1993).

Parents

Parents know their children better than anyone else, and therefore they must be actively involved in combating the problem of bullying. Parents must be provided with copies of the learners' code of conduct. Parents can identify the problem of bullying at school by talking to their children. Parents must be encouraged to report any kind of bullying incidents that they are aware of, to the school authorities.

Children may react differently at home compared with school. Parents who are anxious are often eager to see change in their children, and so they offer the most commitment. Parents can offer information about any recent upset in the family which might be the cause of the child's behaviour. When parents and educators work together, a small detail of personality or behaviour, previously disregarded, may be identified (Besag, 1989).

School Governing Body

The School Governing Body (SGB) must help the School Management Team (SMT) to develop the policy on bullying. They must give the staff full support in implementing the policy. The Governing Body is expected to monitor the implementation of the policy.

The aim of the school policy must be a whole school approach which is consistent with the experiences of educators, learners and parents. Condemnation of bullying must be an integral part of school ethos. It is the responsibility of the School Governing Body to advocate the school policy to the parent body and the

community at large, and take a firm stand on zero tolerance on incidents of bullying.

Non- Teaching Staff

Non-teaching staff such as cleaners, gardeners, security officials, drivers, kitchen staff etc.could help the school authorities to minimise the incidents of bullying. They could alert the school authorities about incidents of bullying which they notice in the course of their duties.

Most bullying takes place around the school premises rather than inside the classrooms. Bullying occurs in places such as playgrounds, dining halls, buses, toilets etc. where there is no close monitoring by educators. Therefore to prevent the secretive element of bullying, schools must involve all employees who are not educators (Besag, 1989).

Psychologists and other specialist staff

Educational psychologists, social workers, church leaders, police officials etc. could be involved in helping the victims as well as the bullies. Counselling and other forms of therapy could be used to help the victims and the bullies. Schools need to make use of these professions to tackle the problem of bullying because the underlying problem of bullying and a substantial solution to the problem is intricate.

Ludwig (1995) suggests that through therapeutic community programmes in which both bullies and victims are taken through an intensive psychotherapy, the problem of bullying can be reduced to great extent.

3.4.3.5 Bullying in South African schools

Bullying is a serious problem in the South African Schools. This could be because children are exposed to violence in the society. Studies have shown that 40% of learners in South African schools are victims of bullying. Children who are bullied

become depressed and may even commit suicide. Bullies are likely to become criminals in their later life and are likely to abuse their spouses in their adult life (RSA, 2002 c).

In a study conducted in the Free State, a majority of the learner and educator respondents agree that bullying was a problem in their respective schools (De Wet, 2005). Most learners witnessed direct bullying and the second largest group of learners witnessed indirect verbal bullying. Direct physical aggression was the most common type of bullying that educators witnessed (De Wet, 2005).

Learners who are bullied may not speak to anyone about it. But educators and parents may look out for certain behaviour of the children which could be happening due to bullying. Some of the behaviour which the parents and educators must look out for are (RSA, 2002 c):

- Unexplained bruises and physical injuries;
- Being withdrawn;
- Poor performance in school work;
- Becomes distressed and anxious or stop eating;
- Afraid to walk to or from school; and
- Reluctant to go to school by giving excuses such as being ill.

3.4.3.6 Strategies to prevent bullying in schools

If an educator suspects that a learner is being bullied, he/she must observe the learner's behaviour during break time and offer help to resolve the problem. The educator must speak to the learner in private to avoid further intimidation by the bullies.

Before developing a whole school programme, the school authorities must map out the causes and effects of the problem. A survey must be conducted to identify the following aspects of bullying (RSA, 2002 c):

- **In what form does bullying occur in the school?**

In most schools bullying occurs as physical abuse such as hitting, pushing etc. Emotional abuse such as teasing, spreading rumours, isolation from social groups etc. also occur in many schools. Emotional abuse is very difficult to be identified by educators. Studies have shown that children are more likely to commit suicide if they are emotionally abused than physically abused (RSA, 2002 c).

- **Who are the bullies?**

In some schools bullying occurs on a one-on- one basis. In other cases bullying is done by a group of learners. Usually it is boys who physically bully and girls are more likely to use emotional bullying. The educators must identify potential bullies and try to monitor their activities.

- **When does bullying occur?**

Many schools indicate that bullying occurs during break time or after school. During break time children of all age groups mix together and this makes it easier for bigger children to bully the smaller ones. During break time there is little supervision by educators, and hence a suitable time for bullies to strike.

- **Where does bullying take place?**

Toilets, playgrounds, dining halls or any other places where there is little supervision by educators are the places where bullying takes place.

3.4.3.7 Intervention programme to prevent bullying

Intervention programmes differ from school to school as the situation is unique in each school. Some of the points to consider while developing an intervention programme are the following (RSA, 2002 c):

- Development of a school policy by involving all the stakeholders such as educators, learners and parents.
- Appoint monitors to watch for bullying. Train the monitors to look for actions and behaviour which can be considered as bullying. Learners must be made aware that to stop bullying at the school is everyone's job. A group of learners who are older and not implicated in bullying must be chosen to be monitors.
- Provide counselling for victims of bullying. Counselling must be done by skilled persons whom the learner can trust. Mentors could also be used to help victims to address issues such as self-esteem, assertiveness and conflict management.
- Provide a box where learners can lodge their complaints and information on bullying in the school anonymously. It is because most learners do not want to talk openly to educators and parents about bullying.
- Governing Bodies, parents and educators must take bullying seriously. Every incident of bullying must be properly investigated and perpetrators be punished accordingly. Governing Bodies and school administration must accept that bullying is a serious problem that can affect the life of learners adversely in their school life as well as in later adulthood.

De Wet (2005) emphasises that educators are legally and morally bound to maintain discipline and to protect the safety of learners. If victims of bullying are not protected by the school authorities and educators, the criminal justice system may be the last resort.

3.4.4 Weapons in schools

It is a frightening thought, but more children are carrying weapons and the threat of a serious incident is all too transparent. Children bringing weapons to school is a major threat to the safety of learners as well as educators. This problem is universal. Kreiner (2000) cautions that there is an increasing number of learners who carry guns and other types of weapons to school. But the extent of the problem varies from one country to another.

3.4.4.1 Weapons in U.S schools

A report by the Centre to Prevent Handgun Violence in 1990 indicated that from 1986 to 1990, 71 people (65 students and 6 employees) were killed by guns in US schools. Another 201 were seriously wounded and 242 were held hostage at gunpoint. Older adolescents were more frequently perpetrators as well as victims. According to Garbarino (2001), kids carry weapons to schools because they feel threatened and feel they cannot depend on adults to protect them. Data from CDC (Centres for Disease Control and prevention) revealed that 28% of adolescent boys had carried a weapon – a gun, a knife or a club (Garbarino, 2001).

An estimated 270 000 students carry handguns to school, one or more times each year. American School Health Association estimated that 7% of boys and 2% of girls carried a knife to school everyday (Garbarino, 2001). Some of the types of weapons brought to school by learners are: guns, knives, screwdrivers, bottles, rocks, scissors, stun guns, heavy belt buckles, brass knuckles and baseball bats.

Though the phenomenon of students bringing guns to schools is relatively recent, the consequences have been alarming. Access to guns by youngsters is through various sources such as a friend, a family member, gun shop, drug dealer or sometimes stolen from someone's car or house. The reasons for acquiring guns are: for protection, enemies had guns, wanted to impress someone or sometimes to sell the gun.

The reasons for using guns are: gangs, long-standing disagreements, playing with, or cleaning, romantic disagreements, depression, vendetta against school employee or society etc. Guns are widely available and continue to wend their way into school premises in spite of the growing use of metal detectors. Guns are usually used in hallways, classrooms and school grounds, though they could be used in school buses, parking lots etc. Mostly the use of guns occurs between lessons, but it is also used during classes, after school and at lunch time.

Incidents of schools bombs have occurred in US schools. According to a school security report in 1995, between 1993 and 1995, 42 incidents of school bombs have occurred in 20 states (Meserve,1999). The common types of bombs used was pipe bombs and Molotov cocktail bomb. The location where bombs were used are boys' bathrooms, lockers, parking lot and even in principals office.

Deadly school shootings have shocked United States of America in recent years, but the number of students expelled for bringing guns and other weapons to schools dropped nearly a third nationwide (Meserve,1999).

America was stunned in April 1999 by the massacre in Littleton, Colorado, by two students who stormed into Columbine High School with handguns and rifles, killing 12 classmates and a teacher before shooting themselves. A month later this incident, 6 students were wounded at a high school in Conyers, Georgia. Those attacks followed fatal school-related shootings in recent years in Pearl, Mississippi, West Paducah, Kentucky, Jonesboro, Arkansas, Edinboro, Pennsylvania and Springfield (Flaherty, 2001).

Flaherty (2001) believes that even though keeping firearms from youth may not stop other forms of assault and violence, it would at least prevent fatalities and very serious injuries. Firearms are also found to be one of the reasons for increasing suicides among youngsters.

According to Smitherman (2005), school violence is a major problem in poor Black, brown and Latino communities. In rich White communities school violence is not

viewed as a major threat to the smooth running of the schools. Use of weapons and a gun battle is a common occurrence in poor black communities.

3.4.4.2 Weapons in Canadian schools

An independent report by Herb Gray on August 23, 1994, found that knives are the most common weapons in Canadian schools, whilst the problem of guns is limited (Gray, 2002). The general consensus derived by Herb from the study conducted on 125 schools is that the problem is greater in urban schools.

Teachers felt that parents are not being held accountable for their children's actions. The study shows that the lack of parenting skills and the prevalence of absentee parents contribute to weapons use. According to Gray (2002), the clear message coming out of their research is that they need to invest more policing time in community policing and that solving the problem of violence in schools is the responsibility of them all, legislators, police, teachers and parents.

3.4.4.3 Weapons in South African schools

Possession of guns by learners will increase the chances that violent conflicts will result in injury or death. Schools need to be declared as gun free zones. According to statistics, in 1998, 461 children under the age of 12 and 358 minors between 12 and 17 years old were killed by firearms in South Africa. Handguns are the most common weapons used in firearm murders. It is estimated that there are close to one million unlicensed firearms in South Africa (RSA, 2002 c).

To develop a programme to reduce gun use at schools the following steps must be taken (RSA, 2002 c):

Study the extent of the problem:

It is not easy to get information on how many learners bring guns to school. Nobody will give information on guns openly because everyone is afraid of victimisation and intimidation. Therefore it is

important to safeguard learners who want to give information on gun use. Anonymous boxes and hotlines can be used to receive information from learners.

Adopt a cop project in South Africa provides boxes for schools to report issues on school safety. It is important to treat every report received seriously by the school authorities and the police.

Identify the main perpetrators:

The school must identify the groups or individuals who constantly threaten other learners. Educators need to keep a constant watch on learners who are likely to use violence as a means of resolving conflicts.

How do learners get access to guns?

The educators must try to find out who supply guns to learners. It might be gang members who supply them with guns. Learners also get access to guns from the family members. Some members of the family who have licensed firearms may not take necessary precautions to store guns in a safe place.

How do learners get money for guns?

It is important to find out the source of money for learners to buy guns. Some learners might be part of some gangs who resort to criminal activities such as robbery and hijacking. Others might obtain money from parents and guardians under the pretext of school trips and other reasons.

3.4.4.4 Intervention programme to reduce weapons in schools

According to Kreiner (2000), an important part of solving the problem is to help learners realize that violence is unacceptable. Learners need to understand that weapons will not solve any problem and that its consequences can be very serious for others and for themselves. The following intervention strategies are suggested to reduce the use of weapons in schools (RSA, 2002 c):

- Schools must be declared as gun free zones. Parents, educators and learners must be involved in establishing a culture of gun free school and zero tolerance policy on gun use. Make use of police to assist the school in motivating the school community to stop gun violence in schools.
- Anonymous boxes and toll free telephone lines must be provided to report information on gun possession. Confidentiality of reported incidents and information must be assured.
- Learners must be taught the risks of handgun use and they must be persuaded to resolve conflicts without resorting to the use of weapons and violence.
- Monitoring the success of any intervention programme is important. Record of success of the intervention programme must be maintained. How many cases of information on guns were received, how many firearms were confiscated etc. must be recorded.

3.4.5 Racism

Racism means attitudes, practices and other factors that disadvantage people because of their race, colour or ethnicity. Some obvious examples of racism are graffiti, intimidation or physical violence. Racial comments and jokes are other examples. Some other forms of racism are not so obvious, such as discrimination

in employment, apartment rentals etc. Racism provides a strategy for political actions for sections of different classes in the society .There are three main levels of racism. They are (Miles,1989):

Individual racism

Individual racism takes the form of individual beliefs, values, attitudes and behaviours. Racial prejudice, belittling, jealousy and bigotry are some examples of racist attitudes. There are also racist beliefs such as the belief that some races are better than the others. Convention misinforms our instincts. Convention becomes institution, and it is oppressive and unjust (Howard, 2005). Name calling, violence and discrimination in hiring are also examples of racist behaviour.

Institutional racism

Institutional racism is systemic racism which takes the form of customs, rules and standards of organizations including governments. Such institutions or governments unfairly disadvantage people because of their race, colour or ethnicity. Employment of people on the basis of race without considering the actual qualifications for the job is an example of institutional racism. According to Wallace & Carter (2003), the result of institutional violence and oppression is that those exposed to it may suffer unfavourable work conditions, lower pay, patterns of not being promoted etc.

Stereotypes who believed that some races are superior to others got a 'scientific' backing after Darwin's 'Origin of Species' and his theory of natural selection. However, after the horror of the Second World War and the slaughter of millions of Jews, Poles and Gypsies on racial grounds, the international academic community challenged the 'scientific' basis of race and racial difference (Husband,1992).

Cultural racism

Cultural racism is the cultural values and standards that disadvantage people because of their race, colour or ethnicity. Examples are cultural expectations as to the race of a school principal or a company executive. In this case the educational qualifications or the ability to run the institution efficiently is not given priority over the cultural values and expectations.

Other terms related to racism are (Husband, 1992):

- **Prejudice**, which literally means prejudgement, is preconceived negative opinion or attitude about a group of people.
- **Stereotype**, which means a set of images in the minds of people about certain other groups of people, usually based on ill-informed or incomplete information. Stereotype is often a negative attitude.
- **Discrimination**, means limiting the opportunities for development of certain groups of people because of personal characteristics such as colour or race. Discrimination disadvantages certain groups more than others. Discrimination sometimes results from prejudices and stereotypes. Discrimination is an effect and not an attitude.

3.4.5.1 Racism in schools

Racism in schools can have a tremendous impact on the smooth running of schools and a safe environment for teaching and learning. It can impact both the learners and educators negatively on their ability to learn and teach (DOE. Tasmania, 2003). The damaging effect of racism in schools goes beyond the school atmosphere. It will impact negatively on the culture of learning and teaching, and ultimately the social life of the wider community. Schools need to create a climate in which the cultural values and linguistic skills of all members of the school community are respected and valued.

3.4.5.2 Racism in the schools of United States

The United States, a society that has historically claimed to value diversity and has created a melting pot of cultures, seems to be moving towards closed borders and heightened intolerance and repression of difference (Cock & Bernstein, 2002). At the same time, post-apartheid South Africa, a society that historically came to be synonymous with racism and the denial of human dignity, is struggling to create a rainbow nation that celebrates difference.

In U.S.A, despite over five decades of legislation outlawing racial discrimination, race is still the American dilemma. In 1997, Bill Clinton created a special presidential advisory committee that he hoped would address the problem of racial discrimination (Cock & Bernstein, 2002).

From September 1998, control of security in the public schools in the New York City was handed to the police department. This has caused dissatisfaction among the minority groups. They claim that this move will create a prison-like atmosphere in schools. Racist white cops in the public schools will cause more insecurity among students from the minority groups such as Blacks and Latinos. It is also alleged that racist cops in public schools will cause un-documented Latino and Black students to face deportation, which may cause many to choose not to attend school at all.

There is an increase in the drop-out rate of minority students (Blacks and Latinos) in the New York City schools. The blame is placed on the teachers and administrators for their mismanagement of the schools. The curriculum is also a heavy burden on the minority students because the curriculum is designed to promote Eurocentrism in all disciplines and grades. Minority cultures are not considered in any of the learning areas.

3.4.5.3 Racism in Great Britain

According to Troyna & Hatcher (1992), eruption of racist incidents in British schools is not a new phenomenon. Studies in Britain have shown that black learners have experienced physical and verbal abuse and the depreciation of their ethnic and cultural backgrounds for some considerable time.

Research studies in the 1940s inferred that black children had negative group and self images, had internalised and given credence to the low status accorded their culture by the dominant ethnic group and that, consequentially; this undermined their feeling of self-worth, motivation to succeed and inhibited their educational potential.

The identity studies and complementary research on white children's attitudes towards other ethnic groups have demonstrated beyond any doubt that young people are 'racialised' by the time they complete primary education. School policies on racist behaviour may suppress it within the school but have no effect on the behaviour of some of the white learners once they leave the school premises (Troyna & Hatcher, 1992).

The problem of unemployment among black youth compel them to resort to criminal activities and violence. The question of what should be done to deal with the issue of black unemployment, came to be seen as a measure of success or failure of policies aimed at developing good race relations (Solomon, 1988).

3.4.5.4 Racism in South African schools

Racism in South Africa is largely influenced by an attitude which believes that Black people are naturally inferior to Whites (Mutume, 1999). Even after a decade of democracy in South Africa, racism in schools does exist. Nelson Mandela called for the creation of a "rainbow nation" in his May 10, 1994 inaugural speech as the first president of the democratic Republic of South Africa.

The formerly "Whites only" schools are compelled to admit learners from all races. This has caused racial tension in some schools. Incidents of violence caused by racial conflict have been reported in many schools. A White learner who was stabbed by a Black learner in the Vryburg High School in the North-West province in 1998 caused racial tension in the school. Though the Black learner was convicted and jailed for assault, it caused great dissatisfaction among the Black youth in the country. Mixing White learners with Black learners is not an aspiration for White learners because they think that Blacks have nothing of importance or relevance to offer them.

The Study on racial Integration in Public Schools noted, "The ways in which racism is regarded as a part of one's everyday experience is nothing short of frightening. The scope is very broad from fights, name-calling, physical abuse like stone or bottle-throwing, to the mention of death and murder."(Mutume, 1999:3).

Mutume (1999) noted that, while schools have been co-operative in admitting learners from previously disadvantaged communities, there has been use of selective admission criteria by some schools such as entrance tests, language proficiency tests and proof of residence to keep Blacks out. However, the South African Schools Act of 1996 states that governing body of a public school may not administer any test related to the admission of a learner to school. Under South Africa's new constitution, no learner may be denied admission to a school on the grounds of race, gender, faith, and colour, inability to pay school fees, languages or age.

Mutume (1999) argues that White supremacist belief systems still continue to affect inter-racial schooling in South Africa. There are allegations that some principals are racists. Some Black learners claim that when they report racist incidents, the principals do not take it serious, and just tell them to forgive the offender. Other learners feel powerless to confront the racist behaviour because they fear negative teacher response or being ostracised by their peers.

Mary Metcalfe, the former minister of education of Gauteng Province agreed that there have been sporadic incidents of racial conflict in some schools which the

Department has been able to contain and manage. However, many teachers do not have the necessary skills to manage situations of racial conflict.

According to a study conducted by the Human Rights Commission (HRC) in 1999, some White students feel unjustly blamed of racism because of the apartheid past. According to the White learners "There is no integration because a zebra and a lion have different hobbies" The study also found that while sport is often viewed as a tool of integration, it is often used as a tool for separation. Blacks are often blocked by stereotypes such as "Blacks can't swim".

When the National Party came to power in 1948, they institutionalised racism in South Africa passing among others, the Prohibition of Mixed Marriages Act, and Bantu Education Act which created a new syllabus for black learners that restricted the subjects taught. The new democratic government is battling to equalise relationships between the two groups, but the report noted that the situation is not fully under control. According to a Black learner "A Black person is always a Black person, treated like a slave and Whites are always the boss. That is how it is in school" (HRW, 2001 b).

3.4.5.5 Addressing racism in schools

It is important to root out racism in all schools because racism impacts negatively on the social relationships and disrupts the learning and teaching atmosphere. Schools must do their utmost best in countering racism. The Governing Bodies of schools must assist the principal and staff to eradicate racism in every school. Some of the antiracist approaches that can be adopted by schools are (HRW, 2001 b):

People's Education

People's Education, according to Walter Sisulu "Serves the people as a whole, which liberates, which puts people in command of their lives and which is determined by and accountable to the people" Advocacy on antiracism is very important in countering racism in schools. Children must

be taught to be tolerant of other people who are from other races and cultures. Children must be convinced that living in harmony with other groups of people can be of mutual benefit rather than a disadvantage. All human beings are the creation of God and no one has a right to look down upon another human being because of his/her colour, ethnic group or language.

Citizenship Education

Citizenship Education is a vehicle for antiracist teaching. Through antiracism lessons in the classrooms the learners can explore the ways 'race' and ethnicity influence their lives (Gillborn,1995). Antiracist approaches are to be fully effective across the school. It is necessary for all subject teachers to accept their responsibility and take advantage of available opportunities to fight racism. If subject specialists decide not to reflect antiracism in their classroom work the programme to fight racism in schools can not succeed.

It is advisable to have antiracism as part of the curriculum. Antiracism must be *on* the curriculum as well as *across* the curriculum. In England, Education for Citizenship promotes justice and fair-play.

Other things that schools can do

The following steps could be taken to eliminate racism in schools (Van der Westhuizen, 2004, Wallace & Carter, 2004):

- Schools must acknowledge and support all learners and adults in the school community regardless of race.
- All members of the school community must understand the action they can take in the event of an incident of harassment or discrimination based on their race.
- Classrooms reflect and value a diversity of linguistic and cultural backgrounds. For example, the resources, pictures books play equipments etc. must portray people from all cultures.

- Curriculum content must reflect the knowledge and experiences of people from a wide range of socio-cultural backgrounds and includes the contributions of significant people from a range of cultural backgrounds.
- Content must take account of learners' first language skills, recognising that a person's first language is an integral part of his/her identity. Learners must be able to express in their own language without fear or reprisal.
- Signs and work in languages other than the medium of instruction are displayed.
- Avoid using 'racial' categories as a way of understanding and dealing with particular situations. Educationists who continue to organise children's experiences around 'racial' conception will undermine the efforts to eradicate the racial problem.
- Antiracist education will strengthen the position of antiracist children, both black and white.
- There must be a clear school policy to deal with racist incidents in the school. A policy should be regarded as general statements or guidelines for decision making to guide those who are involved in the implementation or execution of planning.
- Teachers need to change the way they think about knowledge- about what is legitimate knowledge, cultural knowledge, and transformative knowledge- and learn how to use that which the child brings (lives, experiences, and learns at home) to the act of teaching in the classrooms.

3.4.6 HIV/AIDS and school safety



The first AIDS case was reported in 1981 in the United States of America. Ever since, the disease has spread all over the world, and has become the single most important challenge to any government and any health service (CELP, 1999).

There is no doubt that the safety of the school community is threatened by the AIDS pandemic. Adolescent learners are more vulnerable to contract and transmit the virus than any other age groups. Therefore the schools must take special care to inform and educate the learners about the disease.

3.4.6.1 What is HIV/AIDS?

HIV stands for Human Immuno-deficiency Virus. The HIV virus kills or impairs cells of the immune system, and progressively destroys the body's ability to fight infections.

The virus is spread when body fluids from an infected person enter the body of an uninfected person. This occurs in four main ways (RSA, 2003 b):

- through unprotected sexual contact with an infected person;
- through the transfusion of contaminated blood ;
- through the shared use of sharp instruments that may carry contaminated blood , i.e. with razor blades, injecting needles etc; and
- through mother to child during pregnancy, childbirth or breast feeding.

In the developing countries, particularly in Africa, the impact of the disease is appalling. Some of the factors which are responsible for the rapid spreading of the virus in developing countries are (WHO, 2004):

- High risk behaviour patterns;
- Cultural myths, customs and beliefs;
- Unhealthy life style;
- Poverty;
- Poor health care systems;
- Limited resources for effective preventive programmes; and
- Limited resources and medicine (Anti Retro Virals) for infected people.

The following table 3.2 on page 119 shows the statistics of HIV/AIDS infection in the world.

Table 3.2 World estimates of the HIV & AIDS epidemics at the end of 2004

Number of people living with HIV/AIDS in 2004	Estimate* Range*		
	Total	39.4	35.9-44.3
Adults	37.2	33.8-41.7	
Women	17.6	16.3-19.5	
Children 15	2.2	2.0-2.6	
People newly infected with HIV in 2004	Estimate* Range*		
	Total	4.9	4.3-6.4
	Adults	4.3	3.7-5.7
	Children 15	0.64	0.57-0.75
AIDS deaths in 2004	Estimate* Range*		
	Total	3.1	2.8-3.5
	Adults	2.6	2.3-2.9
	Children 15	0.51	0.46-0.60

* *millions*

Total number of AIDS deaths between 1981 and the end of 2003: 20 million.

Source: WHO, 2004 (Published by UNAIDS/WHO in December 2004).

In 2003 , young people(5-24 years old) accounted for half of all new HIV infections worldwide, more than 6,000 became infected with HIV every day (WHO, 2004).

Out of the 39,4 million people living with HIV/AIDS, 25,4 million live in Sub-Saharan Africa (WHO, 2004).

3.4.6.2 HIV/AIDS in South Africa

According to HRW (2001 b) the HIV/AIDS epidemic is having a massive impact on South Africa's education system, both on the demand for and supply of

education. The following statistics indicates the gravity of the HIV/AIDS infection rate in South Africa.

Table 3.3 shows the estimated HIV prevalence among all South Africans.

Table: 3.3 Estimated HIV prevalence among South Africans

Sex and Race	Number surveyed	Prevalence %	Province	Number surveyed	Prevalence %
Male	3,772	9.5	KwaZulu-Natal	1,579	11.7
Female	4,656	12.8	Mpumalanga	550	14.1
African	5,056	12.9	Gauteng	1,272	14.7
White	701	6.2	Free State	540	14.9
Coloured	1,775	6.1	North West	626	10.3
Indian	896	1.6	Eastern Cape	1,221	6.6
National	8,428	11.4	Limpopo	679	9.8
			Northern Cape	694	8.4
			Western Cape	1,267	10.7
			Total	8,428	

Source:(Statistics obtained from the Department of Health Study, 2003)

In the North-West Province the estimated prevalence is 10, 3 %.

According to the results of the Nelson Mandela Study of 2002, and the Department of Health Study of 2003, 5,3 million South Africans were living with HIV/AIDS at the end of 2003, including 230,000 children under 15 years old (RSA, 2003 b).

HIV infection will continue to increase in South Africa, unless the society at large and individuals in particular change their behaviour and life style.

3.4.6.3 Impact of HIV/AIDS on the education system in South Africa

According to a media report, child headed households are on the increase in South Africa (SABC 1, 2006). This is due to deaths caused by HIV/AIDS related illnesses in the families. When the bread winner of the family dies, the eldest child becomes responsible to look after the younger brothers and sisters. This results in the drop out rate of learners in secondary schools. This learner is also likely to get involved in criminal activities to raise money for the family

Children between the age of 15 years and 18 years are most vulnerable to HIV/AIDS infection through sexual contact (Gow & Desmond, 2002). Girls are particularly vulnerable because of the high rate of sexual abuse in South Africa.

Gow & Desmond (2002) argue that the impact of HIV/AIDS on the family background of learners is three dimensional. They are:

- When the breadwinner of the family is infected with HIV/AIDS, he/she will not be able to continue in the employment effectively due to health problems. This affects the financial resources of the family which in turn affects the learner in paying the school fees, transport and other expenses.
- As the illness develops, the affected parent or the breadwinner may need someone to nurse and give support at home. The only option might be the school going child, who either has to absent himself or herself from school or leave school altogether. The child may have to resort to crime or sometimes prostitution for the survival of the family. Even though the national policy on education provides for the right of the child to free education, the child will need money to pay for transport, stationery, books etc.
- The stigma attached to HIV/AIDS in the community and consequent marginalization in the school is another concern. A learner coming from a home where a member is infected with HIV/AIDS is often treated with suspicion and fear by his or her friends. The child is

often faced with insecurity and trauma. When a parent dies due to AIDS related illness, the life of the learner is permanently affected. In the event of the death of both the parents, the child becomes an orphan and faces an uncertain future. In many instances the learner has to take charge of the younger siblings and will not find any time or means to attend school.

The impact of HIV/AIDS and premature death of educators and officials in the system is likely to affect negatively on the delivery of education in the country (Gow & Desmond, 2002). The loss of experienced educators will impact negatively on the learner educator ratios, curriculum reforms and role models.. The quality of education is bound to decline due to worsening educator learner ratio. The system may have no choice other than seeking assistance from unqualified volunteers from the community.

Gow & Desmond (2002) argue that managers and senior administrative officials are less vulnerable to HIV/AIDS than their colleagues in the classrooms, due to their higher age level. But they are closer to retirement and therefore have to be replaced by younger officials who are from high-risk age group. In spite of the declining learner population and enrolment, demand for new educators will increase dramatically due to the mortality caused by HIV/AIDS.

Gow & Desmond (2002) caution that, in order to have an effective education system, the Department of Education must have a long-term vision of the impact of HIV/AIDS. The situation can only be managed by proper understanding, planning, improved classroom practice and good school discipline.

3.4.6.4 Dealing with HIV/AIDS in schools

The school authorities must have a HIV/AIDS school policy to combat the spread of the disease among the school community. The policy must allow for preventive measures, coping strategies and care programmes (Wood, 2001).

The HIV/AIDS policy must define the institution's position and practices as they relate to an employee (teaching and non-teaching staff) or a learner. It is important to have a written policy stating the institution's position and procedures that tell the persons concerned what is expected of them. The functions of the policy must embrace the following (Wood, 2001):

- Set a platform and standard for communication and debate on HIV/AIDS;
- Set standards for the behaviour and actions that is expected of all persons concerned;
- Identify sources of assistance that are available and procedures that have to be followed;
- Contribute to establish consistency and stability within the institution; and
- Direct principals on how to address HIV/AIDS issue in their schools.

A school policy on HIV/AIDS must serve as a foundation on which a strong HIV/AIDS programme can be built. The policy must be in line with the National Policy under the South African Schools Act (RSA, 1996 b), and must reflect the needs, ethos and values of the specific school and its community.

The responsibility of developing the policy rests on the principal, though he/she must seek assistance from the School Governing Body as well as the union representatives of the employees. The policy can contribute towards designing preventive measures, coping and caring strategies.

Youth-for-Youth training has a tremendous effect on fighting HIV/AIDS in schools (Wood, 2001). The peer counsellors can influence their friends and educate them about the reality of HIV/AIDS. A project sponsored by a British pharmaceutical company, Bristol Myers has trained many youngsters in South Africa to take part in the peer educators programme. The project has proved that youth at risk are vital role players in the fight against HIV/AIDS (Woods, 2001)

There is no doubt that HIV/AIDS is one of the major threats to school safety. It is the responsibility of the school authorities to safeguard the learners against every risk of any learner getting infected. When a learner is injured during sports or any other activities, other learners must be cautioned not to have direct contact with the blood of another person. When treating a bleeding person, gloves must be worn to avoid direct contact with blood. It is also the responsibility of educators to instil awareness among the learners about the seriousness of the disease and need to lead a healthy lifestyle to prevent infection of the deadly virus.

3.4.6.5 Prevention

Preventing somebody from being infected is the responsibility of everybody. According to the World Health Organisation (WHO), whether or not people are infected with HIV, they all share the responsibility for prevention and care. The two prevention strategies that are encouraged globally are (WHO, 2004):

- To refrain from sexual activity (abstinence) and
- Consistent and correct use of condoms.

Another prevention strategy according to WHO (2004), is:

Creating a knowledge base on general health and HIV/AIDS

Sufficient information is available on HIV/AIDS. But the existence of information is not enough. It has to be brought to the immediate life world of each individual (CELP,1999).Educators and learners have to be exposed to information both informally (posters, brochures, television etc) and formally through attending courses and seminars.

3.4.6.6 Alcohol risk factor for HIV infections

Alcohol consumption is one of the major risk factors which increase HIV infection. Veldman (2004) points out the following reasons which could lead to increased infection rate due to alcohol intake:

- Alcohol consumption could reduce a person's ability to make informed choices which could lead to the act of unprotected sexual intercourse. Alcohol also causes harmful emotional behaviour effects in women leading them to leniency in the use of condoms during sex.
- People who visit shebeens (drinking places) are more likely to have more casual sex partners.
- Alcohol intake increases the susceptibility to infections upon exposure to HIV.



3.4.6.7 Coping with HIV/AIDS

The school must become a place of comfort and support for people affected with the disease. For most children, the school is the only back-up system outside home. The HIV/AIDS has an overwhelming influence on the life of every individual. Families are traumatised when they learn that a member of the family is infected. When a member of the family of a friend dies due to the disease, the learner is shattered. Counselling and support must be available at school level to cope with the stress and trauma.

Under no circumstances may an educator or a learner may be discriminated against, due to his/ her HIV status. No routine testing of learners or educators must be done. The National policy states that any learner with HIV has the right to attend school. Should learners become too ill, they must be granted exemption from attendance (SASA, 1996 Section 4 (1)). Confidentiality of on the HIV status of any person has to be maintained by the school authorities.

3.4.7 Vandalism

Vandalism is aggression towards property. Though there are many definitions of vandalism, the following definition found in the Federal Bureau of Investigation report of 1978 seems quite fitting for a school context.

“The wilful or malicious destruction, injury, disfigurement, defacement of property without the consent of the owner or person having custody or control by cutting, tearing, breaking, marking, painting, drawing, covering with filth, or any such means as may be specified by local law” (Goldstein, 1997 p 296).

Vandalism costs the school a great deal of money. But the costs of school vandalism are not only monetary but also social. Sometimes a racial confrontation can be caused by racial epithets on the walls. It is also noted that in-school violence and vandalism go hand in hand (Goldstein, 1997).

3.4.7.1 Causes of vandalism

A vandal may be a learner who feels alienated from the school one way or other. He or she may have been unjustly detained or suspended. Most of the vandals have poor understanding of the impact of their behaviour on others. They believe that public property in a real sense belongs to no one. In contrast, for learners less prone to vandalism, public property belongs to everyone.

Leboyer (1984) argues that there is a close relationship between active vandalism and disruptive school behaviour. He sites examples such as breaking of crockery through rocking of a table or setting off a fire extinguisher may be a disruptive behaviour rather than active vandalism itself.

Thaw's theory of vandalism classifies vandalism into three categories (Blauvelt,1999):

- **Thoughtlessness:** These are damages caused due to thoughtless acts by youngsters. For example, damage cause to a TV set while pushing the trolley or cart too fast.
- **Carelessness:** These are acts of carelessness. For example littering.
- **Maliciousness:** These are acts intended to seek revenge or gain.

The type of school administration also has an impact on vandalism. The school where the administration is inconsistent, non-participatory, oppressive and arbitrary are more likely to be prone to vandalism. In contrast, vandalism is lower in schools whose social ecology is characterised by high levels of fairness in rule enforcement, parental support, and teacher avoidance of hostile or authoritarian behaviour towards learners (Goldstein, 1997).

The school's physical ecology has considerable impact on the vandalism level. Larger schools have more incidents of vandalism. Low rates of vandalism are noted in schools with the following characteristics:

- Located in more densely populated areas with higher activity levels;
- Less obstructed view of school property to neighbouring residents;
- Better illuminated surroundings; and
- Better aesthetic quality of maintenance of school property.

School vandalism tends to be correlated with community crime level and degree of nonstudent presence in the school (Goldeistein,1997). High levels of vandalism occurs before and after school hours, at night, on weekends, during vacations and later in the school year.

3.4.7.2 Prevention of vandalism

Prevention strategies of vandalism are two fold because every act of vandalism emerges from both person and environment sources. Therefore both person oriented and environment oriented strategies must be considered. Changing the ecology of the school is important in preventing vandalism.

Clarke (1992) suggests the following strategies to deal with the physical and social environment which contributes to the act of vandalism:

- Exit/entry screening: e.g. close-circuit TV and alarm system.

- Access control: e.g. locked gates, doors and fenced yard.
- Target hardening: e.g. toughened glass, latticework to cover windows, strong steel or plastic furniture.
- Deflecting offenders: This is to channel the aggressive behaviour in prosocial directions. For example, litter bins and graffiti boards.
- Controlling facilitators: This is to make sure that items used for aggressive behaviour is made less available or less accessible. For example, control of sale of spray paints and indelible markers. Also removal of waste paper and rubbish and other combustibles.
- Formal surveillance: This is to have surveillance by guards, and security officers, among others.
- Natural surveillance: This is the surveillance by pedestrians and neighbours.
- Target removal: This is the removal of or inaccessibility of potential vandalism targets such as, removal of pay phones and omission of ground level windows.
- Identifying property: This is to mark the school property with identification numbers and seals.
- Removing inducements: This is done by rapid repair of damaged items.
- Rule setting: This is setting rules regarding unacceptable behaviour and corrective measures for defying rules.

On the other hand, Goldstein (1997) suggests the following strategies to tackle the personal aspects of the vandal himself or herself:

- Education: This is to educate children about the vandalism costs and its consequences.
- Publicity: This is done by antivandalism advertising , posters etc.
- Punishment: This is to take disciplinary actions against perpetrators. It could be in the form of suspension from school, monetary fines and other punitive measures.
- Counselling: This is to give counselling to perpetrators.
- Involvement: This is to create a feeling of ownership of the property by various activities such as permitting learners to use the same classroom for several terms etc.
- Organizational climate: This is to provide quality school environment and personal relationship with teachers and improved school - community relationship.

Blauvelt (1999) suggests a system of sign-in/sign-out sheets for names of all learners in every classroom. This will help to trace the culprits of vandalism by checking who were out of class when the act of vandalism occurred. Trump (1998) recommends that the schools must have an aggressive canvassing to encourage neighbours to monitor schools after-hours and to call police officials, school officials or both when they observe vandalism, trespassing or any other suspicious activity.

Educators must be sensitive to vandalism in general, so that they sensitize children to it. Minor acts of disruptive behaviour and vandalism must not be ignored by

educators. Educators must use every opportunity to educate children in the right attitude towards public property and premises (Leboyer, 1984).

3.4.8 Gangs and gang related violence

A “gang” may be defined as a continuing group of three or more persons, who identify themselves as a gang by name, symbolism and antisocial behaviour (Kodluboy1997). The police define gang as “a group of individuals, juvenile and or adult, who associate on a continuous basis, form an allegiance for a common purpose, and are involved in delinquent or criminal activity”. Another definition by McWhirter, McWhirter, McWhirter & McWhirter (2004) is “ *a group consisting primarily of adolescents and young adults who interact frequently with one another, share a common identity expressed through a gang name and common symbols, claim control over certain geographical areas and are deliberately involved in illegal activities*”

Gang related activity is always antisocial and the members of the gang benefit from it. Presence of gangs in schools increases the incidents of violence. According to Vetten (2005), gang members are male and gangs male dominated, with many young men engaged in gang-related activities as a way of proving their manhood.

3.4.8.1 Gang related violence in U.S schools

Studies conducted in U.S by the Youth Gang survey indicated the presence of chronic gang problem especially in large urban schools. In U.S youth gangs are mainly ethnic gangs. Many adolescents are attracted by the lifestyle of gangsters. Children who want to join the gangs need to prove their allegiance by committing crimes. Most gangs have initiation process before they recruit new members. There are amazing rules and violence that kids have to go through in order to join and belong to a gang ([www. geocities.com](http://www.geocities.com)).

There are different levels in a gang structure. They are (Vetten, 2005):

- Original Gangster;
- Hardcore;
- Regular members;
- Wanna-be's; and
- Could-be's.



Gangs are identified by different names, attires, tattoos etc. Girls are also attracted to gangs because they think they will be respected by friends if they go out with gang members. Girls also form their own gangs. If a girl wants to hang out with a guy's gang, the girl must be prepared to have unprotected sex with every member of the gang to prove her loyalty. It has been suggested that women's materialistic demands and expectations of their boyfriends may be playing a part in young men's criminal activities (Vetten, 2005).

Real gangsters have standards they live by. They never mess with young children, old people, religious people and innocent people. If you treat a gangster with respect he/she will respect you as well. It is wise to talk nicely to a gangster rather than being rude and disrespectful.

Kobrin (1959) lists as follows the five principal elements in the behaviour of a street gang which are shared by the other adolescent gangs of the neighbourhood:

- flouting of adult authority in general, notably by outbreaks of rowdiness and annoying members of an upper- middle class neighbourhood;
- readiness for physical combat , with reckless disregard for pain of punishment;
- rejection of school discipline and dropping out of school;

- group sharing of a prostitute; and
- delinquency in the form of shoplifting, larceny, strong-arm robbery of other teenagers, occasional burglary, vandalism directed against schools and assaults.

3.4.8.2 Impact of gangs on schools

Presence of gang members in a school causes a great threat to the security of the whole school community. Some schools become the 'battlefield' for the rival gang groups and innocent children and teachers get injured in the cross fire. Gang members are usually poor students and are more likely to engage in high-risk behaviours than non-gang-involved adolescents (Kodluboy, 1997). Gang members have poor academic performance, poor attendance and greater rates of delinquency than their peers.

Many gang members use school as a venue of interaction, planning and even recruitment. In Communities where gangs are prevalent, learners are often attacked on the way to or from school. Sale and use of drugs is common in schools where gangs exist. Gun related violence is also correlated to gang activities.

3.4.8.3 Gangs in South Africa

Gangs and gang related activities are a serious social problem in South Africa. We cannot look at the issues relating to gangs without looking into the political history of the country. The Apartheid Government's policy of separate development, which confined the non-whites to poorly developed rural areas created a serious problem. With the relaxation of the apartheid laws, many previously disadvantaged South Africans moved to informal settlements on the outskirts of large cities. This caused a breakdown of the traditional family structure and youngsters had to meet with the demands of the urban lifestyle (Dissel, 2003). This forced many youngsters to form gangs and get involved in gang-related activities. Mendler & Curwin (2004) argue

that for children who do not have a healthy family background, gangs become a substitute resort.

In South Africa gangs are formed mainly on racial lines. The coloured (mixed race) form their own gang and the blacks also form their own gangs. Young Black people of South Africa affiliate themselves with political groups involved in the liberation struggle, whereas the coloured group alienated from the anti-apartheid struggle, often not identifying with either black or white South Africans, and remain alienated in post-apartheid South Africa (Dissel, 2003).

Meier (2002) argues that since the 1970s the black youth of South Africa has been growing up in circumstances that created a culture of poverty, violence, insecurity and ill-discipline. Murder, violence, assault and robbery became a means of survival for many black youth.

When we look at gangs and gang related violence in South Africa, it is important to consider the gangs of two of the country's major cities - Cape Town and Johannesburg, according to Meier (2002):

Street Gangs of Cape Town

Pinnock (1984) argues that street life and gangs in Cape town is caused by the harsh living conditions in the Cape Flats. Almost every family in the Cape Flats is new to the area, being relocated either from squatter camps or from the country side. Most of the criminal activities in Cape Town are carried out by gangs. Approximately 300 gangs exist in Cape Town and gang members constitute a rough estimate of 5% of the city's population (Pinnock, 1984).

The various levels of gangs of Cape Town are (Meier, 2002):

The corner kids

Due to the harsh living conditions and living space in the crowded Cape Flats, children move outside, into the streets, resulting in the forming of play groups. These play groups name themselves such as Como Kids, Third Street Kids and so on. These kids run errands for their elder brothers who belong to well defined gangs.

The defence gangs

These are groups of young boys who defend themselves and their territory from other gangs. According to Pinnock (1984), any defence gang is well organised enough to run rackets. They are armed with stolen guns and are involved in breaking into cars and housebreaking.

The reform gangs

These are 'super gangs' which are formed in the reformatories. 'Cape Town Scorpions' and 'Born Free Kids' are examples of reform gangs. The age of the members ranges from 12 to 20. The members of these gangs focus on housebreaking and robbery. The reformatory gang is groomed into gang life in state prisons and reformatories. After spending years in the reformatory they are rejected by the family members and they join the gang where they become 'pseudo-kin' (Pinnock, 1984).

The mafias

These are termed family mafias because their origin is from extended families, which in the past operated a wide range of 'informal sector' activities. After the massive population relocation from the inner city, most family connections fell apart. 'Cisco Yakis' and 'Mongrels' are examples of older mafias. Mafias are involved in wholesale dealing of drugs, large scale warehouse and shop thefts.

Syndicates

Syndicates are associations of merchants organised for securing supply or monopoly of some commodities (Pinnock,1984). Illegal syndicates of Cape Town are behind the sale of illegal commodities like drugs, liquor and stolen cars. These syndicates greatly influence the street gangs. Syndicates are also involved in dagga (marijuana) supply, shebeens (Illicit drinking houses) and mandrax trade.

One of the major reasons for gang culture of Cape Town's coloured youth was the racist and inferior education system of the apartheid government by introducing the Coloured Person's Education Act of 1962 (Pinnock, 1984).The overcrowded classrooms and the education policy lead to high rate of drop-outs. The drop-out children from broken families had no choice other than joining a gang.

Gangs of Soweto (Johannesburg)

The history and origin of gang culture in Soweto is entirely different from that of Cape Town gangs. The black youth who called themselves 'comrades' played a vital role in the political liberation of South Africa (Glaser, 2000). The 1976 Soweto uprising was a starting point for the South African youth politics. A large number of black youth felt that they were not sufficiently involved in the negotiation process during the political transformation which started in 1990.

The high unemployment rates of black youth lead some of them to criminal and antisocial activities. Youth gangs called 'tsotsis' emerged in the urban environment of Johannesburg and other major cities. Limited employment possibilities, lack of proper housing, schooling and recreation facilities contributed to the formation of gangs. Glaser (2000) argues that during the period of drift from the countryside to the urban areas in the 1940s and 1950s, township parents tried to retain their culture and tradition. But due to

the influence of the urban culture and life-style, parents began to lose their control over their children, particularly boys. Unlike in the villages, boys had access to money and resources without the knowledge of their parents.

Some of the 'tsotsi' gangs were formed as expressions of young urban masculinity. Their identity evolved around fighting skill, independence, feats of daring, law breaking, clothing style and success with women. Glaser (2000) however points out that youngsters in Soweto had a better option to prove their masculinity and power, which were the schools. Schools provided the youngsters a substitute for traditional adult supervision and a positive way of upbringing. Most black parents started to send their children to schools, despite their financial constraints. In schools, boys had the opportunity to prove their masculinity in tough sporting events. Intellectual power dominated over physical assertion. Education also opened opportunities for better jobs and status in the society. Therefore the youth had two options to choose from - the school or the gang.

The gangs identified themselves through their dress code and language. The dress code could identify city youth from country youth and the 'tsotsis' looked down upon those who were new comers from the countryside. It is believed that proficiency in the street language of 'tsotsis' help to identify each 'tsotsi' subculture. The 'tsotsi' language undergoes constant innovation and reinvention. Glaser (2001) observed that territoriality is common to all youth gangs of Soweto. Gangs establish territorial rights over certain areas in order to secure access to local facilities and even women. Many gang wars are fought over territorial disputes.

3.4.8.4 Students uprising of 1976 and the gangs

Glaser (2001) explains some of the interesting aspects of the involvement of the street gangs in the 1976 uprising. The origin of the uprising was to protest against the Bantu Education policy of the apartheid government to introduce Afrikaans as a medium of teaching in key subjects at the junior secondary level. The June 16

march was peaceful and well coordinated by the students until the police, feeling threatened and panicked, opened fire on the demonstrators.

The police violence and shooting changed the mood of demonstration, and rioting, arson and looting continued for many weeks. At this stage the street gangs joined the students spontaneously and the situation became uncontrollable. Students were no more wearing uniforms during the further demonstrations to avoid being identified by the police. In the following weeks of violence and riots it was not possible to identify students from gang members. The role of 'tsotsis' in the acts of violence and attack on government properties was crucial in the confrontational political action. According to Glaser (2001) the 'tsotsis' also assisted in confronting boycott breakers and intimidating workers who ignored stay-away calls. However, it must be noted that gangs were neither mobilised by the students nor had any alliance negotiated.

3.4.8.5 Prevention and intervention strategies

Prevention is always better than intervention. Prevention and intervention strategies can be divided in to the following categories (Kodluboy, 1997) :

Staff training

Both staff and students must be educated and trained to handle gang issues. Staff members must be trained on the following aspects:

- current research findings on reasons for joining a gang;
- historical and current concepts of sociologists regarding gang;
- law enforcement;
- gang facilitating and gang- maintaining structures in the community;
- basic gang identification signs such as dress style, language, tattoos etc. and
- local gang related activities.

Following the general training of the staff, a staff member must be selected to receive further training at advanced level. This person must coordinate and handle gang related issue at the school.

Learner Education

Gang prevention education must be provided for all learners at the school. Gang prevention programmes could be associated with drug prevention programmes. It could be a good idea to involve former gang members to educate the other learners about the various consequences of gang life. Learners must also be trained on aspects of violence prevention, conflict mediation, and aggression replacement programmes.

Dress and behaviour codes

The code of conduct for learners at schools must be specific on matters regarding dress style, language use, and other issues which will reduce episodes of gang related conflicts in the school. However, the code of conduct must comply with the departmental policies and the democratic rights of all concerned.

School safety plans

Since gang related violence could occur after school, on play grounds, on the way to or from school, the school safety plan must cater for all learners at all times as much as possible. A well coordinated school safety programme will help to reduce gang related activities and drug abuse. The school safety policy must be developed according to the degree of gang related activities within the specific community.

Kallus (2004) cautions that gangs will continue to be there in our society until communities take up responsibility for fulfilling the needs of the youth in positive ways, because gangs are valuable to youths as they satisfy their needs. Gangs

provide structure, discipline and commitment to their members and the gangs provide meaning and importance to their lives. Kallus (2004) believes that the first step in preventing gang violence is understanding; and understanding comes from engaging youth in frank discussion and open dialogue.

3.5 SCHOOL ENVIRONMENT AND SAFETY

The general environment of the school plays a vital role in the safety of learners and educators. Many accidents and injuries can be prevented by providing adequate facilities and services. However, every school must always be prepared to handle any kind of safety and security issues at any time.

3.5.1 Crisis in schools

Crisis does occur in schools and nobody can eliminate tragic incidents and accidents that befall learners and educators from time to time. Poland (1997) believes that there is much that schools can do to reduce crisis situations through advance planning and evolving crisis management plans. Generally speaking, schools are safer than our communities. But schools must work harder to improve the safety of learners and educators in schools. Schools must have a well-organised crisis management team, whose members are trained and committed to making schools a safer place (Poland,1997).

Some of the incidents that occur in schools, among others are (Poland,1997):

- Serious injury;
- Weapons on campus;
- Hazardous material spills;
- Bomb threats;
- Explosions;
- Severe storm ;
- Earthquakes;
- Flooding;
- Fire;

- Intruder with weapons;
- Suicide attempts; and
- Accidents during school trips.

It is the responsibility of the school authorities and educators to have proper knowledge of the possible crises that may occur in their school at any time. The educators must be well prepared to face any emergency situation to ensure the safety of all learners under their care (Kibble, 2000). According to Jones (2001) crisis response plans must include identification, intervention and response. A well-conceived management plan will give confidence to the learners, educators and the community.

3.5.1.1 Medical issues

It is important for the school to have records of the medical conditions of all the learners in the school. Kibble (2000) suggests that during the admission of each learner the parents must provide the school with the medical condition of their children. Some learners might be suffering from epilepsy, hyperventilation, diabetes, asthma or any other medical condition that might need special attention from time to time. Some children can turn violent in certain situations. Kibble (2000) recommends that all educators and staff must be trained in first aid procedures. First aid kits must be available all the time. In cases of serious medical problems, the learner must be taken to the nearest hospital and the parents be contacted.

Learners may sustain serious injury due to various reasons, such as fights among the learners involving dangerous weapons or gun. Injury could also occur during sporting activities such as soccer and rugby. Accidents in science laboratories and workshops could also cause serious injury. In all instances there must be contingency plans in place to offer immediate assistance to the affected learner (Kibble, 2000).

Brock & Jimmerson (2004) consider medical intervention as the primary intervention in a crisis situation. In a crisis, emergency medical needs must be the

first priority. It is advisable to shield the non injured learners from viewing the injured learner or learners. Treatment for pre-existing medical conditions also must be part of the medical intervention programme.

Jones (2001) believes that school medical personnel must establish contacts with the local medical support entities to avail immediate medical support in case of emergencies. The school medical personnel must be familiar with crisis reactions which normally occur in the aftermath of a school violence situation. After violence, crisis reactions include physical response, behaviour reactions, feeling of loss, and stress. The school authorities must organise with the relevant specialists to provide assistance in order to overcome the after effects of the crisis.

3.5.1.2 Fire

Fire can endanger the lives of learners and staff. It can also damage and destroy buildings, furniture and documents. Kibble (2000) strongly believes that educators must be familiar with the school's fire and emergency routine. In the event of a fire breaking out, it may be safer to keep children inside the classrooms until rescue team arrives. A stampede and panic can cause more casualties in most instances. Warning system such as a bell or siren sounding in a particular pattern could alert educators to keep children in class- e.g. ring the bell or siren 5 times in quick succession.

It is important to keep school records in a separate building to safeguard them in the event of fire in the main building. Backup copies of documents must also be kept safe in a separate building away from the main building (Kibble, 2000). Fire extinguishers must be placed in all classrooms and other strategic points. Educators as well as learners must be trained to use fire fighting equipment in the event of an emergency. Care must be taken to prevent panic and stampede. First aid kits must be readily available to treat burn injuries.

When new schools are built, lessons from the past must be fed into new design. Fire officers and crime prevention officers can be of assistance in giving advice when new schools are built. The emphasis in new schools appears to be on

creating domestic, welcoming buildings, albeit with robust fittings, rather than secure fortress (Great Britain,1997).

3.5.1.3 School trips and excursions

Kibble (2000) believes that there are risks involved in undertaking a school trip. Some of the crises that might occur during school trips, be it sports trip, educational trip or pleasure trip, are the following (Kibble, 2000):

- Vehicle accidents;
- Drowning;
- Injury ;
- Rapes;
- Assaults;
- Stealing by learners on a visit;
- Learners getting lost; and
- Members of the trip falling seriously ill.

School authorities must take necessary precautions before a trip is undertaken to handle any crisis during the trip. Some of the precautionary measures are listed below (Kibble, 2002):

- Schools must get authorisation from the Education Department before the trip;
- Indemnity forms must be completed and signed by parents of all learners;
- Briefing of learners and parents must be done well in advance to give the details of the trip. Information about the weather conditions, clothing and bedding needed, food and water facilities should be given;
- Medical information of the learners must be collected to ensure that precautions are taken against allergies and other medical conditions;
- The Code of behaviour for learners during the trip and the disciplinary action to be taken if the code is broken must be explained to the parents as well as the learners;

- Telephone number of the parents/guardians must be kept by the team leader, so that they can be contacted immediately in case of a crisis;
- Learners must be given clear instructions to remain with the group all the time. If learners are to be released from the direct supervision of the educator during the trip, they must be advised to move in small groups of 4 or 5 learners; and
- Be prepared for emergencies and crises.



Kibble (2000) cautions that if rules are laid down clearly to the learners and parents and action is taken firmly, then the school can not be blamed for failing in its duty of care.

The following guidelines are given to the party leaders (trip organisers) in the event of an emergency or crisis (Kibble, 2000):

- Establish the nature and extent of the crisis;
- Make sure that all members of the party are accounted for;
- Give first aid and contact the appropriate emergency services;
- Seek advice and assistance from other adult members of the party;
- Ensure the safety and adequate supervision of the rest of the party. Get them safely back to the camp (base);
- Contact the SMT (Senor Management Team) and provide details of the incident. The SMT will then contact the parents and inform them accordingly;
- Do not discuss the matter with the media;
- Keep record of the incident- e.g. witnesses and other parties involved;
- Legal liability must not be discussed with anyone; and
- Inform parents of any delays that might be caused due to the crisis.

3.5.1.4 Intruders from outside

Kibble (2000) warns that threats from unwelcome visitors and intruders are a challenge to school safety. Each school must have a clear policy on visits to the school by outsiders. It is advisable to have identity badges for every learner and

member of staff of the school. This will help to distinguish learners and staff from outsiders. Issuing of visitors badges is another way of controlling and monitoring visitors.

There are many reported cases of violence in schools caused by intruders from outside the schools. Gang members sometimes use the school as a battle ground for gang rivalry. Innocent bystanders are injured during such fights (Meier, 2002).

After the Colorado's Columbine High School shooting incident in 1999, education authorities in United States have given urgent attention to school safety plans. Special attention is given to preparing crisis plans that are specifically aimed at dealing with armed intruders (ERO, 2000).

Studies conducted in 10 developing countries by the UNESCO International Bureau of Education observed that violence at school was occurring at a high rate in developing countries as well and this impact negatively on education (ERO, 2000). However, the fact remains, that safety issues in most developing countries are seen as secondary in comparison to the priorities such as basic education and literacy. The UNESCO report recommended that school safety must be an integral part of educational policy in both developing countries as well as developed countries. The report provided the following recommendations for the reduction of school violence (ERO, 2000):

- the establishment of anti-violence policies in schools;
- student/school personnel interaction and cooperation;
- tackling violence through the school curriculum; and
- School-community cooperation.

3.5.2 School environment

Focussing Resources on Effective School Health (FRESH) argues that children spend long hours in schools, and therefore the school environment has a significant effect on their health and well being (UNESCO, 2002, b). An unsafe school environment can be the cause of illness, injury or emotional distress.

According to ERO (2000), providing a safe physical and emotional environment for learners at school is one of the basic responsibilities of the school management and the school governing body. There are various legislative requirements relating to school safety in every country. It is important for every school to be familiar with these legal requirements and to implement them accordingly. Educational, social and emotional developments of learners at schools are associated closely with physical and emotional safety. Learners cannot learn effectively if they feel insecure physically, verbally, emotionally or sexually abused, or if their school environment is unsafe.

UNESCO (2002 b) believes that a healthy and secure learning environment is necessary for learner participation and effective learning. FRESH calls for the provision of safe water and appropriate sanitation facilities as basic steps in the creation of a healthy school environment, while ERO (2000) believes that principals and educators play a very important role in promoting a safe culture in schools. It is necessary for schools to take a proactive approach to school safety and develop high safety standards in collaboration with the parents and the community. Schools are responsible for the care and control of learners during the school day and are responsible for providing a safe environment for all learners. Schools must guard against racial harassment and ensure that learners from different ethnic groups feel safe and comfortable all the time (ERO, 2000).

ERO (2000) states that provision of a safe environment for children during outdoor activities is also the responsibility of the school. Proper planning is needed for successful outdoor education. School managers must make sure that the staff involved in outdoor activities are well trained and have the necessary skills. Before an outdoor activity is undertaken the principal must conduct a risk analysis to identify potential dangerous situations.

3.5.2.1 Physical Environment

The physical environment of the school must be safe to avoid any accidents or hazards. School grounds, classrooms, laboratories and workshops must be free of

any potential hazards (ERO, 2000). Each school must ensure the safety of learners by providing a safe physical environment. ERO (2000) gives the following guidelines to schools to ensure a safe physical environment:

- conduct regular safety audits of grounds and assets to identify hazards;
- take positive steps to eliminate any hazards quickly;
- ensure that their premises and practices meet the minimum standards ;
- have policies and procedures on the safe use of hazardous substances and organisms;
- have policies and procedures on the safe use of tools and machinery;
- avoid overcrowding within classrooms and within the school as a whole by limiting the size of their classes and operating an enrolment scheme if necessary;
- arrange supervision of students at all times and have a plan to deploy "duty" staff to areas where incidents are likely to occur;
- stagger dismissal times and lunch periods to reduce congestion;
- prohibit students from gathering in areas where they are likely to engage in rule breaking or intimidating behaviour;
- have procedures for identifying visitors to the school;
- have organised playground activities and a variety of playground equipment readily accessible to students during breaks and lunchtime;
- regularly maintain their premises and keep them free from litter and rubbish;
- have arrangements for removing graffiti as soon as it appears;
- have appropriate facilities, equipment and trained staff for responding to accidents and medical emergencies;
- have policies and procedures for administering medicines;
- have systems for reporting and investigating accidents;
- coordinate with the local police to minimise problems at the school gate (including for students getting off and on school buses) and ensure there are safe routes to and from school;
- have procedures governing the treatment of animals at the school and for dealing with stray animals;
- plan for how they will respond to a school, national or civil defence emergency; and

- have effective evacuation procedures in the event of fire.

Earthquakes and other natural disasters have affected millions of school children in many countries. The 2001 earthquake in the state of Gujarat in India affected an estimated three million school children. Educational infrastructure and systems were affected in many districts. The lives of teachers and learners were disrupted and have taken a long time to recover (India, 2006). In many countries around the world, schools have special safety programmes, including structural measures aimed at enhancing safety of buildings, and non-structural safety measures for their occupants.

ERO (2000) noted that in many countries safety requirements play a major part in determining the architecture of schools. Schools must not be built like prisons. However, in controlling access to the building, schools should not hesitate to install metal detectors, electronic devices or surveillance cameras.

3.5.2.2 Emotional Environment

Schools are expected to cater for the emotional need of children by providing them with a safe emotional environment. Schools must do the following to ensure a safe emotional environment (ERO, 2000):

- have high expectations for student achievement and behaviour, and provide the support necessary for students to meet these expectations;
- celebrate and affirm diverse forms of student achievement;
- involve families in decisions and keep them positively engaged in their children's education;
- have close links with community groups and support services;
- help students to develop a sense of hope and security for the future, through assisting them to plan their future and develop skills that will ease the transition to further education or employment;
- employ staff or access external professionals who are able to provide guidance, support and direction to students when needed;

- treat all students, staff and other members of the school community with equal respect, regardless of ethnicity, gender, disability, religion, sexual orientation, physical appearance or any other factor;
- have a system of reporting and dealing with racial harassment and discrimination;
- promote good citizenship;
- create opportunities for students to share their concerns and report problems that may lead to dangerous situations;
- have a system for referring students who are suspected of being abused or neglected;
- have a proactive approach to discipline and reinforce responsible behaviour;
- develop and consistently enforce school-wide rules that are clear, broad based and fair;
- do not tolerate physical or verbal abuse by staff or students;
- have systems in place to identify and eliminate bullying;
- intervene appropriately with students with behavioural problems;
- implement strategies to guide and support student behavioural change;
- teach students the skills necessary for conflict resolution;
- have systems to identify and respond to "warning signs" indicating that students may harm themselves or others;
- have policies and procedures for dealing with the illegal possession of alcohol, drugs and weapons;
- have policies and procedures on the safe use of hazardous substances and organisms; and
- have policies and procedures for handling crises, such as suicides, other deaths and serious accidents involving students, staff or their families.

3.5.2.3 Water and sanitation

UNESCO (2002 b) agrees that schools alone cannot guarantee the health of learners. But there is a lot that schools can do to contribute to the health of learners. If the school's water supply is contaminated and the sanitation facilities are not hygienic, spread of parasites and other diseases will certainly affect the health of all learners. UNESCO (2002 b) noted that in some schools girl learners

withdraw or abandon schooling because the school fails to provide separate toilets for girls. The provision of safe water and sanitation facilities are the basic steps in the creation of a healthy learning environment.

UNESCO (2002 b) noted that in many countries throughout the world children are not able to attend school regularly due to lack of sufficient clean water and proper sanitation facilities. Many children become ill or even die due to diseases caused by poor sanitation and availability of clean water. Poor sanitation causes many kinds of infections such as round worms, hook worms, whip worms and other flukes. These parasites cause malnutrition and other diseases in children by consuming nutrients from the victims.

Schools must have policies in place with regard to the sanitation and water management. According to Focusing Resources on effective School Health (FRESH), the schools must regulate (UNESCO, 2002 b):

- The safe, efficient, and hygienic management of water from extraction, through transport and storage, to use (particularly for drinking and hand washing);
- The safe, efficient, and hygienic disposal of faeces, particularly child faeces;
- The provision of an adequate number and type of facilities, and of separate facilities for boys and girls;
- The regular and effective use of water, with a scouring agent like soap or ash, for hand washing after contact with stools and before eating;
- All aspects of the school's hygiene education programme (e.g. content of curricula, frequency and duration of education sessions, teaching methods, teacher training, outreach education, etc.); and
- All aspects of any health services, provided on site or through referral to other agencies, to treat water and sanitation related illness (e.g. deworming programmes, micronutrient supplementation programmes, etc.).

According to FRESH, the other considerations to be taken into account when selecting the technology for sanitation facilities include (UNESCO, 2002 b):

- The design should take into account the preferences of both girls and boys. In secondary schools, provision for sanitary napkins should be considered.
- The number of separate facilities should be decided based upon the number of boys and girls. An indication of the number of latrines required is one latrine for 20 students. If urinals are constructed for boys, there should be more latrines for girls than for boys.
- If water is needed for flushing or anal cleansing, the water point should be located close to the latrines. Otherwise, the risk exists that the latrines are not sufficiently flushed, that blockages occur and that they are no longer used.
- Hand washing facilities must be placed close to the latrines, since hand washing is most important after defecation. Hand washing facilities should allow for the placement of soap or other cleaning agents.

Smitherman (2005), on her visit to South African was surprised to notice that there is no toilet paper placed in the learners' toilets in many secondary schools. According to her in the developed countries like U.S.A even the poor suburban schools have clean and hygienic toilets.

3.6 HOW TO IMPROVE SCHOOL SAFETY?

Jones (2001) argues that no school is immune from school violence, though he accepts the fact that most schools are safe. He also warns schools not to be complacent when coming to school safety. Recent incidents of school shootings in the United States and other countries have changed the perception of school safety. Though the extreme forms of violence are rare, the threats of all kinds of violence can make children feel unsafe, which in turn will affect their attitude towards school and their performance in general. Johnson & Johnson (1995) warn us that as the rate of school violence increases, pressure for safe, secure and orderly schools increase.

Morrison, Peterson, O'Farrell & Redding (2004) argue that school safety has to be defined as more than lack of weapons or physical assaults. According to him, it must also include absence of other forms of violence such as bullying, gangsterism, sexual harassment and other intimidating actions. Skiba, Simmons, McKelvy, Forde & Gallini (2004) explain that the general school climate as an important factor in measuring school violence. Typical factors in general school climate include teacher - learner relationships, peer relationships, environmental characteristics, parent involvement and a fair school policy.

3.6.1 Role of schools in ensuring safety

Flaherty (2001) supports the view that school safety cannot be handled by schools alone, without the support of other stakeholders such as parents, community, law enforcement agencies, social workers and health and mental health professionals. Plavnick (1983) agrees that it is not the fault of the school that a psychotic learner commits a psychotic act or an antisocial learner commits an antisocial act. However, the primary responsibility for school safety rests on individual schools. Schools as individual units have varying degrees of influence on violence and deviant behaviour of adolescents. Some of the aspects of school safety issues which are to be handled by schools are discussed below:

Flaherty (2001) suggests that, to improve school safety, every school must create a social climate in which children feel respected and valued without necessarily resorting to violence to solve conflicts and to have a sense of identity. Providing a safe physical, social and emotional environment to every child is the responsibility of the school. Morrison, Furlong & Morrison (1997) argue that it is important that schools work with community law enforcement and justice systems to prevent school violence. It is also vital that an educator based intervention is needed to tackle issues of school safety and ensure a safe environment for learning and teaching.

Connectedness

Connectedness occurs when an individual is actively involved with another individual, group or environment, and that involvement provides a sense of comfort

and well-being (Karcher, 2004). According to Flaherty (2001), school connectedness involves that teachers care for learners and have high expectations of performance from the learners. Plavnick (1983) describes school connection as the learner's perception of the expectations directed at him/her by teachers in the school.



Plavnick (1983) maintains that the ideal connection is achieved when the expectations directed at the learner are just and high enough to encourage him/her to stretch the abilities to the fullest. Kreiner (2000) suggests that relationships can help to reduce violence. Many criminals feel no connection to other people in their lives and they see other people as mere lifeless objects.

Empirical studies reveal that children who are well connected to their school and family engage in non-violent modes of behaviour (Fink, 2001). Promoting connectedness in the learners is vital in preventing violence in schools. Establishing connectedness to school, teachers and family is essential in preventing violent behaviour in adolescents. Karcher (2004) believes that connectedness can serve as a foundation for the development of new social and academic skills, leading to the strengthening of self-esteem of the adolescents. Once connectedness is established, adolescents will start responding to conventional ways of preventing violence among youth.

Karcher (2004) explains that connectedness early in life takes the form of caregiver-child bond. This early attachment experiences predict the adolescent's willingness to receive social support in later life. Adolescents whose teachers do not provide empathy, praise and attention will become less involved in school-based relationships. Connectedness involves both the social support presented to the youth as well as their willingness to receive the support and feel secure in those relationships. Karcher (2004) believes that children who understand the importance of connectedness, but do not have the necessary skills, can be taught the skills through supervised peer relationships.

Identification with academics is another way of diverting the attention of adolescents from deviant behaviour. According to Karcher (2004), identification

with academics refers to the extent to which an individual defines the self through his/her performance in the academic field. For learners who are identified with academics, good performance will be rewarding and boost their self-esteem. Learners who identify with the domain of academics are less likely to be involved in violent activities.

Karcher (2004) argues that, in order to prevent school violence, we must deal with the underlying causes rather than establishing rules of deterrents. Karcher suggests that the problem of disidentification must be dealt with as the first step towards reducing school violence. If the disidentification is due to negative outcomes in the academic domain, efforts must be made to increase the positive outcome. The following steps may be taken by the educators to help the learners increase their positive outcome in the academic domain (Karcher, 2004):

- Providing remediation, training and practice;
- Helping learners to change the idea of what success and failure is. Many learners try to measure their performance by comparing themselves to the performance of top learners. Learners must be taught to measure their level of performance based on their own growth from a particular point in time; and
- Identify and provide opportunities so that a strong academic performance can help them to achieve goals, especially in the field of job opportunities. In most instances, when a learner has completed the school, the prospect of reasonable employment is limited. Therefore there must be provision for vocational education in schools.

Safe physical environment

The general physical environment of the school must be safe in every respect that ensures the safety of all learners and educators. Jones (2001) outlines certain aspects of physical environment under the following categories:

Physical security

Jones (2001) lists the need for physical security under three aspects:

- Control and monitor the access of persons or vehicles into the premises;
- Prevent and detect unauthorised intrusions ; and
- Safeguard people, school assets and school buildings and property.

Some of the physical barriers that can be used to safeguard schools from the above mentioned aspects of physical security are (Jones, 2001):

- Fences: Fences represent one of the oldest forms of security devices to define a particular area and prevent unauthorised, inadvertent or accidental entry into an area. Fences may be constructed in different design and using different materials. Barbed wires may be used to reinforce fencing. But the school must be aware that if a learner gets injured by structures of physical security, legal liability issues may be involved.
- Doors and windows are most vulnerable to unauthorised entry. Doors and windows may be secured using grills or bars.
- Locks: Manually or mechanically operated locking system may be used to prevent unauthorised entry into the protected area. Electrically operated lock system may also be used.
- Alarms: Various forms of alarm system are available to alert unauthorised or forced entry into the specified area.
- Hand held or walk- through metal detectors may be used to check for concealed weapons and other dangerous objects.
- Explosives / Narcotics detection system is available to detect introduction of explosives or contraband drugs into the educational facilities.
- Video surveillance and closed circuit television cameras are useful in observing perpetrators in the act, allowing time for intervention, and also for recording evidence on tape.

- Security guards should be tasked with the sum total of all the preventive and protective efforts to ensure safety of all concerned.

The above mentioned security devices will ensure the safety of learners, educators and other employees. Perpetrators of violence could be deterred by these security devices. The presence of a good security system will provide confidence and a feeling of safety to all the learners and educators.

With so many security options available, each school must determine which choice is most suitable for the facilities, learners and staff. It must be noted that physical security controls are only one aspect of school safety measures. School authorities must not rely only on the security systems to prevent violence. However an integrated security system in place will give confidence to the community that the school is serious about the safety of the learners and staff (Jones, 2001).

3.6.2 Policies on school safety

Greene (2001) believes that school administrators, school boards and the Department of Education hold the ultimate responsibility for the safety of learners in the schools. In the 1940s and earlier, schools were concerned about enacting policies on dress code, uniform, obedience and late coming. Schools then began to add security guards, target hardening etc. But lately, schools have to deal with violence involving guns, gangs and drugs in school premises. One of the hot issues in education policy today is school violence.

Policies on school safety must be focussed on the well-being of the learners and the staff. According to Greene (2001), well-being can be measured on the basis of violent incidents happening in a school. School safety policies must highlight the need to keep learners and staff from harm and fear. The policies must be aimed at preventing and deterring crime, vandalism, outside intruders. The policies must also cater for crisis management.

School discipline policies must promote an orderly school environment and proper learner behaviour. The code of conduct for learners must clearly stipulate

punishment measures for deviant behaviour. The suspension and expulsion policies must aim at protecting the majority of well-behaving learners, by eliminating dangerous and disruptive learners from school. Greene (2001) suggests that policies also must be in place for violence prevention, conflict resolution and peer mediation. Parental involvement must be an important aspect of the school policy. Gang awareness programme must be included in the policy to create gang awareness and educate the learners and staff to identify signs and dangers of gang structure. Substance abuse education and sex education also must form part of the policy

Table 3.4 below shows the choices that schools in the United States have made, in response to school violence.

Table: 3.4 School district policy responses to school violence

Policy	Overall %	Urban %	Suburban %	Rural %
Suspension	78	85	78	75
Student conduct–discipline code	76	87	79	70
Collaboration with other agencies	73	93	73	62
Expulsion	72	85	68	70
School board policy	71	76	69	71
Alternative programs or schools	66	85	66	57
Staff development	62	74	66	52
Conflict resolution, mediation, peer mediation	61	82	63	49
Locker searches	50	64	43	49
Closed campus for lunch	44	46	48	37
Mentoring programme	43	65	44	31
Home-school linkage	42	55	45	32
Dress code	41	52	42	33
Law related education programme	39	57	36	33
Multicultural sensitivity training	39	62	49	18
Parent skill training	38	51	39	28
Search and seizure	36	51	35	28

Table 3.4 continued

Policy	Overall %	Urban %	Suburban %	Rural %
Security personnel in schools	36	65	40	18
Support groups	36	47	37	28
Students photo ID system	32	41	39	20
Gun-free school zones	31	46	26	16
Specialised curriculum	27	48	25	18
Drug detecting dogs	24	27	18	27
Work opportunities	23	34	21	19
Phone in classrooms	22	31	21	16
Metal detectors	15	39	10	6
Volunteer parent patrols	13	17	14	8
Other	13	16	15	11
Close-circuit TV	11	19	8	8
Establishing safe havens	10	16	9	6

Source: Greene (2001:34)

Table 3.4 above indicates that suspension of disruptive learners was the most common response to violence in schools nationwide. A percentage of the expulsions followed suspension.

UNESCO gives the following guidelines on policies and procedures for improving school safety (UNESCO, 2002 b):

Schools that are providing a safe environment:

- document their safety policies and procedures comprehensively;
- regularly review their safety policies and procedures, including through canvassing confidential student, staff and parent opinion about whether the school provides a safe environment and about the effectiveness of the school's safety provisions;
- consider the safety implications of new policies or initiatives;

- have good quality complaints policies and procedures so that people feel safe raising their concerns;
- discuss safety issues openly;
- support training and ongoing consultation about safety issues;
- teach students that they are responsible for their own actions and choices;
- teach students about health and safety issues and risks as part of their health education programmes; and
- are open and responsive to parents' safety concerns.

3.6.2.1 School Security policy

Trump (1997) believes that schools are faced with pressure from parents and the community to be proactive with regard to security measures. An effective school security policy includes discipline policies, security operations, crisis preparedness, intervention strategies and violence prevention curriculum. Most educators accept that they need an orderly and crime-free environment for effective teaching and learning to take place.

Trump (1997) observed that some school principals and educators refuse to accept that there is a security problem in their schools. The denial occurs due to various reasons. One of the reasons is that principals do not like to label their school as a problem school. In some instances departmental officials use the number of violent incidents in a school as a yardstick for evaluation while considering incentives and promotions for school administrators and educators.

The following views on school security improvement measures will be useful in combating violence in schools. The five views are as follows (Trump, 1997):

- Law enforcement and schools have similar, not competing, goals:

School officials and law enforcing agents need to work towards the same goal, which is, to provide a crime-free school environment in which effective teaching and learning can take place. Law enforcement and security personnel accuse teachers of being too liberal towards the learners when coming to security measures. The educators blame the law enforcement agencies as insensitive and

incompetent to deal with youth. It is vital that the two partners must work jointly and engage in open discussions by recognising the fact that the ultimate goal is same.

- Crime must be handled both administratively and criminally:

School based crime must be dealt both administratively by the school authorities as well as by the police. Minor offences may be handled by the school authorities alone without the involvement of the police. But it is important to report serious crimes such as assault, gang and drug related incidents to police. School personnel need to be trained in relevant laws and procedures in reporting criminal activities in the school premises. Reporting criminal activities to the police will ensure learner safety as well as guard the educators and school administrators against personal liability.

- Crime reporting is a positive safety tool:

Any attempts by school authorities to conceal incidents of crime at school eventually come to light. This will create a negative impression about the school, than if it was reported earlier. Regular reporting of criminal incidents at school will provide accurate data which will assist in developing intervention programmes and also will alleviate rumours and unrealistic speculations about crime rate in the school.

- Security is a public relations tool, not a public relations disaster:

Security matters of the school must be discussed with the learners, educators, parents and the community. This will avoid resistance from the stakeholders when security measures are implemented. However, there will be a few who will complain about everything when newly introduced. But the school administrators need to be firm about the policy when coming to school safety.

- School safety needs a multipronged approach:

School safety efforts must consist of preventive, intervention and enforcement measures. Though prevention is the primary concern, enforcement and intervention services have to be in place for effective prevention of crime in schools. Intervention strategies include counselling, peer mediation and crisis management.

Malicious damage, arson and theft should be seen as different facets of a single problem of security. Coordinated efforts to improve security should involve those who have responsibilities or expertise in each of these areas (Great Britain, 1997). Whatever measures are taken, they must be backed up by commitment, determination and persistence at the level of the school. The head of the school should set high standards and initiate rapid action.

3.6.3 General responsibilities of educators and school management

Jones (2001) is convinced that the primary responsibility of school safety rests on the educators and school authorities. He suggests the following actions to improve school safety (Jones, 2001):

- Report to the appropriate authority as quickly as possible any signs, threats or discussion of weapons, signs of gang activity or any other conditions that might invite or encourage violence;
- Set norms in the classrooms that prevent any forms of violence and include fair and consistent response to transgressions;
- Invite parents regularly to school to talk about their children;
- Learn to recognise warning signs that a child might commit a violent act and get the troubled child the appropriate help;
- Encourage and support student-led antiviolence activities , such as peer education, mentoring and training;
- Offer to serve on committees to develop and implement school safety plans;
- Firmly, fairly and consistently enforce school policies and codes of conduct that seek to reduce the risk of violence;

- Discourage name-calling, bullying and other such behaviour that could trigger violence;
- Educators must learn and teach the children skills such as conflict resolution, stress relief and anger management;
- Incorporate discussions on violence and its prevention into the subject matter taught;
- Encourage learners to report criminal activities that make them suspicious;
- Establish “zero tolerance” policies concerning weapons and illegal drugs;
- Work with law enforcement agencies and juvenile justice authorities and learn how to handle violence and potentially violent situations;
- Develop ways for parents to be involved in the lives of their children by holding events such as parents evenings etc;
- Work with community groups and law enforcement agents to create safe routes to and from school; and
- Demonstrate sincerity when voicing concerns of school safety.

Johnson & Johnson (1995) acknowledge that providing learners with a safe and orderly environment in which to learn and ensure safety of learners is becoming a challenge to many schools. Preventing violence is interrelated to conflict management. Violence among learners often results from arguments among friends or other schoolmates. Training learners in conflict resolution helps schools to become orderly and improve the quality of education.

To implement conflict resolution and prevent violence schools need to follow the same sequential steps (Johnson & Johnson, 1995):

- Admit that destructive conflicts are out of control;
- Implement a violence prevention programme;
- Become a conflict positive organization; and
- Implement a conflict resolution programme.

3.6.3.1 Conflict Resolution

Conflict is a part of life. But it does not have to lead to violence. Dealing with conflict in a positive manner can help people understand better, build confidence in

their own ability and develop skills they need to lead a successful and productive life (CRF, 2006). Many methods and programmes have been developed to deal positively with conflict and resolve disputes before they lead to violence.

Johnson & Johnson (1995) believes that different people use different strategies to manage conflicts. Some of the strategies for managing conflicts are listed below (Johnson & Johnson, 1995):

- **Problem solving negotiations:**
Problem solving negotiations are to be initiated when both the goal and the relationship are equally important. Negotiations are needed when both the parties seek solutions to achieve the goals and resolve tensions and ill feelings.
- **Smoothing:**
Smoothing is important when the relationship is more important than the goal itself. Smoothing has to be done with a good sense of humour. You may say "I'm sorry" but it does not mean that you are wrong.
- **Compromising:**
One may need to sacrifice part of the goal and part of the relationship to reach a compromise. Compromising is meeting in the middle so that each one gets half. Compromise is done when there is not enough time for problem solving negotiations.
- **Withdrawing:**
Withdrawing is needed when one needs to avoid the issue and the person. It is wise to withdraw from a conflict until both the parties calm down and can control the emotions.
- **Win-lose negotiations:**
When the goal is important and the relationship is not, forcing or persuading the opponent is the only way to attain the goal. One competes for a win in a win-lose negotiations.

In an ongoing relationship, it is important to save the relationship rather than the short term goal. School relationships are ongoing and long term. Therefore it must be noted that the long term benefits of cooperation outweigh the short term goals. Johnson and Johnson (1995) caution us that it is important to focus on the problem and not on the person. Personalised attacks and criticism must be avoided in all the conflict management strategies. Problem solving negotiations can only be successful if the emotions of all the concerned parties are under control.

3.6.3.2 Peer Mediation



Mediation relies on a neutral third party to help in resolving a conflict. CRF(2006) believes that peer mediation is one of the popular forms of conflict resolution, particularly in dealing with conflict between young people. Peer mediation programmes work well in schools, because young people connect better with each other than with adults. When young people come up with their own solutions to problems, they are taking control of their lives, and conflicts are resolved before the situation gets out of hand.

According to Flaherty (2001), peer mediation is involving learners as negotiators to help other learners resolve their conflicts peacefully. Dillon (2004) believes that another way of conflict resolution is through peer mediation. Peer mediation has proved to be of great success in conflict resolving programmes. Through peer mediation programmes, the whole student body or a selected group of learners are trained. These trained learners then mediate for their peers when conflict arises in a classroom or playground.

There are two different ways of conducting peer mediation training. One is to train all the learners and the other is to train a small group of learners (cadre programmes). Peer mediation programmes without other conflict resolutions programmes will not be comprehensive. Dillon (2004) argues that the experience of being a mediator as well as going through mediation has lasting effect on the learners and the whole school community. It has been noted that cadre programmes have a positive effect on the general school environment.

Johnson & Johnson (1995) agree that the educator has an important role in resolving conflicts because the learners usually bring their conflicts to them. However, teaching learners to negotiate can make the task of conflict resolution much easier and effective. Peer mediation helps learners to resolve their conflict constructively and teach them to negotiate effectively.

3.6.4 Responsibilities of learners towards school safety

Jones (2001) encourages learners to accept some of the responsibility for their own safety. There are a number of things that learners can do to create a safe school environment. Some of the actions include the following (Jones, 2001):

- Learners must be willing to listen to friends who have troubled feelings or thoughts. Assist troubled friends to seek help from trusted adults such as a school psychologist, counsellor or social worker;
- Learners must join and support organizations that combat violence. They must also report concerns to school authorities ;
- Learners may organise meetings and invite school psychologist, social worker and parents to share ideas concerning ways to deal with violence ;
- Learners should be involved in planning, implementing and evaluating their school's violence prevention plan;
- Learners should work with their teachers and school authorities to create a safe process of reporting threats, intimidation, weapon possession, drug selling and gang activity and vandalism;
- All learners must be familiar with the school's code of conduct and encourage friends to abide by the school rules;
- Learners must seek help from parents or a trusted adult if feelings of anxiety, fear, anger or depression are experienced;
- Learners must not bring weapons to school and must refuse to carry weapons for another learner;
- Learners must report any crime immediately to the school authorities;

- Learners should learn to manage their own anger effectively either by talking it out or simply walking away;
- Older learners should mentor young learners to adjust to school. New learners should be assisted by older learners to feel welcomed and part of the school; and
- Learners should avoid joining gangs. Instead they must join other social groups social clubs and other age-mate groups;

3.6.5 School safety plans

Flaherty (2001) points out that school violence is caused as a result of the influence of social and cultural forces on children. A comprehensive safety plan can only be developed by involving all the stakeholders such as learners, educators, school governing bodies and the general community. In well functioning schools, educators have sufficient resources and support and the class size is moderate. Simply to have a school safety plan in place is not enough to ensure safety of learners and educators. Consistent and firm enforcement of the policies is vital in achieving the goal.

Flaherty (2001) suggests that involvement of psychiatrists will help in identifying problem children. Mental health professionals can also be used for training educators to deal with vulnerable children. Learners with emotional and behavioural disorders (EBDs), can be a threat to other learners and themselves. Such learners need a special programme of treatment by psychiatrists.

Oestmann & Walker (1997) developed a day treatment programme to treat students with emotional and behavioural disorders (EBDs). The day treatment programme consists of a variety of treatment and educational methods. Psychotherapists are also involved in the programme. Psychotherapists try to create change in the school and family environments that will help the problem students. Psychotherapists' involvement has proved to be critical in preventing

aggression in students. They are also skilled to deal with parents of all types, especially the parents who live with various mental disorders and stress.

Morrison, Furlong & Morrison (1997) suggest that school reform principles must be incorporated into school safety plan.

Table 3.5 below shows how contents of the school reform can be related to school safety plans.

Table: 3.5. School reform principles and safety plan

Content of school reform	School safety tasks
Curriculum change	Conflict resolution training, Violence prevention curriculum , Social skills training
Instructional change(i.e. change in how curriculum is taught	Peer mediation, Support personnel involved in safety instruction.
Changes in personal functions(i.e., changes in ways people are deployed, perception of roles/ responsibilities)	Increased supervision and contact with students for all personnel
Structural change	Alternative scheduling, Year-round school to reduce crowding Changes in physical plant to increase security and protection.
Changes in the norms and environment of student and staff learning	Commitment to respectful and nurturing relationships to ensure safe, secure school environment.

Source: Morrison, Furlong & Morrison (1997: 256).

Morison, Furlong & Morrison (1997) provide 8 steps for effective formulation of a school safety plan:

Step 1. Getting started:

The beginning point of school safety planning is the recognition and acceptance that provision of a supportive school environment is the responsibility of educators. Schools must not solely depend on law enforcement agents to handle issues of school safety.

Step 2. Working collaboratively:

Recruiting well informed people and involving all stakeholders is important in the planning and implementation of the safety plan.

Step 3 Creating a vision:

Creating a group vision of a safe school is important in the planning process. The vision of a safe school must be incorporated into the mission of the school.

Step 4. Collecting data:

Collection of data is important to understand the current state of school safety. It also helps to know the perceptions of learners and staff regarding school safety issues.

Step 5. Determining needs:

An assessment of the needs of the school in enhancing safety is important. There are various factors such as physical, psychological and developmental needs to create a safe environment.

Step 6. Selecting actions:

Selection of actions will give clear direction on who is responsible for each action which will enhance a safe environment. Leadership function and leadership training is part of the action plan.

Step 7. Writing the plan:

The plan and the policies must be documented for the purpose of reference and record keeping.

Step 8. Ensuring success:

Effective implementation and evaluation is important in ensuring success of the safety plans. Participants in the programme must be given regular feed back and recognition for their efforts.

Goldstein & Conoley (1997) assure that though the incidence of violence in schools is growing rapidly, the majority of school children are not involved or affected by violence. Though there is no need to panic, every school must have safety plans in place to handle any crisis. A well planned school based safety plan will give confidence to the children, staff and parents.

3.7 SUMMARY

This chapter has dealt in detail with the various theories related to the issues of school safety. The reasons for the deviant behaviour of adolescents are discussed in detail. Biological and social factors which lead adolescents and youth to violent behaviour is studied by a thorough study of the related literature from various sources including many recent websites.

In this chapter, a detailed study of various challenges and issues of school safety has been conducted. Various challenges and issues faced by schools on a daily basis were discussed in detail. The issues discussed are;

- Alcohol and drug abuse;
- Sexual abuse and sexual harassment;
- Bullying;
- Weapons in schools;
- Racism in schools;
- HIV/AIDS;
- Vandalism; and
- Gangs and gang related violence.

While considering the above issues, a global perspective was considered, including developed as well as developing countries. In discussing every issue, special attention was given to the South African situations. While studying the safety issues in South African schools, special attention was given to the fact that the country had a unique position due to the unpleasant political past – the legacy of apartheid. School safety issues are not just the problem of violence and unruly

behaviour of learners. In a safe school, every learner and staff needs to feel safe in every respect- i.e. physical, emotional, psychological and social aspects. In this chapter attention has been given to various aspects of crisis that may arise at any time abruptly. Therefore providing a safe physical and emotional environment is part of the school safety plans.

This chapter also outlined the safety plans developed in other countries such as U,S and U.K, to improve school safety. Every school needs to have policies and procedures in place to provide a safe environment to the children and staff. Effective implementation of the safety plans are of utmost importance in ensuring safety in schools. Creating awareness and securing cooperation from all the stakeholders is also important in creating safe schools in our community.

CHAPTER 4

PROGRAMMES OF SCHOOL SAFETY

4.1 INTRODUCTION

This chapter deals with programmes and models of school safety which have been in practice in various countries, both developed and developing countries. Though the programmes of school safety in various countries are designed to suit the challenges of their own educational and social background, the researcher is in a position to gather some fundamental information about school safety in general. This chapter also deals with the research findings of other researchers on the topic of school safety and school violence. The researcher has also conducted a number of interviews with educationists, principals and educators from different countries such as United States of America, India, and Botswana. Interviews were also conducted with principals, educators, learners, and Police Officials (Adopt a Cop) in the North-West Province. These interviews were conducted to enhance a better understanding of the school safety issues from a wider perspective. The information gathered from these interviews is also summarised in this chapter.

4.2 CRIME PREVENTION PROGRAMMES IN SCHOOLS

In the United States of America, extensive research has been done on school safety programmes. In South Africa too some work has been done by various agencies to prevent crime, particularly in schools and society in general. Crime prevention programmes are intended to help youngsters to turn away from crimes as well as preventing younger children from becoming involved in crime.

The following is an account of some of the crime prevention programmes developed in South Africa. Crime and violence prevention programmes must focus on (RSA 2002 c):

- Reducing the potential for violence to occur;
- Protecting the physical safety of learners and educators;
- Providing safe and healthy environments for learning and development;
- Providing opportunities for youth to engage in non-violent activities;
- Building resilience tools in youth , so that they are able to choose a non-violent pathway; and
- Reducing risk factors in youth, so that they are less likely to become involved in crime and violence.

4.2.1 Principles of school safety programmes

The following principles can be used as guidelines in developing school safety programmes, particularly in the South African context (RSA, 2002 c):

Principle 1: Understanding what a safe school is

Every school must develop a safety programmes which provides for the safety of learners and educators which will provide a learning environment free from violence and intimidation. All the stakeholders of the school, such as learners, educators, school governing body and parents must be involved in developing of the programme. Norms for behaviour in the school and class management by educators must be able to build self-esteem of learners. Inter-personal relationship between members of the school community must be developed by providing recreation and social activities as part of school life.

Principle 2: Knowing what to look for as indicators of violence, delinquent behaviour, and troubled learners; and knowing what steps to follow to address the problem

Educators must be able to identify behavioural changes in learners that indicate problems such as drug abuse, gang involvement, alcohol abuse and domestic violence.

Principle 3: Developing policies, prevention and response plans to issues of safety and violence.

The policies must include:

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

Principle 4: Building a 'safety net' for troubled children and knowing where to get help

A 'safety net' must include:

- Learner leadership development;
- Crime prevention programmes;
- Activities that encourage learners to explore their talents and interests;
- Cultural and social awareness and tolerance; Curriculum development;
- Academic support mechanisms; and
- Dealing with learning problems or barriers.

Principle 5: Knowing how to handle and respond to crisis

Safe schools must be prepared for potential crises and violent acts. Educators need to be aware of what steps to follow when a crisis occurs. Educators must be trained in conflict management, mediation and dealing with emergency situations.

Principle 6: Treating the aftermath of violence and trauma

In the event of a crisis, both the victim and the witnesses need to be given support and counselling, so that they can return to normal life in the school. Educators need to be trained in handling such issues.

Principle 7: Effective school management

Good school management is a very important aspect of building safe schools. Schools with clear norms and policies, fair procedures and participatory management are likely to experience fewer problems of violence and crime. Less disorder is found in schools where learners know the school policies and code of conduct, and where these rules are enforced fairly and consistently.

Keller & Tapasak (1997) emphasise effective classroom management as an important aspect of preventing aggressive behaviour. Effective classroom management motivates learning and encourages productive learning. The seating arrangement must be done in such a way that the instructional presentations must be easily visible to all learners. Congestion and untidy seating arrangement can cause conflict among the learners. Establishing clear and brief classroom rules is also important in reducing aggressive behaviour of learners.

4.2.2 Partnership programmes

In South Africa, crime and violence do occur mostly outside the school. Some of the worst causes for violence among youth lie outside of school such as in the

family, the neighbourhood and the society in general (RSA, 2002 c). Therefore it is very important to involve the community in developing intervention strategies to combat school violence. Since schools are integral part of the community, the one cannot be safe unless the other is safe. It is the responsibility of the Department of Education and schools to build a partnership with various stakeholders such as:

- Department of Safety and Security (Police) ;
- Department of Social Welfare;
- Department of Health; and
- Department of Arts and Culture.

Partnership programmes are effective because (RSA, 2002 c):

- Partners share common goals and objectives in making schools safe;
- Each partner brings different skills, ideas, resources and experiences;
- The positive elements of each of these are reinforced and enhanced; and
- One partner can activate what another partner brings and in so doing, make the action effective.

The following steps may be taken to establish good partnership (RSA 2002 c):

- List the key partners. Make sure that all the contact details of the partner are available;
- Discuss the expectations of each partner and arrive at a common understanding of what the partnership hopes to achieve;
- Develop a vision and mission of a safe school that is shared by all partners;
- List the characteristics, skills and resources that each partner brings to the partnership;
- Together, extract from this list those characteristics that are most important to the successful outcomes of the partnerships;

- Reach agreement on the environment in which the partnership will operate ;
and
- Reach agreement on the logistics required for the partnership to work, For instance meeting times, attendance, setting agendas, taking and distributing minutes.

4.2.2.1 Community ownership of school safety programmes

In the United States of America, school safety programmes are focussed on community involvement. In order to effectively manage the issue of school safety, collective ownership of the problems is important. As Trump (1998) puts it “schools alone do not create violent children; nor do police departments, social service agencies, community centres, or political bodies. But all of these entities and many others must deal with the final outcome”. The key stakeholders must collectively acknowledge and handle the issue as a community problem. The key stakeholders include school authorities, law enforcement and criminal justice agencies, social and other youth service providers, political groups, business, churches, neighbourhood groups, media, parents and learners. None of these groups alone created the problems, but they all must deal with them.

Collaboration can only be successful if there is sincerity among the stakeholders. If collaboration exists for political reason or because it is the popular thing to do, then the effort is a waste of time and energy. An effective collaborative community should provide the following services (Trump,1998):

- School–based intervention and investigation services for gang, drug, and other security incidents, concerns and issues;
- Technical assistance in designing, refining, and implementing comprehensive school safety and security programme;

- Targeted police-suppression details and prosecution focussed on problem areas and behaviours associated with gangs, drugs and other juvenile crimes collectively identified by multi-agency group focussed on these issues;
- Training and education programmes on gangs, drugs, juvenile crime, school safety, and related issues for youths, school employees, criminal justice personnel, parents, community groups, and youth service professionals;
- Intelligence gathering, data collection and analysis, information sharing, and ongoing assessment of gang, drug, and juvenile crime trends, with accompanying response strategies, policies, programmes and procedures to minimise the growth and impact of these negative behaviours in their early stages;
- Facilitation of regular communication, information sharing, training, and joint cooperative efforts with neighbouring communities, law enforcement agencies, and professional organizations to further networking , consistent programming, and information and resource sharing;
- Service as initiators or facilitators of new prevention and intervention programmes by agencies and community organizations that further goals and objectives associated with gang and juvenile crime reduction;
- Service as a catalyst for the creation, modification, and implementation of legislation, strategies, programmes, policies and procedures to minimize the growth and impact of gangs, drugs, juvenile crime, and school safety threats;
- Service as resource for technical assistance and current information for public officials, youth service providers, and others interested in gangs, drugs, juvenile crimes, and school safety; and

- Collaborative efforts with local media to accurately inform the community about gang and juvenile crime problems and community responses without creating panic or overreaction.

4.2.2.2 Benefits for the stakeholders

In U.S.A, various stakeholders who participate in the school safety programmes reap the benefits of safe schools in different ways. Trump (1998) highlights some of the long term benefits that the various stakeholders could expect, in return for their participation. They are (Trump,1998):

- **Business:** The immediate benefit to business is that safe schools will reduce dropouts and truancy, which in turn will keep delinquents off the streets. This will reduce robberies, vandalism and intimidation of customers. The long term benefit is that the community will have a better educated workforce and a crime free society.
- **Community residents and organizations:** They also benefit in the same manner as the business community. Moreover, they also benefit by increased property values due to safer community a better school system.
- **Media:** Media benefit by gaining an increased awareness of the issues which they often cover such as juvenile crime, gangs and school violence. They also get new stories about the crime prevention programmes in the community.
- **Parents:** Parents can be confident that their children are safe at school. They can be fully aware of the programmes and procedures implemented at the schools to ensure the safety of their children.

- **Police and criminal justice personnel:** They want safe schools and communities. Schools violence adds more problems to their already burdened criminal justice system.
- **Schools:** Educators want to teach in a safe and secure environment. They want to live up to the expectations of the parents and the community in delivering their service.
- **Social service and youth service providers:** Youth workers want to support the efforts on creating responsible youth in the community. They expect opportunities to work with children, parents as well as education, to provide their services.
- **Students:** All students want to feel safe in their school as well as outside the school. They want to be part of the solution to the problems of school safety.

4.2.3. Effectiveness of school safety programmes

Knowles (2001) highlights four principles of effectiveness for developing programmes to prevent violence and drug abuse in schools in the United States of America. These principles of effectiveness may or may not apply to a particular school directly, but they provide a proper direction on how to develop and assess a program

Principle 1: The first principle states that objective data needs to be collected from the specific school and community being studied. As Knowles (2001) puts it “you would never think about buying curtains for a window you have not measured. You could probably make a good guess, but the curtains wouldn’t fit their best unless you measured first. Similarly, you can’t fit a programme to your population, unless you measured that population’s needs first”

Principle 2: The second principle states that the programme's goals and objectives must be measurable. This principle directs us to develop programmes based on the need of the population. Involvement of the school-community is important in this regard. Principle 2 is intended to do the following:

- Eliminate the continuation of ineffective programmes;
- Eliminate decisions being made by a single person;
- Eliminate continued use of programmes that are not meeting the actual needs of the population; and
- Support changes in programmes direction or programme content.

Principle 3: The third principle directs us to select the right programme which suits the needs of the specific school-community. The selected programme must be the one that has been proven to reduce or prevent violence and drug use. There is a wide range of collection of research on what really works to reduce violence. Schools that are using ineffective programmes will be able to replace them with proven programmes and strategies.

Principle 4: The fourth principle is about periodical evaluation of the programme towards achieving goals and objectives. Programmes that are unable to produce positive outcomes must be discontinued.

In developing and implementing an effective programme, it is important to note that the task needs a committed group of people with genuine interest in ensuring a safe school environment. Knowles (2001) believes that any successful prevention programme must begin early enough, before the risk behaviour starts to occur. Programmes started after the risk behaviour begins, are remedial rather than preventive. Remedial programmes are less effective than preventive programmes because it is more difficult to change established behaviour patterns and attitudes. For example when it comes to substance abuse, the earlier in life one gets addicted, the more difficult it becomes to quit the habit. Therefore delaying the first

use of addictive substance such as alcohol and tobacco is important. It has been noted that the older one starts these habits, the greater the success in quitting.

4.2.4 School security assessment

School security assessment must be done by professionals who have experience in school security. They must be trained, knowledgeable and experienced with professional security standards and in school environment dynamics (Trump,1998). The purpose of school security assessment is to supply the school authorities with an audit of existing security conditions. The assessment will assist to identify shortfalls related to security arrangements. It also makes recommendations for corrective action to reduce risks related to security threats or to continue with the existing practices which are effective.

Professional security assessment must include the following (Trump,1998):

- **Security related policies and procedures:**
Many schools may have detailed policies, and others may have none. Some schools may have policies but no corresponding procedures. Others may have policies and procedures, but they are not practiced.

- **Structured interviews and surveys:**
Interviews will reveal many hidden aspects of security issues. Interviews and surveys must include school authorities, teachers, support staff, learners, parents and law enforcement personnel.

- **Analysis of crime and discipline data:**
The data of crime and discipline problems must be gathered and analysed from within and outside the school. It is important to look at

increases and decreases of different categories of crime and disciplinary problems. over a period of time.

- Examination of facility, physical design and structure:

A close examination of the facility, physical design and structure will indicate risk factors such as poor lighting, inadequate locks and key control, excessive access points, inadequate inventory control and many others.

4.3 SCHOOL SECURITY STRATEGIES AND ISSUES

A comprehensive school safety programme involves issues such as security operations, good discipline policies and practices, crisis preparedness, intervention services, violence prevention curriculum and much more (Trump, 1998). Effective school security programmes must be proactive and consistent, which is free from denial, image concerns and politics. Some common security issues addressed in the United States of America are discussed below (Trump, 1998):

- Bomb threats and suspicious devices: Bomb threats are usually motivated by various reasons such as anger or revenge towards school authorities, instructional disruptions or sometimes for early school dispersal. All bomb threats must be treated as if they are real. Staff members must be trained in threat management procedures. Assistance from law enforcement bomb specialists must be sought in handling bomb threats.
- Drug -sniffing dogs: Many school administrators do not choose to bring drug-sniffing dogs on to the premises. It is mainly because of the fear that the school may be exposed by media and the principals may be considered to be inefficient administrators. But the school authorities must work without the fear of political and image issues.

Drug dogs serve as a deterrent, and therefore the dogs must be brought when the learners are present. The presence of dogs will “scare” the culprits who are likely to be involved with drugs. Dog inspection must be done without warning the learners and even the educators. However, the school’s security policy must stipulate the possibility of surprise dog inspections. It must also be noted that if drugs are not found in the lockers or surroundings, one should not conclude that it is a drug-free school, because some drug dealers will have the product on their person and dogs cannot search persons.

4.3.1 Personal safety

Educators are concerned about their personal safety when dealing with security issues. Threats to personal safety include potential injuries while dealing with angry parents, or intervening in fights and conflicts (Trump,1998).

Handling angry parents: Educators have to often face angry parents for various reasons. Most parents do not like to see their children fail classes, be disciplined or arrested and prosecuted. Due to the changing trend in the nature of crime and violence in schools, the incidents of educators facing angry parents or guardians have increased.

The following steps are suggested by Trump (1998), to reduce the risk in handling angry parents:

- Schedule meetings with parents in advance, if possible
- Establish rules and procedures for parents to meet with educators so that parents do not get the opportunity to confront educators unexpectedly.
- Recognize the need for parents to express their frustration without becoming confrontational. The school administrators and the educators must have a common understanding on issues related to handling

disciplinary procedures and practices. If the administrator reverses the decision taken by an educator the situation could lead to a confrontational position.

- If a problem is anticipated ask another staff member to join the conference.
- Do not hold the meeting in an isolated area where there is no way to communicate with other staff members.
- Focus the meeting on how best the behaviour of the child can be corrected, and not on a particular incident that happened recently.

Intervening in fights and conflicts: Injuries occur when staff members try to break up fights between learners. Many staff members hesitate to break up fights due to the risk involved. This will lead to the fights between learners leading to more injuries to those involved in the fights. Even though nobody can force an educator to physically intervene in breaking up a fight, every member of the staff has an obligation to intervene in one way or other to stop the fight.

The following points may be noted by staff members who physically intervene in breaking up fights between learners (Trump, 1998):

- Monitor for early warning signs such as verbal exchange, audience formation and other clues which are likely to end up in physical confrontation. Intervene in time to prevent the physical fight.
- Remain calm and do not attract additional audience.
- Get assistance as soon as possible.
- Briefly assess the situation before jumping into the middle of the crowd.
- Watch eyes and hands of the parties involved in the fight, because when someone is not watching their hands could go for a weapon
- Identify an escape route and do not hesitate to take it if necessary.

4.3.2 Sex offences

Sex offences such as rape, molestation and other incidents of sexual abuse can occur in the school premises. Schools should have a clear policy on sex offences and must be implemented strictly. The policy must be in line with the state laws and local ordinances on sex-related offences (Trump, 1998). Certain minor sex offences such as offensive touching, possession of pornographic materials etc. could be handled by the school authorities in accordance with the school policy. Serious sex offences such as rape must be reported to the law enforcement officials. Most school administrators are not competent to handle serious sex offences and it will be in the best interest of the child and their own interest to hand over such offences to the law enforcement. According to Hyman et al. (1997), issues of sexual offences and sexual harassment in schools were not acknowledged in the past due to the inability of the school authorities to address the issues effectively.

Considering the younger ages and large number of juvenile sex offenders in the recent times, it is reasonable to expect incidents of sexual offences occurring in every school. Staff members need to be trained in handling issues of sexual offences. They must be aware of cases that are to be brought to the attention of law enforcement authorities without any delay.

Hyman et al. (1997) recommend that prevention of sexual harassment must include clear guidelines and programmes that create awareness among learners and staff members, of the consequences of sexual harassment to both the victims and victimizers. Staff members must be trained to look for and recognize early signs of sexual harassment. Incidents of sexual harassment can be reduced in schools by well developed policies and procedures.

The following guidelines will assist learners to respond effectively to issues pertaining to sexual offences (Hyman et al. 1997):

- Talking to a friend, counsellor, or relative about the situation in order to find a solution to the problem;
- Learning not to laugh at the harassment behaviour;
- Learning to confront the harasser with a firm “No”;
- Avoiding being alone with the harasser;
- Obtaining eyewitness accounts to verify incidents of harassment; and
- Keeping written record of the incident and filing complains.

4.3.3 Student searches

Student searches are needed when a student is suspected to have weapons or drugs in his or her possession or sometimes to search for stolen goods. Though most school officials are aware of their legal rights regarding when they are allowed to conduct a search, most of them are not trained to conduct a student search. The following basic tips are helpful while conducting a student search (Trump, 1998):

- Personally escort the learner to be searched to a predetermined room or office. It is advisable to have at least two staff members to accompany the learner. Observe the learner closely on the way to the room or office, because the learner may try to throw away the contraband or may try to run away.
- Do not allow the learner to follow behind the staff member who is escorting him or her.
- Before beginning the search, ask the learner to tell the truth if he or she has anything in their possession which violates the school rule. Some offenders will acknowledge that they have the contraband without having to actually conduct the search.
- Ask the learner to remove the heavy outer clothing like jackets, to make the search easier.
- If the contraband is found, document the incident immediately. If it involves a criminal offence, contact the law enforcement officials for further action.

It must be remembered that student searches are very sensitive issue and must be handled with utmost caution. Parents and the media do not take student searches lightly. School authorities must consult with the law enforcement or school security specialists for training the staff for detailed procedures for conducting student searches.

4.3.4 Theft

Theft of property belonging to learners, and members of staff is a common problem in many American schools. Staff members and learners who leave properties, money and other valuables unattended and accessible causes “opportunity thefts” (Trump,1998). Schools also lose property and equipments through theft. The following steps could be taken to avoid theft in schools (Trump, 1998):

- Establish lock and key control;
- Maintain efficient inventory control and property removal and transfer procedures;
- Create awareness among the staff and learners to avoid opportunity thefts by locking doors and by not leaving valuables unattended;
- Report thefts of school property to police; and
- Establish anonymous reporting system to provide information on theft suspects and incidents.

In the United Kingdom, theft does not occur outside school hours but during the day time, especially in large schools where outsiders are able to walk into the premises without being questioned (Great Britain, 1997).The risk of theft is highest when normal school routine is disturbed; for example, at the end of term, during sports days and when new equipment is delivered and not yet in place. It is vital to have security measures aimed at protecting property when unoccupied.

Thefts are crimes and must be reported to law enforcement officials. School administrators must do everything in their power to safeguard the property of the school, learners and the staff. A school cannot be considered to be safe if learners and educators live under the fear that their valuables and possessions can be stolen at any time.

4.4 CRISIS PREPAREDNESS IN SCHOOLS

Every school should expect crisis to occur any time and must be prepared fully to face it. Crisis preparedness guidelines must be available in an easy to follow document and readily available to every staff member at the school. Crisis preparedness guidelines should at least address the following security issues (Trump, 1998):

- Abductions, including kidnapping and removal of learners by noncustodial parents or guardians;
- Altercations or riots, such as gang, racial, or other large scale learner disruptions or conflicts;
- Bomb threats and suspicious device management;
- Gunfire in school and on school grounds;
- Hostage situations;
- Trespassers and suspicious persons in school or on school property;
- Weapons possessions , threats , and/or use; and
- Other violations of state law and local ordinances pertinent to school operations.

Safety issues other than noncriminal in nature must also be included in the crisis preparedness guidelines. The following are some of the events that need to be included in the guidelines (Trump, 1998):

- Accidents with massive injuries, either large scale, within the school or involving buses;
- Death, on or off school premises, or serious illness involving learners of staff;
- Environmental, such as chemical spill or toxic exposure;
- Fire or explosion;
- Gas leak, power or water outage;
- Student protests or demonstrations; and
- Weather and natural disasters.

The most important aspect, according to Trump (1998), is that the crisis preparedness guidelines must be simple to follow, easily accessible, practical and usable by any staff member during a crisis and each school must have a crisis team which should do the following:

- Define and list characteristics and levels of a crisis;
- Establish roles and responsibilities of crisis team members, backup members and non members. Make sure that the team includes law enforcement and emergency personnel;
- Identify communication systems and emergency codes;
- Determine who will handle media, parents and other enquires and notifications during a crisis;
- Identify resources, information, materials and other related things that will be needed during a crisis;
- Put the guidelines to a "What if ?" test;
- Have simulations or mock crisis exercises to test the response of the school and other officials; and
- Have all the staff members be trained on and provided with copies of the crisis guidelines document.

4.5 RESEARCH FINDINGS FROM SOUTH AFRICA

Research work has been done in South Africa on various aspects of school safety by various organisations and individuals. Some of this work has been looked into by the researcher and is summarised below.

4.5.1 Learners' views on school safety

According to media reports, Nesor (2005) from the University of South Africa conducted a study on learners' views on certain aspects of school safety. The study was conducted in Tshwane South: District 4. The importance of this research was based on the fact that crimes such as sexual violence and assault are increasing in South African schools.

According to Nesor (2005), the school plays a vital role in a learner's socialisation and therefore it is important that schools offer a safe and secure environment in which proper learning and development can take place. Violence jeopardises the educational activities of a school. The research conducted by Nesor (2005) was intended to understand the learners' perception of school safety, with the view of developing strategies to reduce school violence and improve safety in schools. The population in the study consisted of two categories of learners – one group who felt safe at school and the other group who felt unsafe at school. The views, beliefs and attitudes of learners regarding school safety were investigated using the following questions (Nesor, 2005):

- Do learners feel safe at school?
- What impact has the observation of school violence had on the learners' experience of school safety?
- What influence has the experience of certain incidents of school violence had on the learners' views of school safety?
- What psychosocial adjustment problems relate to learners' perceptions of school safety?

The questionnaire used for the learners in the study focussed on the following (Neser, 2005):

- being teased in an unpleasant way (verbal violence);
- being called hurtful names (verbal abuse);
- being threatened with harm (verbal violence);
- being hit, kicked or pushed (physical violence) and
- being left out of things by other learners (emotional/relational violence).

A brief summary of the finding of the study are as follows (Neser, 2005):

Most learners (45.1%) observed verbal aggression on frequent basis. Seventeen percent of the learners observed serious acts of verbal aggression, such as being threatened with harm. Twenty three percent observed learners being left out of things on purpose. The most alarming fact observed was that 26.1 % of learners observed physical aggression on a daily basis. The two groups – those who felt safe and others, who felt unsafe, differed quite significantly on their views. However no significant difference occurred regarding the observation of relational response.

Psychosocial adjustment of both groups in the study was measured on the basis of school adjustment, interpersonal relations and behavioural adjustment. The findings of the study revealed the following with regard to learners who felt unsafe at school (Nesrer, 2005):

- learner is male and over 14 years of age;
- learner regularly observes verbal and physical aggression in the school situation;
- learner has a lot of experience of physical aggression and threats of physical violence;
- learner experiences high incidence of loneliness, dissatisfaction and disliking of the school;

- learner is socially isolated, has relatively a small circle of friends and finds difficult to makes new friends; and
- learner will probably tend to have low esteem, be more prone to depression and high levels of anxiety.

4.5.2 Safety and school management

Good school management is an important factor which contributes to the safety and security in schools. Schools which have clear norms and expectations and a well organised management team are likely to experience high levels of stability and order (RSA, 2002c). High levels of morale among learners and educators, and low levels of disorder, are found in schools where there is an efficient management system in place.

Safety in schools is imperative for the successful management of the institution. Governing bodies need to view school management as a serious issue in order to succeed in the process of whole school development (Rankapole, 2000). There is a close relationship between school marketing and school safety, because effective teaching and learning can take place only if the schools are safe.

Rankapole (2000) believes that a close co-operation between parents and school authorities will lead to enhancement of school safety as an aspect of school management which could lead to school effectiveness. School governing bodies need to play a vital role in ensuring safety in the schools. The multidimensional nature of the challenges of school safety calls for a holistic approach in any attempt to find a solution to it. In his study, Rankapole (2000) concluded that school safety is an important aspect of school management which will lead to school effectiveness and ultimately effective learning and teaching.

4.6 INTERVIEWS

Interviews were conducted with; adopt a Cop (5), school principals (10), educators (15) and learners (20), from the North-West province. The purpose of the interviews was to gather additional information with regard to school safety issues, before embarking on the empirical investigation.

The researcher also had the opportunity to interview some educationists from U.S and Botswana who visited South Africa for educational endeavours such as seminars and higher education in the Universities. The researcher, on his visit to India, conducted interviews with twelve school principals from India and gathered information on school safety.

It must be noted that interviews from Adopt a Cop, principals , educators, and learners from the North-West province and the report from interviews with principals in India are reported below.

4.6.1 Adopt a cop

Adopt a cop is a project run by the South African Police Service (SAPS) in an attempt to reduce youth violence in the society, particularly school violence. A police officer is adopted by a school, who monitors the school regularly and encourages learners to stay away from crime. Lechuti (2006) confirmed that drug abuse by learners is a major problem in our schools. Some learners belong to local gangs and get involved in a variety of criminal activities. The police are trying their best to crack down on drug dealers in the community. Lechuti (2006) further ascertained the importance of schools and SAPS working together as a team to curb violence in schools and the community.

4.6.2 Principals

The principals who were interviewed listed a number of key issues and challenges faced by them with reference to school safety. Lack of general discipline on the part of learners was a major concern. Drug and alcohol abuse is becoming a daily occurrence in many secondary schools. Principals expressed the concern that most parents do not take responsibility for the behaviour and studies of their children. Lack of commitment on the part of a few educators also adds to the problems of proper school management. Principals often take the assistance of the police when learners commit violent crimes or involve in drug abuse and gangsterism. Lack of infrastructure facilities such as classrooms, laboratories, media centres, recreational and sports facilities contribute to the causes of school violence.

4.6.3 Educators

Educators who were interviewed expressed their concern about the escalation of crime and violence in the secondary schools. Most of the educators blamed the parents for the lack of discipline in the children. Parents expect educators alone to take up the responsibility of educating their children. Parents do not monitor and guide their children in the right channel. Many learners do not respect and obey the instructions from educators.

Educators cannot control and discipline learners because there is no proper form of punishment for the various offences committed by learners. Some educators felt that the Department of Education is not doing enough to support the educators to curb violence in schools. Instead there are too many regulations and policies which makes educators shy away from disciplining the learners. However, educators are confident that if there is a workable school safety programme which is developed and supported by all stakeholders, school violence can be reduced to a great extent.

4.6.4 Learners

Interviews with learners revealed the issues on school safety from a different perspective. All the learners interviewed confirmed that schools are not always safe and conducive for learning. Learners agreed that there is a lack of mutual respect and understanding between the educators and learners. Learners who are involved in local gangs boasts to their classmates about their activities and adventures. Learners also confirmed that there is bullying and sexual harassment happening among learners, without the knowledge of educators.

Some learners felt that the appointment of young educators as a cause for lack of connectedness between educators and learners. Some learners, particularly girls, involve themselves in sexual affairs with young male educators. Learners also expressed their anxiety about the opportunity for further education and employment.

4.6.5 Principals from India

During the interview with principals from the secondary schools in India, the following observations were made regarding school safety in India (Georgekutty, 2005; Ushakumari, 2005):

- Violence in secondary schools is not a major problem in India. Cases of serious offences such as drug abuse, use of dangerous weapons and sexual abuse are seldom reported in Indian schools.
- Minor offences such as teasing, fighting among boys and truancy are reported in most schools.

The reason why school safety is not a major concern in Indian schools is attributed to the family and social structure which is different from most western culture. Parents take genuine interest in the education of their children and keep a close

watch on the progress of their children's education. The community takes collective responsibility in reducing crime and violence in the society.

School violence is not a common phenomenon in Indian schools. Learners and educators always feel safe in the schools. Educators are considered as role models and they behave in the most professional and responsible way towards the learners. Parents give their full co-operation for the smooth running of schools in their community. Parents take extreme interest in the education of their children, because they believe that providing good education is the only way for the successful future for their children (Georgekutty, 2005).

Accessibility to guns and drugs to the adolescents is not easy in Indian society, due to the stringent legislation as well as the efficient monitoring and response by the law enforcing agencies. Penalty for possession of unlicensed firearms is so serious and this makes the access to firearms by ordinary citizens almost impossible. Morality is given extreme importance in the society and anybody deviating from the norms of the society will have to face social condemnation and ridicule. This social outlook on morality is the deterrent for sexual offences in the society in general and schools in particular. Sexual abuse of learners by educators is seldom reported in Indian schools (Ushakumari, 2005).

According to Ushakumari (2005), one of the issues which worries the school authorities is the emotional aspect of the learners. Parents and the community give overemphasis to the education of their children. This causes emotional stress on the children because of the high level of competition to perform well in the examinations. High level of academic performance is needed to proceed to the next level of education. Many cases of suicides or attempted suicides are reported when the results of examinations are released.

Another aspect of school safety that is a concern in India is injury to learners and educators caused due to insecure school buildings, which collapse during heavy rains and storms. Deaths due to fire and other disasters are reported often from various parts of the country. Accidents during schools trips and excursions are also a general concern. Other problems commonly faced by developing countries in other parts of the world, such as malnutrition, lack of hygienic toilets, shortage of clean drinking water are challenges to the school authorities in India.

4.7 SUMMARY

In this chapter the researcher has attempted to make a comparative study of programmes of school safety in different countries. School safety is a global concern and different countries and communities are trying various programmes to reduce school violence. The community in which the school is situated plays the major role in influencing the behaviour of the youngsters. The school and the community have to work hand-in-hand to combat school violence. Involvement of police is necessary to combat violence in schools as well as in the community.

The Cultural, social, economic and political background of every country plays a major role in influencing the behaviour of the learners in schools. In developed countries such as U.K and U.S.A , learners have access to weapons such as guns and bombs. Therefore the security measures also need to be advanced to identify and control the use of these weapons. In developing countries, poverty is one of the causes for children turning to violence and crime. While developing programmes for ensuring school safety, various factors need to be taken into consideration.

Crime prevention programmes in schools are developed in many countries, to prevent younger children from becoming involved in crime. There are many principles to be applied when developing an effective school safety programme.

Building partnership among the various stakeholders is also important in the development and implementation of school safety programmes. School safety programmes for every community must be developed and owned by the various stakeholders of the particular community.

CHAPTER 5

RESEARCH METHODOLOGY

5.1 INTRODUCTION

This chapter outlines the research design and method of research employed in this study. The chapter explains explicitly the rationale behind the methodology used, how the research was conducted and what steps were taken to ensure the validity and reliability of the study. The guiding force behind the study was the aims which are stated in chapter one. The study aims at assessing the extent of the challenges facing secondary schools in the North-West province with regard to school safety. The theoretical framework on the possible causes of school violence is described in chapter three. In addition to the review of programmes and models used in different countries in the literature review, the researcher also aims at developing guidelines to improve safety in secondary schools in the North-West province.

5.2 RESEARCH APPROACH

The researcher used a mixed mode approach in this study due to the nature of the topic. Therefore both quantitative and qualitative approaches had to be employed in the empirical study. The paradigm used is mainly positivistic in nature, though qualitative approach was also used to find answers to the main research questions. A paradigm is a theoretical model within which the research is conducted and organizes the researcher's view of reality (Birley & Moreland, 1998).

5.2.1 Quantitative approach

Quantitative research relies upon measurement and uses various scales. Numbers form a coding system by which different cases and different variables may be compared (Bless & Higson-Smith, 1998). Quantitative approach employs quantitative theoretical and methodological principles, techniques and statistics. Observations are recorded in numerical or some other standardized coding format, and quantitative data can be expressed in numerical forms such as numbers, percentages and tables (David & Sutton, 2004).

The researcher used quantitative approach because it is objective. The main research tool, the questionnaire, was intended to collect data from the respondents regarding the extent of the various challenges faced in their schools with regard to school safety issues.

5.2.2 Qualitative approach

Language provides a far more sensitive and meaningful medium for recording human experiences, views and opinions (Bless & Higson-Smith, 1998). Qualitative data is expressed in words, information about feelings, values and attitudes (David & Sutton, 2004).

The reason for using qualitative approach also in the study was to collect data from the respondents regarding their views, opinions and suggestions on matters pertaining to school safety. The views, opinions and suggestions of the respondents were vital in finding answers to the main research questions in the study.

Since the foundation of the positivistic approach is scientific, the main research tool used was a questionnaire, which also included open-ended questions. The respondents were school principals, deputy principals, heads of departments and

educators from secondary schools in the North-West province of South Africa. The questionnaire was intended to collect data regarding the major challenges and issues pertaining to school safety. The researcher believed that the school managers and the educators are the right people who could provide accurate information needed for the study because they are the ones who are facing the challenge more directly than anyone else. The suggestions and observations of these respondents were vital in developing guidelines to improve safety in our schools.

5.3 POPULATION AND SAMPLING

5.3.1 Population

The population for the study was drawn from the secondary schools of the North West Province. Out of the 410 secondary schools in the province, 50 schools were randomly selected for the study. From each of the fifty randomly selected secondary schools in the North West Province: one principal, one deputy principal, two heads of departments, and six educators were requested to complete the questionnaire. The sample of (n=500) was composed of a total of 10 respondents from each of the 50 randomly selected secondary schools in the North-West Province.

5.3.2 Sample

A sample of 500 respondents was selected to gather information on the challenges and issues of school safety in secondary schools in the North West Province. Table 5.1 indicates that 500 respondents who participated in the study.

Table 5.1 Distribution of the sample population.

Respondents	Sample population	Percentage
Principals	50	10
Deputy principals	50	10
Heads of departments	100	20
Educators	300	60
Total	500	100

Table 5.2 shows the response rate

Table 5.2 Response rate

Respondents	n	Response	Percentage
Principals	50	45	90
Deputy principals	50	41	82
Heads of departments	100	71	71
Educators	300	255	85
Total	500	412	82.4

Table 5.2 reveals that of the total sampled population (500), 412 (82, 4%) usable questionnaires were returned. 13 (2.6%) questionnaires were incomplete and unusable. Only 75 (15%) questionnaires were not returned. This good response rate indicates the importance of regular follow-ups and the fact that questionnaires were personally delivered and collected by the researcher himself.

5.4 RESEARCH TOOLS

Questionnaires were used for the collection of data in this study. According to Borg & Gall (1989), questionnaires and interviews are the most common instruments used for data collection in a research. The questionnaire consisted of closed questions as well as open-ended questions.

5.4.1 Questionnaire as a research tool

Questionnaire is commonly used as a tool of data collection. The most important aspect of this type of data collection is that it is an effective means of communication between the respondents and the researcher (Legotlo,1996;1994). A questionnaire is document completed by respondents in their own time, usually without the supervision of the researcher (Wiersma,1995). It is a device that enables respondents to answer questions posed by the researcher. In the empirical investigation of this study questionnaire was the main tool used for the collection of data. According to Cohen & Manion, (1989), mail questionnaire is the best form of survey in carrying out an educational inquiry.

5.4.1.1 Advantages of questionnaires

The reasons for using questionnaires as a tool for the research are (Dixon,1989:19; Legotlo, 1994:162-163; Teu, 2002:203):

- Low cost: travelling and subsistence are minimal ;
- Homogeneous stimuli: the stimuli provided are identical since questionnaires are identical;
- Geographical coverage: respondents from all parts of the country could be reached.
- Anonymity of respondents: the respondents' names are not given. In this study, the names of the schools or the regions were not divulged

as well, because doubts about anonymity could influence the validity and reliability the responses. Particularly, in this study anonymity is very important due to the sensitive nature of the topic.

- Speed: information from most of the respondents could be obtained within one month; and
- Ease of processing: the questionnaire could be carefully structured and precoded, and very few open-ended questions are used.

5.4.1.2 Disadvantages of questionnaires

Despite the advantages of questionnaires, unless used carefully, it might have the following disadvantages (Teu, 2002:204; Legotlo,1994:162-163; Dixon,1989:19):

- Representativeness: high non-response rate is common;
- Impersonal: may cause frustration to some respondents;
- Negative attitude to the questionnaire: questionnaires are commonly used these days and some respondents might have a negative attitude towards them;
- Availability of the address of the sample population poses some problems; and
- In all types of questionnaires, the danger of misinterpretation of the questions exists as it is very difficult to formulate questions that convey the same meaning to all respondents.

Despite all the disadvantages, the mail questionnaire is still used to collect data. Researchers have identified a number of factors and several aspects of design and lay-out on questionnaires in securing a good response rate to a postal questionnaire (Teu, 2002; Borg & Gall,1989; Cohen & Manion, 1985).These factors are:

- The appearance of the questionnaire is vitally important. It should look easy and attractive.
- Clarity of wording and simplicity of design is essential. Clear instructions should guide the respondent.
- Contents of the questionnaire should be arranged in such a way as to maximise co-operation.
- The practice of sub-lettering questions is a useful technique for grouping together questions to do with a specific issue.
- The wording of self-completion questionnaire is of paramount importance and pretesting is essential to its success.

If the above mentioned factors are taken into account in the construction, and lay out of the questionnaire as well as its careful administration, then one could expect favourable responses.

5.4.2 Questionnaire construction

Thorough planning and great care are needed in the construction of questionnaires because the measuring instrument has the greatest influence on the reliability of the data collected. A well-designed questionnaire boosts the reliability and validity of the data to acceptable levels of tolerance (Legotlo, 1994:164; Teu, 2002:2005; Schnetler, 1989:44). Even though questionnaires are commonly used as a tool for data collection, the following criticisms are levelled against its use (Wiersma, 1985:146; Schnetler, 1989:44; Legotlo, 1994:164; Teu, 2002:205; VanDou, 2004:139):

- Excess non-response rate ;
- Poorly constructed items;
- Questionnaires deal with trivial information; and

- Data from different questions are difficult to synthesise.

Borg and Gall (1989:430-431) highlight some of the following rules for constructing a questionnaire:

- Clarity- items should mean the same to all respondents;
- Short items are preferable;
- Negative items should be avoided; Double- barrelled items which require the subject to respond to two separate ideas with a single answer should be avoided; and
- Biased questions are to be avoided.

5.4.2.1 Development of questionnaire items

The purpose of the questionnaire was to gather information about the challenges faced by schools with regard to school safety. This instrument has been successfully used to develop guidelines to improve safety in our secondary schools.

The following strategies were considered in the development of the questionnaire:

- Issues and challenges stated in the literature study on school safety, which hinder the successful operation of secondary schools, in chapter two, three and four, were examined.
- Tools employed by Legotlo (1994), Teu (2002) and Van Dou (2004) were examined.

In order to gather more information on the issues and challenges of school safety the researcher used a structured format of questions to elicit problems experienced

by principals and educators on issues of school safety. The respondents were also asked to highlight their opinion on reasons for violent behaviour of learners as well as suggestions to improve school safety.

5.4.2.2 Format and content of questionnaire

The questionnaire was divided into six sections (see Appendix B) according to the following focus:

Section A: (questions 1-7). The purpose of these questions was to gather the biographical information about each respondent. Such information is essential to understand the biographical information of the respondent. It is important to know the profile of each respondent to understand their position in the school and their level of experience.

Section B: (questions 8-15). The purpose of these questions was to gather demographic particulars of the schools where the respondents were working. It was essential to know the demographic particulars of the schools of the respondents to assess the nature of issues and challenges pertaining to school safety as compared to others.

Section C: (questions 16.1-16.22). The purpose of the questions was to gather information on the extent of issues and challenges faced by schools with regard to school safety. For each item the respondents were requested to indicate their responses on a four point scale, the extent of the challenge (4= Large extent; 3= Moderate extent; 2= Negligible; 1= None).

Section D: (questions 17.1-17.17). The purpose of these questions was to find out if the schools of the respondents had policies and systems in place to reduce the incidents of school violence and whether they are prepared to face incidents of violence and crisis situations. For each item the respondents were requested to indicate their responses on a three point scale (Yes, No and Not sure).

Section E: (questions 18.1-18.13). With the help of these questions the researcher wanted to gather the opinions of the respondents on why the learners in our secondary schools behave violently. The respondents were asked to express their opinions on the given statements, which were developed on the basis of the literature study. In addition to the statements provided, the respondents were also given the opportunity to express their opinion on the reasons for violent behaviour of learners by means of the open question (question 18.13). For each item the respondents were requested to indicate their responses on a four point scale (4= Strongly agree; 3= Agree; 2= Disagree; 1= Strongly disagree).

Section F: (questions 19.1-19.10). The purpose of these questions was to gather suggestions on ways to improve safety in the secondary schools. The respondents were given some statements to express their opinion on suggestions to improve school safety. Question 19.10 was an open ended question for the respondents to suggest ways and means to improve safety and security in our secondary schools. The respondents were asked to express their opinion on a 4 point scale (4=Strongly agree; 3= Agree; 2= Disagree; 1= Strongly disagree).

5.4.3 Pre-testing of questionnaire

Questionnaires should be pre-tested on a small population in what is often referred as a pilot-study (Teu, 2002; Legotlo, 1994). A pilot-study is a small-scale preliminary investigation designed to acquaint the researcher with flaws and problems that need attention before the major study. Pilot-study offers the researcher an opportunity to pre-test the instrument. The major purpose of the pilot-study is to detect the problems that must be sorted out before the study (Legotlo,1994; Teu, 2002). The pilot-study will help to verify whether there are items the subjects may have difficulty in comprehending precisely or may have any misunderstanding of the questions.

To determine if any ambiguity and flaws existed in the questionnaire, it was pre-tested using a total sample of 10 respondents (one principal, one deputy principal, two heads of departments, and six educators). All the 10 respondents were also asked to indicate and comment whether some questions seemed ambiguous to them and also were asked to comment on other points that might need to be considered to improve the instrument (Borg and Gall, 1989: 435).

Pre-test results were checked and suggestions made by the respondents were taken into consideration to improve and finalise the questionnaire. The sample population used for pre-testing was not used as respondents in the final study.

5.4.4 Final questionnaire

The final questionnaire was administered to 500 respondents from all the five regions of education in the North-West Province.

5.4.5 Covering letter

A covering letter is a tool employed to introduce the questionnaire to the respondents with the main purpose of getting them to respond to the questionnaire. It gives the respondents direction in the completion of the questionnaire, direction about returning the questionnaire and guarantees anonymity (Borg & Gall, 1989:436; Legotlo, 1994: 168; Teu, 2002: 210; Van Dou, 2004:144). The requirement of such a letter is that it should be short and neat but covering almost all details.

A simple and straightforward covering letter (Appendix A) that explained the purpose of the study and the contact details of the researcher accompanied the questionnaire to the respondents. The letter also reassured the respondents that all the information they provided would remain confidential and directed the

respondents on how to return the completed questionnaires (Weirsmma,1985:152: Legotlo,1994:168).

5.5 ADMINISTRATIVE PROCEDURES

Permission to conduct the study and access to schools and relevant authorities in the department of education was obtained from the Superintendent General of the Department of Education, North West Province (Appendix D). The list of the secondary schools in the province and their location and address were obtained from the Department of Education.

The researcher requested the principals or deputy principals to assist with the distribution and collection of the completed questionnaires. In each of the selected school the questionnaires were completed by: one principal; one deputy principal; two heads of departments and six educators. The arrangement for the collection of the completed questionnaires was made with the principal or deputy principal of the selected schools. In majority of the schools the completed questionnaires were personally collected by the researcher. In 18 schools, self addressed and stamped envelopes were provided to the principals or deputy principals to return them by post to the researcher.

5.5.1 Follow-ups

A major disadvantage of the questionnaire is non-response. Some of the respondents may simply decide not to respond to the questionnaires. Though the degree of response to the questionnaires may correlate with the group being surveyed (Cohen and Manion,1989), certain measures should be taken to ensure a high response rate. Follow–ups are also important in maximising response rate (Legotlo,1994; Teu, 2002).

Follow-ups were made by the researcher to get the questionnaires completed and returned in time. The researcher personally visited some of the schools to remind

the principals to complete the questionnaires. A considerable number of telephone calls were also made to follow-up the progress and return of the questionnaires. Some respondents indicated that the pressure of workload due to the recent implementation of the National Curriculum Statement (NCS) caused the delay in completing the questionnaires in the stipulated time. However, after constant follow-up efforts by the researcher, which demanded a lot of patience and perseverance, the majority of the completed questionnaires were collected within four weeks.

5.6 DATA ANALYSIS

5.6.1 Quantitative data analysis

A computer aided statistical analysis was employed .The Statistical Package for Social Sciences (SPSS) programme was used to compute the results of the study. The first step in the analysis was to compute descriptive data for each respondent in the study. These included statistics like frequency distribution, percentages, mean scores, standard deviation and chi-square test. Chi-square test of independence was used to detect relationships of two groups, namely urban schools and rural schools.

5.6.2 Qualitative data

Qualitative data is expressed in words, information about feelings values and attitudes (David & Sutton, 2004). Qualitative data collected through the open-ended questions in the questionnaire was sorted out, grouped and the frequencies and percentages were calculated.

5.7 SUMMARY

The research design used in the study was a mixed mode approach, though the emphasis was on quantitative (positivistic) approach. The main instrument in the collection of data for the study was questionnaire because of its advantages mentioned in 5.3.1.1. Due to the inclusion of some open-ended questions in the questionnaire, qualitative approach was also employed in the study.

With the assistance of a statistical consultant from the University of North West, the data was analysed. The computation of the frequencies (f), percentages, means and standard deviation (SD) were employed in the analysis of data. Detailed results of the analysis of data are presented in chapter six.

CHAPTER 6

DATA ANALYSIS AND INTERPRETATION

6.1 INTRODUCTION

This chapter presents the results of the empirical investigation conducted to investigate the issues and challenges facing secondary schools with regard to school safety. The possible causes of school violence and suggestions to improve safety in schools were also sought from the respondents, in order to facilitate quality education in a safe environment. The qualitative and quantitative data collected during the investigation are summarised in this section.

6.2 REVIEW OF RESPONDENTS

Of the total respondents (500), 425 (85%) questionnaires were returned. There were 13 (2.6%) of the questionnaires that were returned incomplete and 75 (15%) were not returned at all. A total of 412 (82.4%) questionnaires were usable (cf. 5.6).

6.3 BIOGRAPHIC DATA OF RESPONDENTS

Table 6.1 was drawn to illustrate the biographical characteristics of the respondents. This information helps us to know who the respondents are. The information on the position held at the school such a principal, deputy principal, heads of department (Senior Management Team) or educator was required to highlight any difference or similarities in their views or certain issues with regard to school safety. Age group, qualification level, and years of teaching experience of the respondents are also important with regard to the views, opinions and suggestions pertaining to school safety issues. A brief summary of the information provided in the Table 6.1 is discussed.

Table 6.1 Biographic particulars

Age(yrs)	f	%
Below 31	29	7
31-45	291	71
Above 45	92	22
Total	412	100
Gender	f	%
Female	222	54
Male	190	46
Total	412	100
Home language	f	%
Setswana	271	66
Afrikaans	54	13
English	34	8
Other	53	13
Total	412	100
Highest educational qualification	f	%
Matric	15	4
Diploma	133	32
Bachelors degree	133	32
Honours degree	105	25
Masters degree	23	6
Doctoral degree	0	0
Other	3	1
Total	412	100
Position held in school	f	%
Educator	255	61.8
HOD	71	17.2
Deputy Principal	41	10
Principal	45	10.9
Total	412	100

Table 6.1 continued

Teaching experience(yrs)	f	%
Less than 3yrs	36	9
4 - 10 yrs	112	27
Over 10yrs	264	64
Total	412	100
Experience(yrs) in current post	f	%
Less than 3yrs	79	19
4 - 10yrs	180	44
Over 10yrs	153	37
Total	412	100

6.3.1 Age group of respondents

The respondents indicated their age by selecting one of the given 6 age groups. From Table 6.1 it is noted that 71% of the respondents were between the age group of 31-45. This indicates that if these educators can be trained and guided to improve school safety, because they have enough time in their career life, to implement their knowledge acquired through training. Educators who are below 31 years are few (7%) compared to their senior counterparts. Only 22% of educators are 45 years of age. Interviews with principals revealed that the younger educators are more often implicated in sexual abuse cases than their senior counterparts.

6.3.2 Gender

According to Table 6.1, 54% of the respondents were females and 46% were males. It is evident from the study that females are in majority in the schools surveyed. This reveals that the principle of equity is being implemented in the teaching profession.

6.3.3 Home language

The respondents were asked to indicate their home language by selecting Setswana, Afrikaans, English or other and specify if other than the three choices. The home language could have an influence on the views of some respondents on certain issues due to their traditional and cultural background. Majority of the respondents were Setswana speaking 271 (66%), 54 (13%) Afrikaans, 34 (8%) English and 53 (13%) other. Among the other languages the respondents specified languages like Southern Sotho, Xhosa, Zulu, N. Sotho, Sepedi, Tsonga, Tshivenda, Ndebele, Xitsonga, all of them South African Official languages.

Some of the respondents indicated their home language as Malayalam and Hindi, both Indian languages. It must be noted that the study was conducted in North West Province where majority of the people speak Setswana as their home language. However, the cultural diversity of educators in the province is evident from the data.

The home language and cultural background of the educators have a considerable influence on their beliefs, attitudes and approach to various aspects of their profession. The expectations of educators regarding certain behaviour of learners could be influenced by their own cultural background. However, the cultural diversity of educators is beneficial to the learners because they are exposed to different culture and they learn to be tolerant of diverse culture.

6.3.4 Highest Educational qualification

Table 6.1 reveals that 15 (4%) of the respondents had matric as their highest qualification, 133 (32%) diploma in teaching, 133 (32%), 105 (25%) honours degree, 23 (6%) masters degree and none had doctoral degree. It is an encouraging fact that vast majority of our educators are educationally well

qualified. When the educators are educationally well qualified, it gives confidence in learners and the parents that the educators are capable of imparting the right type of knowledge. When the educators, who are well qualified and prepared well to facilitate the educational activities in the school, learners find the school atmosphere interesting and do not find an opportunity to misbehave and involve in violent and disruptive activities.

6.3.5 Position held in the school

Position held in their school by the respondents was indicated by marking one of the five categories. Table 6.1 indicated that 255 (61.8%) were educators, 71 (17.2%) heads of departments, 41 (10%) deputy principals and 45 (10.9%) principals. It is the educators who have more contact with learners in the classroom. Therefore the observation, opinion and views of educators on issues and challenges of school safety are of great importance. The views and opinions on the administrative and general problems of the schools are better understood by the Senior Management Team (SMT) such as heads of departments, deputy principals and principals. Senior educators' views are as important as that of the senior management team, because of their long period of service as educators. Principals and deputy principals are responsible and accountable for the smooth running of the school and the safety of learners and educators. The principal plays a pivotal role in motivating and guiding the whole team of educators in making the school a safe and tranquil place for learning and teaching.

6.3.6 Total years of teaching experience

The total years of teaching experience as indicated by Table 6.1 revealed that 36 (9%) were with less than 3 years; 112 (27%) were between 4 years and 10 years; and 264 (64%) had over 10 years of teaching experience. Majority of educators

in the population (64%) were well experienced and their contribution to education in general and their role in ensuring school safety in particular cannot be overlooked. Experienced educators develop connectedness with their learners and win their confidence easily (cf. 3.3.2.5). These experienced educators can also be of assistance to their less experienced colleagues in dealing with learners who are prone to violence.

6.3.7 Experience in the current position

Experience of the respondents in the current post as indicated in Table 6.1 revealed that 79 (19%) had less than 3 years, 180 (44%) between 4 to 10 years, and 153 (37%) had over 10 years of experience. Experience in the current post, particularly among the principals and senior management members are important, when dealing with administrative procedures with regard to issues of school safety.

6.4 DEMOGRAPHIC PARTICULARS OF RESPONDENTS

Demographic particulars of the respondents were collected through questions in Section B of the questionnaire. This information is important because the biographic particulars such as location of the school, gender ratio and the total number of learners could have an influence on issues related to school safety. Demographic particulars are discussed below:

6.4.1 Location of the school

The respondents were requested to indicate the location of their school as rural or urban. The data collected revealed that 265 (64%) of the respondents were from rural schools and 147 (36%) from urban schools.

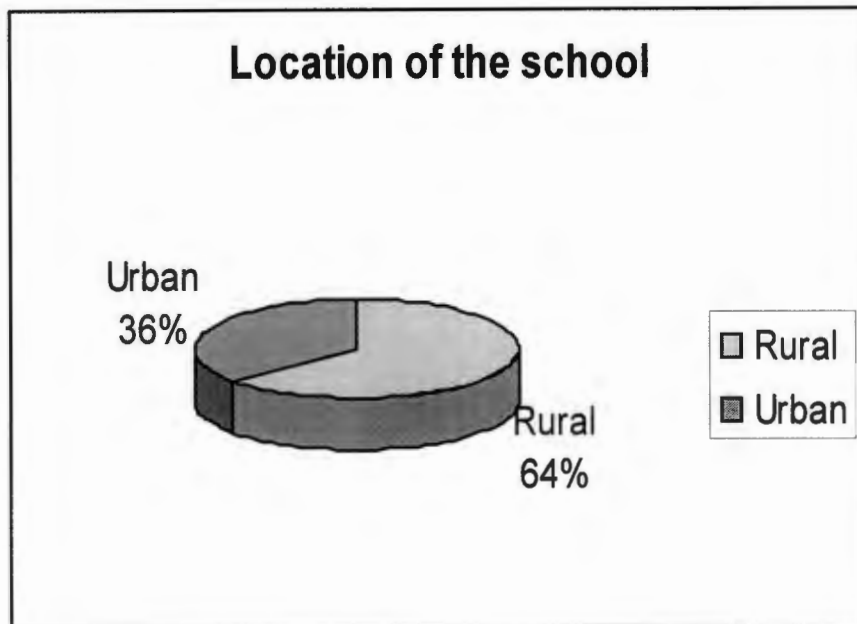


Figure 6.1 Location of school

The data from Figure 6.1 elicited that majority of schools in the province are in the rural area. Rural schools have many challenges to deal with when compared to urban schools. Water and sanitation is a major problem in rural schools (cf. 3.5.2.3). Some rural schools do not have electricity and telephone lines. However, discipline in rural schools is comparatively easier than urban schools because the community is usually homogeneous in nature. In urban schools the community is more of a multicultural nature and also the learners are exposed to modern advanced technological facilities such as television and internet facilities. In urban schools learners are likely to get involved in gangsterism and drug abuse (cf.3.4.8; 3.4.1).

6.4.2 Composition of learners

Respondents were asked to indicate whether their schools have only male learners, female learners or mixed gender. The data indicated that all the

respondents were teaching in schools having both boys and girls. There were no boys only or girls only schools in the survey. It seems that the principle of gender equality is upheld South Africa by giving equal opportunity to both boys and girls to attend school together. Cases of sexual abuse are most commonly noticed in mixed schools (cf.3.4.2.1). With regard to social adjustment of learners, mixed schools provide opportunity to mingle with the opposite sex and learn to respect the feeling and interests of the opposite sex.

6.4.3 Gender majority of learners

According to Figure 6.2, 336 (82%) of respondents indicated that girls were in majority in their schools. Seventy six (18%) indicated that boys were in majority in their schools.

Figure 6.2 illustrates the gender majority of learners in the schools.

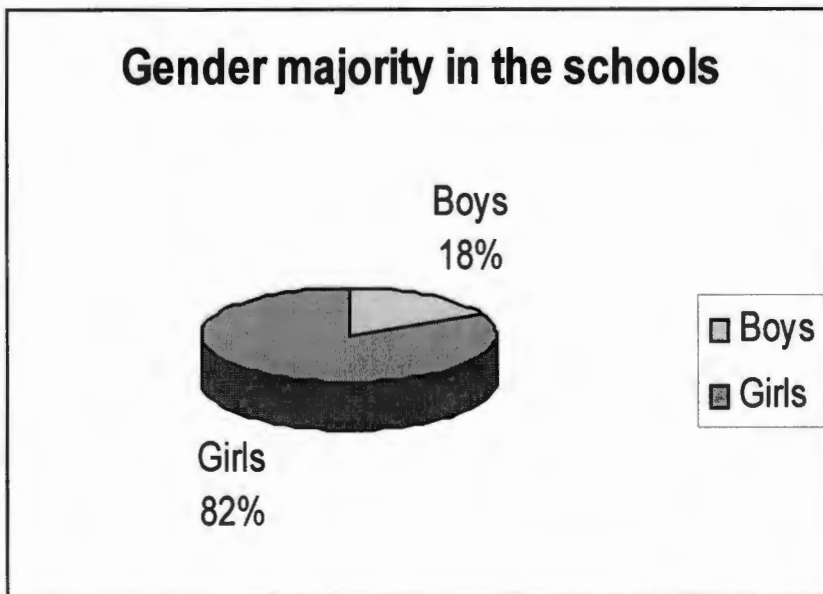


Figure 6.2 Gender majority of learners

It is a positive indication that girls are in majority in many schools because the principle of women empowerment in our community is becoming a reality. More women need to be educated so that they can play a vital role in the development of the country. It is a general belief that girls do not perpetrate violence as compared to boys. But it is surprising to see that girls also have been reported to be engaging in activities such as use of alcohol and drugs (cf. 3.4.1).

6.4.4 Racial composition of learners

The respondents were asked to indicate the racial composition of learners in their school. Figure 6.3 showed that 82% of respondents taught in schools where there were only Black learners, while 18% taught in mixed race schools.

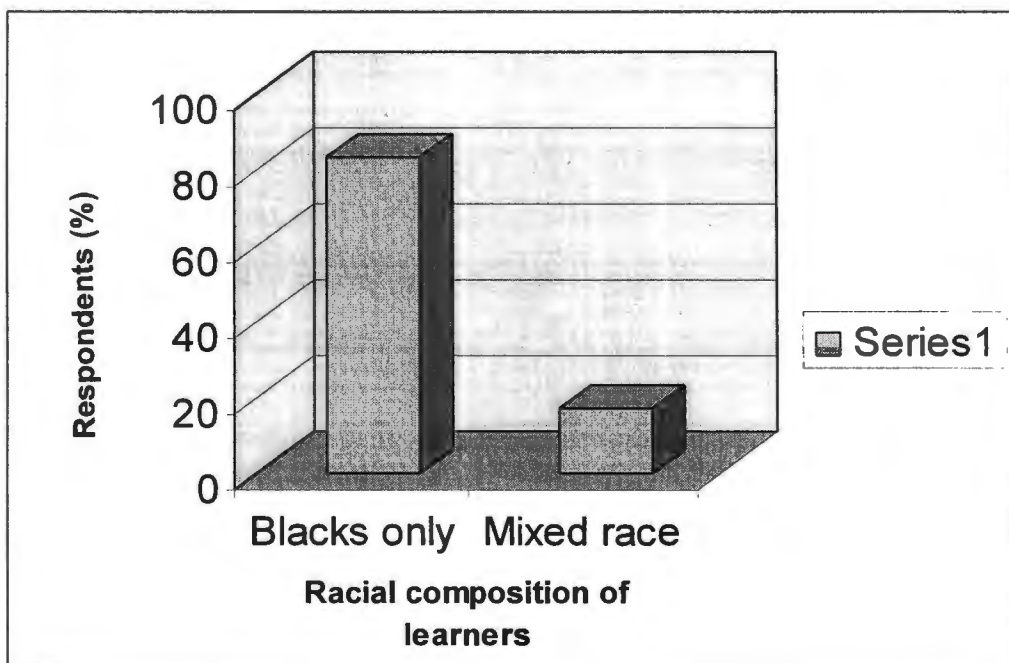


Figure 6.3 Racial composition of learners

In mixed race schools there were Blacks, Whites, Indians and coloured. Former Whites only schools are now admitting learners from all races. Most schools with

the mixed race are the former Whites only schools. These schools are in an advantaged position with regard to infrastructure facilities and the learners usually come from financially well to do families. One of the aspects of the investigation was to find out if racial conflicts exist in the schools where there are learners belonging to different racial groups.

6.4.5 Type of school

Secondary schools in the province are of two categories. Some schools have only Further Education and Training (FET) band, while other schools have both General Education and Training (GET) band and FET band combined. FET band has only three grades (Grades 10, 11 and 12), whereas GET band has grades 7 to 9. Figure 6.4 shows that 292 (71%) of the respondents were from FET schools and 120 (29%) from combined schools.

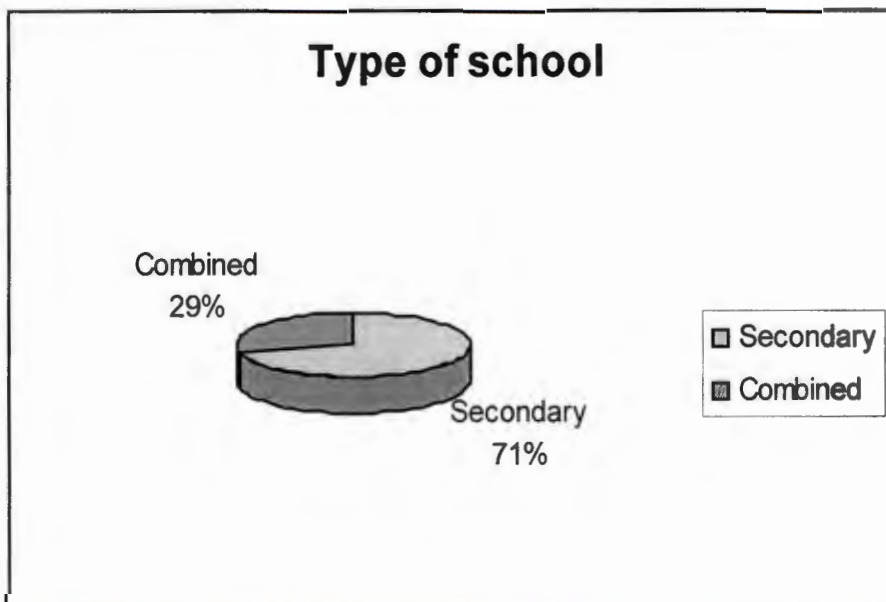


Figure 6.4 Type of school

The age difference of learners from the combined schools is ranging from 13 years to 18 years, whereas in FET schools the age group is from 15 years to 18 years. Problem of bullying may be more prominent in combined schools due to the age difference of learners.

6.4.6 Number of learners in the school

The total number of learners in schools has a direct influence on many aspects of school safety. Respondents were expected to indicate the total number of learners at their school by marking one of the options from the five categories provided in item 12 in Section B of the questionnaire. Figure 6.5 shows that 11 (3%) of respondents were working with a total of less than 100 learners. 30 (7%) had 101 to 300 learners, 115 (28%) had 301 to 600 learners, 137 (33%) had 601 to 900 learners and 119 (29%) had over 900 learners. Figure 6.5 illustrates the data on total number of learners.

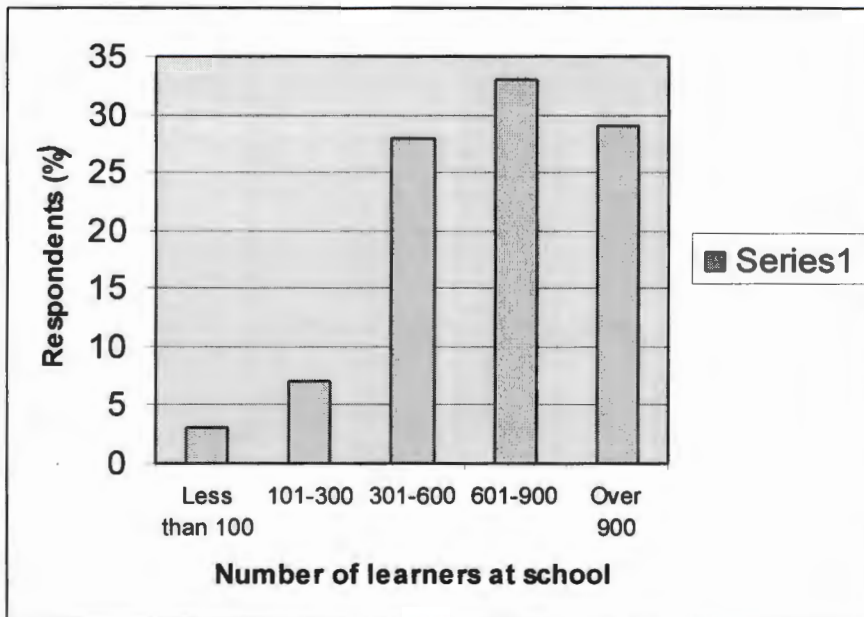


Figure 6.5 Total number of learners at the school

Overcrowded schools normally will have overcrowded classrooms. The large number of learners in the school contributes negatively to the discipline and safety of learners (cf. 3.5.2.1). Statistical significance of differences based on number of learners per school and nature of challenges and views will be discussed later in this chapter.

6.4.7 Number of learners per classroom

Figure 6.6 showed that 8 (2%) respondents taught in classrooms with less than 20 learners; 37 (9%) had 21-30 learners; 95 (23%) had 31-40 learners; 139 (34%) had 41-50; and 133 (32%) had above 50 learners per classroom.

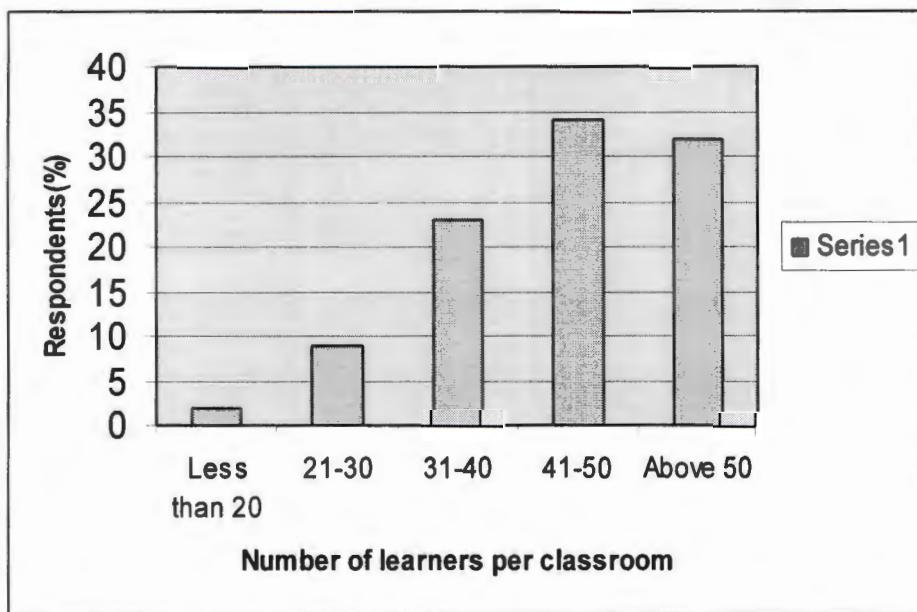


Figure 6.6 Number of learners per classroom

A classroom with more than 40 learners does not provide an environment conducive for learning and teaching. According to the data 66% of respondents taught in classes with more than 40 learners. Class control and organisation of seating arrangement for effective teaching becomes a major challenge to

educators. If the teaching and learning process in the classroom is not effective and interesting, the learners begin to misbehave and disrupt learning activities.

6.4.8 Boarding facilities

Figure 6.7 revealed that only 59 (14%) respondents were from schools with boarding or hostel facilities while 353 (86%) indicated that there were no boarding facilities for learners.



Figure 6.7 Boarding facilities

One of the principals who was interviewed argued that schools with boarding facilities are likely to have lesser disciplinary problems than day schools, because learners in boarding schools are under the observation of educators most of the time and have limited access to have contact with outsiders. However, incidents of bullying of younger learners by older learners occurred in some hostels.

Section C, D, E and F of the questionnaire was designed to gather data from the respondents on the extent of various forms of challenges faced in their schools with regard to school safety. Views, opinions and suggestions to improve safety in schools were also collected through the questionnaire. Analysis of the data on views of the respondents is discussed below.

6.5 VIEWS ON SCHOOL SAFETY

The purpose of the study was to investigate empirically the challenges facing educators and school managers with regard to safety in secondary schools. This section gives a brief summary of the challenges observed by the educators and senior school management team. Their views and opinions regarding the cause of problems and challenges and also their suggestions to improve school safety were collected by the questionnaire. Sections C, D, E, and F of the questionnaire were intended to investigate the views and opinions on various aspects of school safety from the respondents. The respondents being educators and managers of the school, their observations, views and opinions are of great importance in the study.

6.5.1 Issues and challenges of school safety

The respondents were asked to indicate the extent of challenges in their school on a four point scale: Large extent (4), Moderate extent (3), Negligible (2) and None(1). Challenges of school safety identified from the literature studies were categorised as follows:

- Learners who come to school under the influence of alcohol (cf. 3.4.1).
- Learners who take drugs other than alcohol (cf. 3.4.1; 3.4.1.1).
- Learners who smoke dagga (cf.3.4.1.2).
- Rape of learners by other learners (cf. 3.4.2.3).

- Sexual abuse of learners by educators (cf. 3.4.2.5; 3.4.2.6).
- Educators dismissed from job due to sexual abuse (cf. 2.4.2; 3.4.2.4).
- Incidents of bullying (cf. 3.4.3).
- Stealing by learners in the school (cf. 4.3.3; 4.3.4).
- Learners belonging to gangs (cf. 3.4.8)
- Gang related fights (cf. 3.4.8.1; 3.4.8.2; 3.4.8.3).
- Intruders from outside (cf. 4.3).
- Racial conflicts (cf. 3.4.5).
- HIV/AIDS infection (cf. 3.4.6).
- Incidents of vandalism in schools (cf. 3.4.7).
- Dangerous weapons in schools (cf. 3.4.4; 3.4.4.3).
- Shooting incidents (cf. 3.4.4).
- Assault in schools (cf. 2.3.2.2).
- Fatal incidents in schools (cf. 3.5.1).

Responses on issues and challenges of school safety are provided in Table 6.2 on page 227 below.

Table 6.2 Issues and challenges of school safety

Statement	Large extent 4		Moderate extent. 3		Negligible 2		None 1		Mean	Standard Deviation
	F	%	F	%	F	%	F	%		
16.1 Learners who come to school under the influence of alcohol	4	1	147	36	107	26	154	37	2.00	0.88
16.2 Learners who take drugs other than alcohol	13	3	180	44	121	29	98	24	2.26	0.86
16.3 Learners who smoke dagga	25	6	199	48	109	26	79	19	2.41	0.87
16.4 Cases of rape of learners by other learners in your school		0,2	67	16,3	70	17	274	66,5	1.50	0.77
16.5 Reported cases of sexual abuse of learners by educators at your school	3	1	59	14	81	20	269	65	1.52	0.84
16.6 Cases of educators being dismissed from job due to sexual abuse of learners	0	0	37	9	65	16	310	75	1.34	0.64
16.7 Incidents of bullying among learners	77	18,7	180	43,7	98	23,8	57	13,8	2.68	0.98
16.8 Learners who steal belongings or money of other learners	91	22,1	192	46,6	92	22,3	37	9	2.82	0.88
16.9 Learners belonging to local gangs	22	5	143	35	115	28	132	32	2.13	0.93
16.10 Gang related fights in the school	10	2	91	22	130	32	181	44	1.83	0.85
16.11 Problems caused by intruders from outside	10	2	116	28	89	22	197	48	1.85	0.91
16.12 Racial conflicts among learners at your school	0	0	4	1	43	10	365	89	1.12	0.36
16.13 Learners experiencing problems due to HIV/AIDS infection	43	10	107	26	84	20	178	43	2.05	1.10

Table 6.2 continued

Issues and challenges of school safety

Statement	Large extent 4		Moderate extent. 3		Negligible 2		None 1		Mean	Standard Deviation
	F	%	F	%	F	%	F	%		
16.14 Learners who are experiencing problems due to HIV/AIDS related deaths in the family	69	17	146	35	99	24	98	24	2.50	1.21
16.15 Incidents of vandalism in your school	95	23	148	36	86	21	83	20	2.64	1.14
16.16 Learners bringing dangerous weapons to school	33	8	153	37	91	22	135	33	2.23	1.09
16.17 Incidents of shooting by learners	0	0	34	8	51	12	327	79	1.29	0.61
16.18. Incidents of stabbing among learners	7	2	70	17	105	25	230	56	1.67	0.95
16.19 Learners assaulting educators	5	1,2	35	8,5	100	24,3	272	66	1.46	0.78
16.20 Educators assaulting learners	7	2	50	12	131	32	224	54	1.62	0.84
16.21 Learners who do not respect and obey educators	93	22,6	147	35,7	82	19,9	90	21,8	2.59	1.06
16.22 Death of learners caused by school violence	0	0	6	1,5	34	8,2	372	90,3	1.11	0.36

Item 16.1 Learners who come to school under the influence of alcohol

According to Table 6.2, thirty seven percent of the respondents indicated moderate to large extent prevalence of learners who came to school under the influence of alcohol while 63% indicated negligible or none prevalence of learners coming to school under the influence of alcohol. Drug and alcohol abuse is a major threat to the safe and disciplined atmosphere of many of our learning institutions (cf. 3.4.1). The data spreads light on the fact that alcohol abuse by learners is a major concern in South African schools. If it is not controlled and corrected as a matter of urgency, the problem might get worse and cause a major catastrophe in our society. In the United States of America the number of youngsters who drink alcohol is very high (cf. 3.4.1).

There are various reasons why learners drink alcohol and come to school. The influence of the society and peer pressure is the major cause. One of the educators interviewed pointed out that learners see their elders abusing alcohol, especially during weekends. Shebeens (informal drinking places) are very common in the society. Most criminal offences are committed by people who are under the influence of alcohol and other drugs. Though the data does not reveal alcohol as a major challenge, the influence of those who come to school under the influence of alcohol can distract the attention of the majority of learners and disrupt school activities for the whole day. The learners who are under the influence of alcohol cannot concentrate and fully participate in the academic and co- curricular activities (cf.3.4.1.2).

Item 16.2 Learners who take drugs other than alcohol

Table 6.2 revealed that with regard to the problem of learners who take drugs other than alcohol as, 3% large extent, 44% moderate extent, 29% negligible and

24% none. There are various types of drugs available from drug dealers which are used by learners. They have different effects on the behaviour of the consumer (cf. 3.4.1).

Item 16.3 Learners who smoke dagga

Dagga (Marijuana) use by learners is a common problem among learners in schools. Table 6.2 elicited the problem of dagga use as a major concern by most respondents. Six percent of the respondents noted that many learners abuse this drug to a large extent. Forty eight percent felt that the problem is observed to a moderate extent. Twenty six percent considered it as a negligible problem. Only 19% of respondents observed that none of the learners in their schools smoked dagga.

Dagga is an easily available form of drug among the youngsters. There are many learners who sell dagga to other learners. Learners smoke dagga in toilets and other hidden areas of the school yard. Learners who smoke dagga cannot concentrate on their study and cause distraction inside the classroom as well as outside the classrooms (cf.3.4.1.2). Police officials are trying to track down dealers of this drug (Lechuti, 2006). Principals who were interviewed by the researcher revealed that some learners smoked dagga and a few learners had been caught red handed selling the stuff to other learners .Schools must have a written policy regarding drug abuse and stringent punitive measures must be adopted to curtail this problem.

Item 16.4 Cases of rape of learners by other learners in the school

Sexual abuse in the secondary schools is a serious problem. Respondents were asked to indicate if they had reported cases of rape in the school. Table 6.2 revealed that rape of learners by other learners in the school is minimal. Sixty five and a half percent of respondents indicated that there were no cases of rape of

learners by other learners in their schools. Though other forms of sexual abuse and sexual harassment happen in schools, possibility for rape is extremely rare in school premises. One of the learners interviewed revealed that her friend was raped by three unknown boys while walking home from school through a rather deserted area. There have been other reported cases in local newspapers of rape of learners on their way to or from school (cf. 3.4.2.8; 3.4.2.9)).

Item 16.5 Reported cases of sexual abuse of learners by educators at the school

Table 6.2 showed the response to this issue as, large extent (1%), moderate extent (14%), negligible (29%) and none (65%). This problem is very common in our secondary schools. However, most of such cases are not reported to the school authorities or police by the victims for various reasons (cf. 3.4.2.5; 3.2.4.10; 3.4.2.11). Some of the principals interviewed reported that perpetrators of sexual abuse of learners are in most cases male educators. South African Schools Act provides clear guidelines on how to deal with cases of sexual abuse of learners by educators (cf. 2.3.2.2; 2.4.3).

Item 16.6 Cases of educators dismissed due to sexual abuse of learners

According to Table 6.2 above, 75% of respondents indicated that no educators were dismissed from their schools for reasons of sexual abuse of learners. Only 9% indicated that educators were dismissed from job due to sexual abuse of learners as, to a moderate extent. If a case of sexual abuse is reported against an educator and after legal proceedings, and the educator is found guilty of the charges, he/she is immediately suspended or dismissed from the job. Once found guilty, the South African Council of Educators (SACE) will strike the educator off their roll and he/she will not be permitted to serve as an educator anywhere in the country (cf. 2.3.2).

Item 16.7 Incidents of bullying among learners

Data from Table 6.2 indicates the extent of this challenge as, to a large extent (18.7%), moderate extent (43.7%), negligible (23.8%) and none (13.8%). Bullying in schools has various consequences on the victims and it affects the general atmosphere of the school negatively (cf. 3.4.3.3; 3.4.3.2). Bullying affects the general performance of the victims and they develop a negative attitude towards their friends and educators. It is the responsibility of the school authorities to provide a safe atmosphere for each and every learner in the school (cf. 3.4.3.6; 3.4.3.7).

Item 16.8 Learners who steal belongings or money of other learners

Table 6.2 reveals that stealing is a major challenge in secondary schools. 22.1% of respondents felt that stealing in their schools occur at a large extent, 46.6 % indicated moderate extent, 22.3% negligible and 9% none. Learners often report to the educators that their belongings are stolen by their class mates (cf. 4.3.4). Most schools in South Africa do not have lockers for learners. Therefore there is no safe place for the learners to lock their belongings. Learners leave their bags in the classrooms during break and lunch time. Items usually stolen are stationery, books and sometimes money. A school cannot be considered to be safe if the learners fear that their precious belongings can be stolen at any time.

Item 16.9 Learners belonging to local gangs

Among the respondents, 5% indicated that learners in their schools belong to local gangs at a large extent, 35% moderate extent, 28% negligible and 32% none. The data reveals that gangsterism is another challenge in our schools. Learners belong to gangs for various reasons (cf. 3.4.8). Though the number of gang members is few in a school, their presence can jeopardize the safety of

learners and educators in the school. Very often, drugs are brought to school by gang members, and serious fights in schools are caused by rival gang members.

Item 16.10 Gang related fights in the school

Gang related fights in a school are correlated to the presence of gang members in that school. According to Table 6.2 above, two percent respondents pointed out that cases of gang related fights occur in their schools at a large extent, 22% moderate extent, 32% negligible and 44% none. Gang related fights are caused by rival gangs (cf. 3.4.8; 3.4.8.3). Whenever fights break out between gang members, innocent learners and educators are also affected. The presence of gang members in a school is a constant threat to school safety.

Item 16.11 Problems caused by intruders from outside

According to Table 6.2 above, two percent of the respondents indicated that the problems caused by intruders from outside occur to a large extent. Twenty eight percentage noted that such problems as moderate, 22% negligible, and 48 % none. Lack of proper control for visitors in schools provides access for outsiders. Some unauthorised visitors can cause a variety of problems in the school (cf. 3.5.1.4). There must be proper control for visitors at the gate and visitors must not be allowed to the classroom area.

Item 16.12 Racial conflicts among learners

According to the data collected, a racial conflict among learners does not seem to be cause for concern in the secondary schools. Eighty nine percent of the respondents felt that there are no racial conflicts in their schools. Only one percent of the respondents noted the issue to large extent, 10% observed negligible racial problems. This is a very positive indication that South African youth are very tolerant and feel comfortable in living and working with other

racism. The young generation want to leave behind the history of apartheid and move forward with their lives (cf. 3.4.5).

Item 16.13 Learners experiencing problems due to HIV/AIDS

HIV/AIDS pandemic is affecting every South African in one way or the other (cf.3.4.6).According to Table 6.2, ten percent of respondents indicated that learners who are affected by HIV/AIDS in their schools, as to a large extent, 26% indicated moderate extent, 20% negligible and 43% none. Though there is no clear evidence available to the respondents on the statistics of HIV/AIDS infections, their observation of the learners and close rapport could give indications of the problems faced by the learners. Educators need to talk to learners freely about the disease educate them about the disease and its consequences.

16.14 Learners experiencing problems due to HIV/ AIDS related deaths in the family

Table 6.2 revealed that 17% of the respondents confirmed that learners who face problems at home due to deaths in their families caused by HIV/AIDS related illnesses is observed to a large extent. Studies by the Department of Education confirmed that there are too many child headed households in the country (SABC, 2006). In many families the breadwinner has died, leaving the elder child with the responsibility of taking care of the younger siblings. Though the data is not alarming, it must be a concern to every one in the society, because the children who have to look after their family is forced to leave school or may resort to crime to earn a living for the family. The government must come forward to support such unfortunate children who are left orphans by the deadly disease.

Item 16.15 Incidents of vandalism in the school

Vandalism is a challenge to school safety in many schools. Table 6.2 confirms this from the data provided by the respondents. Twenty three percent of the respondents indicated that the incidents of vandalism occur to large extent, 36% moderate, 21% negligible and 20% none. There is a close relationship between active vandalism and disruptive school behaviour (Leboyer, 1984). Vandals are either learners of the same school or outsiders (cf.3.4.7). A school that is constantly vandalised cannot be regarded as a safe school. The smooth running of a school is interrupted by damages and loss to school property. Every school must establish systems and procedures to prevent vandalism (cf. 3.4.7.2).

Item 16.16 Learners who bring dangerous weapons to school

Table 6.2 showed that learners bringing weapons to school is another challenge. Eight percent of the respondents indicated that learners who bring weapons to school are observed to a large extent, 37% moderate, 22% negligible and 33% none. Learners bring dangerous weapons to school for many reasons (cf. 3.4.4; 3.4.4.3). Learners and educators are not safe if any learner is in possession of dangerous weapons. In the event of a fight using dangerous weapons, victims and onlookers are likely to be seriously injured. In South African schools, guns are rarely used by learners, though other weapons such as knives, and screw drivers are very commonly used. Possession of weapons by learners must be considered as a very serious offence and stringent punitive measures must be formulated to tackle this problem.

Item 16.17 Incidents of shooting by learners

Incidents of shooting in South African schools do not seem to be a cause for concern. According to the table 6.2, 79% of respondents had no incidents in their schools. None of the respondents indicated the problem to be a major concern,

8% noted as moderate extent and 12% negligible. In developed countries such as USA, shooting incidents in schools is a serious concern (cf. 3.4.4.1; 3.4.4.2). In South African schools the possibility of shooting incidents cannot be overlooked because gun violence in the society is a common occurrence.

Item 16.18 Incidents of stabbing among learners

Incidents of stabbing among learners occur in some schools. This is confirmed by the responses from the respondents. Two percentage of the respondents indicated the problem existed to a large extent, 17% indicated as to a moderate extent, 25% negligible and 56 % none. Whenever fights break out between learners, they very often culminate in stabbing. Stabbing incidents cause very serious or sometimes fatal injuries to the victims. Learners must be searched randomly for possession of weapons either by police or educators (cf.4.3.3). Usually fights break out between learners when there is no supervision by educators. School management must make every possible effort to maintain supervision of the learners at all times, including break times.

Item 16.19 Learners assaulting educators

Though the Table 6.2 above did not indicate learners assaulting educators as a serious problem, such incidents do happen in schools. Majority of respondents (66%) did not experience such incidents in their schools. 1.2% indicated that such cases occurred at a large extent, 8.5% moderate extent and 24.3% negligible. Incidents of this nature occur when an educator tries to discipline a learner using force or corporal punishment. One of the educators interviewed confessed that a boy threw a chair at him while trying to prevent the boy from assaulting another learner. Poor relationship and connectedness between educators and learners lead to learners assaulting educators (cf. 3.3.2.5).

Item 16.20 Educators assaulting learners

South African Schools Act 84 of 1996 prohibits corporal punishment in schools. However, some educators use corporal punishment as a means for disciplining learners. Whenever an educator uses corporal punishment on learners, he/she can be charged with assault (RSA, 1996 b). Table 6.2 revealed that educators assaulting learners is a practice in some schools. 2% respondents indicated the incident to a large extent, 12% as moderate, 32% as negligible and 54 % none. Educators must use alternative measures to corporal punishment to discipline learners. It is the responsibility of educators to instil the sense of self discipline in their learners (cf. 2.4.3; 2.5.3).

Item 16.21 Learners who do not respect and obey educators

According to Table 6.3 below, the second highest ranking problem was lack of respect for educators and disobedience on the part of learners. Respondents pointed out that this problem as to a large extent (22.6%), moderate (35.7%), negligible (19.9%) and none (21.8). The underlying cause for most of the behavioural problems among learners is due to lack of respect for educators and elders among learners (cf. 2.5.3; 3.3.2.5). Learners do not look up to educators as their role models any more. Educators need to behave and act in such a manner to earn respect from learners. If there is good relationship and connectedness between educators and learners, most of the deviant and violent behaviour of learners can be corrected (cf. 3.3.2.5).

Item 16.22 Death of learners due to school violence

According to Table 6.2 above, the response to this issue was large extent (0%), moderate extent (1.5%), negligible (8.2%) and none (90.3%). However, this revelation does not call for complacency on the part of school authorities. We

must not wait for the ultimate outcome of school violence to start planning ways and means to avoid it.

6.5.1.1 Issues and challenges of school safety in rank order

Table 6.3 illustrates the rank order of the issues and challenges of school safety as derived from the responses of the respondents. The priority option used in formulating the rank order is *Large extent*

Table 6.3 Ten top rank order of issues and challenges of school safety

Rank*	Statement	Large extent*		Moderate extent		Negligible		None	
		f	%	f	%	f	%	f	%
1	16.15	95	23	148	36	86	21	83	20
2	16.21	93	22,6	147	35,7	82	19,9	90	21,8
3	16.8	91	22,1	192	46,6	92	22,3	37	9
4	16.7	77	18,7	180	43,7	98	23,8	57	13,8
5	16.14	69	17	146	35	99	24	98	24
6	16.13	43	10	107	26	84	20	178	43
7	16.16	33	8	153	37	91	22	135	33
8	16.3	25	6	199	48	109	26	79	19
9	16.9	22	5	143	35	115	28	132	32
10	16.2	13	3	180	44	121	29	98	24

The top five ranking issues are critically reviewed.

Vandalism was ranked number one among the issues and challenges on school safety. The degree of safety of a school can be measured by the level of vandalism in that particular school. A school which is constantly vandalised cannot be considered as safe place for learning and teaching. Vandalism reveals some of the following aspects of the school environment (cf. 3.4.7):

- Lack of proper fencing and security gate;
- Absence of security personnel;
- Inadequate locking of facilities;
- Lack of community involvement; and
- Little sense of belonging by the learners and staff members.

A school which is well looked after by the school community and the relevant stakeholders provides the basic platform for effective teaching and learning in a safe environment.

Item appearing second on the rank list is the issue of learners having no respect for educators. For any school to function smoothly there must be good relationship and respect between learners and the educators (Flaherty, 2001; Kracher, 2004). It is important to analyse the underlying causes for the lack of respect for educators. Learners alone can not be blamed for the disrespect of educators. Educators must instil respect in their learners through their professional and matured behaviour. Where there is no mutual respect and understanding, ill discipline will prevail in such schools (cf. 3.3.2.5).

Stealing of learners' property by other-learners which was ranked three is another major issue with regard to school safety. Learners must be taught to respect the belongings of other learners. Learners who have the tendency of stealing must be identified and given counselling. Lockers must be provided in the classrooms so that learners can lock their belongings safely during break times (cf. 4.3.4). Unauthorised outsiders who enter the school premises can also steal school property and other items (Trump, 1998). Proper security measures must be put in place to safeguard the property of learners and educators.

Bullying, ranked four, is another major concern of many educators. Any school where there is a culture of bullying among learners can not be considered as a safe and comfortable place for learning. Victims of bullying live in fear every

moment and they can not perform well in their studies (cf. 3.4.3.2). School authorities together with the School Governing Body must develop policies to prevent bullying in their schools.

Learners who are experiencing problems due to HIV/AIDS related deaths in the family, which is ranked five, is another cause for concern. Child headed households are rapidly increasing in South Africa (SABC, 2006). This is due to the high rate of deaths caused by HIV/AIDS related diseases. When the breadwinner of the family dies, the elder children are left with the burden of heading the family. This either affects the attendance and performance of the affected learners or sometimes they are forced to drop out of school. These unfortunate children sometimes resort to crime to earn money for their siblings. It is the duty and obligation of the government and every individual in the society to fight against the spread of this pandemic. People who are directly affected by this disease must be given support by every one in the society.

6.5.2 Policies and resources

Section D of the questionnaire was designed to investigate if the schools of the respondents had certain important policies and resources which could assist in maintaining discipline and safety. The policies and resources were as follows:

- Code of conduct for learners (cf.2.4.2);
- Code of conduct for educators (cf.2.4.3);
- Disciplinary committee (cf. 2.4.2.3);
- Policies on school safety (cf. 3.6; 3.6.2; 3.6.2.1);
- Emergency plan for school safety (cf.3.5.1; 3.6.5; 4.4);
- Guidance counsellor (cf. 3.6.3.1; 3.6.3.2);
- Adopted cop (cf.4.2);
- Security personnel and fencing (cf. 4.2);
- Sick room and first aid kit (cf. 3.5.1.1);
- Toilets and drinking water (cf. 3.5.2;3.5.2.3);

- Fire extinguishers (cf. 3.5.1.2); and
- Beautiful and clean surrounding (cf. 3.5.2).

Table 6.4 summarises the responses on policies and resources.

Table 6.4 Policies and resources

Item No.	Does your school have the following?	Yes		No		Not sure	
		f	%	f	%	f	%
17.1	A code of conduct for learners	374	90,8	15	3,6	23	5,6
17.2	A code of conduct for educators	370	89,8	23	5,6	19	4,6
17.3	A disciplinary committee	360	87	33	8	18	4
17.4	Policy on alternative measures to corporal punishment	207	50	136	33	69	17
17.5	School safety and security committee	209	50,7	135	32,8	68	16,5
17.6	Written policy on school safety	168	41	146	35	98	24
17.7	An emergency plan for the safety of learners	145	35	154	37	112	27
17.8	Sick room	173	42	196	48	43	10
17.9	First aid kit	314	76,2	80	19,4	18	4,4
17.10	Adopted cop	242	58,7	126	30,6	44	10,7
17.11	Guidance counsellor	222	54	132	32	58	14
17.12	Sufficient clean and hygienic toilets	215	52	165	40	32	8
17.13	Clean drinking water	343	83	60	15	9	2
17.14	Fencing or compound wall	355	86	54	13	3	1
17.15	Security personnel	200	49	174	42	38	9
17.16	Fire extinguishers	208	50	176	43	28	7
17.17	Beautiful surroundings with trees and flowers	226	54,9	171	41,5	15	3,6

Table 6.4 illustrates the situation in schools of the respondents with regard to availability of policies and resources. Schools must have policies and systems in place to ensure safety of the learners and educators. According to the Table 6.4, majority of schools had a code of conduct for learners (90.8%), code of conduct

for educators (89.8%). However, policy on alternatives to corporal punishment was available in 50% of the respondents' schools. According to the Table 6.4, written policy on school safety was available in 41% and emergency plan for safety of learners in 35% of the respondents' schools.

With regard to physical resources and facilities, the Tables 6.4 indicated the following data:

- Fencing or compound wall - 86%;
- Clean drinking water - 83%;
- First aid kit - 76.2%;
- Beautiful surroundings - 54.9% and
- Clean and hygienic toilets - 52%.

According to Table 6.4, presence of human resources was noted as follows:

- Adopted cop - 58.7%;
- Guidance counsellor - 54%; and
- Security personnel - 49%.

It is important to take note of some of the following aspects investigated in the study:

Item 17.4 Policy on alternative measures to corporal punishment

Table 6.4 showed that only 50% of respondents had alternative measures to corporal punishment in their schools. Corporal punishment is abolished in schools (RSA, 1996 b). Educators who were used to administering corporal punishment as a means to discipline learners cannot find a viable alternative to instil discipline in learners. This leaves the educators with two options - either resort to corporal punishment or condone the misbehaviour of their learners. This will lead to ill discipline which will ultimately culminate in violence and insecurity

in schools. Therefore it is essential to formulate policies to discipline learners without having to administer corporal punishment (cf.3.6.2).

Item 17.5 School safety and security committee

According to Table 6.4, only 50.7% of respondents had safety and security committee in place. Though a disciplinary committee existed in majority of schools (87%), many schools did not have school safety and security committee. A disciplinary committee deals with only the disciplinary cases reported to the committee. A safety and security committee has to deal with all aspects of school safety. The school safety and security committee is comprised of all the relevant stakeholders, including members from the community such as social workers, police, health service and church leaders. This committee has the responsibility to develop policies and implement them for the sake of peace and security in the schools.

Item 17.10 Adopted cop

Adopt a cop is a project established by the South African Police Service, to assist schools in combating crime among learners. A cop is attached to a particular school, who regularly visits and monitors the activities of learners (Lechuti, 2006). Table 6.4 confirms that 58.7% of respondents had adopted cop in their schools. It is necessary to have presence of police in every school, particularly to deal with criminal activities perpetrated by learners.

Item 17.15 Security personnel

According to Table 6.4, only 49% of respondents had security personnel in their schools. Presence of permanent security personnel is vital to maintain safety and security in schools (cf. 4.3). Security personnel must be present day and night at the school premises. Many problems such as vandalism, theft, intruders,

unauthorised visitors and much more can be avoided by security personnel. The Department of Education must provide security staff for every school.

The questionnaire was also used to gather views and opinions from the respondents for the reasons of violent behaviour of learners. The respondents being educators who interact constantly with the learners, their views and opinions are of great importance in this study.

6.5.3 Views on learner behaviour

Section E of the questionnaire was designed to seek the views of respondents with regard to learner behaviour. For each statement , the respondents were asked to express their views on a 4 point scale - Strongly disagree, Disagree, Agree and Strongly agree.

Table 6.5 on page 245 summarises the views of respondents on learner behaviour.

Table 6.5 Views on learner behaviour

To what extent do you agree with the following statements with reference to your school?

Item No.	Statement.	SD 1		D 2		A 3		SA 4		Mean	Standard Deviation
		F	%	F	%	F	%	F	%		
18.1	Some learners behave violently because.. they are under the influence of alcohol or drug	50	12,1	105	25,5	199	48,3	58	14,1	2.36	0.87
18.2	they are influenced by peer group	20	5	34	8	231	56	127	31	1.87	0.75
18.3	they are not punished properly for their misconduct	27	6,6	70	17	188	45,6	127	30,8	1.99	0.86
18.4	they are not given sufficient attention by parents	16	4	42	10	215	52	139	34	1.85	0.83
18.5	they do not have good relationship with educators	32	8	115	28	198	48	67	16	2.27	0.82
18.6	there is lack of community and parental involvement in the education of learners	18	4	41	10	183	44	170	41	1.77	0.8
18.7	there is lack of sports and recreational activities	39	9	92	22	167	41	114	28	2.14	0.93
18.8	they are influenced by gangs	48	12	100	24	189	46	75	18	2.32	1.01
18.9	they come from single parent homes	35	8	80	19	209	51	88	21	2.17	0.97
18.10	they are influenced by the social background	15	4	48	12	237	58	112	27	1.92	0.73
18.11	of poor financial conditions (poverty).	15	4	84	20	197	48	116	28	2	0.8
18.12	of the political and economic imbalances of the past	42	10	105	25	177	43	88	21	2.25	0.9

Key :SD = strongly disagree -1, D = disagree-2, A = agree-3, SA = strongly agree-4, f = frequency

Table 6.6 Views on learner behaviour- Rank order

Rank *	Statement	SD		D		A		SA*	
		f	%	f	%	f	%	f	%
1	there is lack of community and parental involvement in the education of learners	18	4	41	10	183	44	170	41
2	they are not given sufficient attention by parents	16	4	42	10	215	52	139	34
3	they are influenced by peer group	20	5	34	8	231	56	127	31
4	they are not punished properly for the misconduct	27	6,6	70	17	188	45,6	127	30,8
5	of poor financial conditions (poverty).	15	4	84	20	197	48	116	28
6	there is lack of sports and recreational facilities	39	9	92	22	167	41	114	28
7	they are influenced by the social background	15	4	48	12	237	58	112	27
8	they come from single parent homes	35	8	80	19	209	51	88	21
9	of the political and economic imbalances of the past	42	10	105	25	177	43	88	21
10	they are influenced by gangs	48	12	100	24	189	46	75	18
11	they do not have good relationship with educators	32	8	115	28	198	48	67	16
12	they are under the influence of alcohol or drug	50	12,1	105	25,5	199	48,3	58	14,1

Key :SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, f = frequency

The views expressed by the respondents on the reasons for learner behaviour is summarised in Tables 6.5 and 6.6. The statements indicating the reasons provided in Section E of the questionnaire were based on the literature review, which were categorised as follows:

- Influence of alcohol and drug (cf. 3.4.1);
- Influence of peer group (cf. 3.3);
- Parental attention and care (cf. 3.3.2.1; 3.3.2.2);
- Relationship with educators (cf. 3.3.2.5);
- Community involvement (cf. 3.3.2.3);
- Influence of gangs (cf. 3.4.8);
- Single parent homes (cf. 3.4.6.3; 3.3.2.1);
- Poor financial conditions (cf. 3.3.2.4) and
- Political history (cf.3.4.5).

Five top ranking statements in which respondents strongly agreed with as reasons for violent behaviour of learners were:

Item 18.6 (Rank 1) Lack of community and parental involvement

According to Table 6.6 above, 41% of respondents strongly agreed and 44% agreed that there is lack of parental and community involvement in the education of children. Parents expect educators to take complete responsibility of educating the learners. Many learners come from single parent families, while some others live alone without any supervision of parents. Education of children must be seen as a joint venture by both the educators and the parents (cf. 4.2.2; 4.2.2.1). The community must take ownership of schools in their community. Many learners turn to crime and violence because of the influence of the community they live in.

Item 18.4 (Rank 2) Lack of attention by parents

It is evident from Table 6.6 that most respondents strongly agree (34%) and agree (52%), to the view that lack of parental attention as a cause for violence among learners. Parents have to take a keen interest in the education of their children. Though adolescents like freedom, parents need to monitor the movements and type of friendship they maintain. Parents are the first to notice any change in the behaviour and activities of their children. Parents need to maintain a constant communication channel with the educators of their children (cf. 3.3.2).

Item 18.2 (Rank 3) Influence of peer group

Peer group pressure is one of the main causes for learners' misbehaviour. All adolescents like attention and approval of their peer group (cf. 3.3.2). Majority of the respondents (87%) agree with the statement that peer group influence as a cause for learner violence. Learners must be provided with ample opportunity for creative and recreational activities to keep them busy at all times. Whenever there are conflicts among learners, peer mediation is considered as one of the best options for resolving the issue (cf. 3.6.3.2).

Item 18.3 (Rank 4) Lack of proper punishment

Respondents also agreed (76.4%) with the statement that lack of proper punishment as a cause for learner misbehaviour. Punishment is a corrective measure as well as a deterrent for misconduct of learners. The code of conduct for learners must indicate types of offences and disciplinary measures stipulated for each offence (cf. 2.4.2).

Item 18.11 (Rank 5) Poor financial conditions

Respondents indicated that poverty can also be a cause for learners' misbehaviour (28% strongly agree and 48% agree). In developing countries poverty is the underlying problem for many evils. Every learner wants to live well according to the modern trend and possess clothes and other modern paraphernalia. Some learners who do not have money to buy these items turn to crime and other illegal activities to satisfy their need. However it must be noted that not all learners with poor financial background behave this way.

Item 18.13 Other reasons for violent behaviour of learners

Item 18.13 in section E of the questionnaire was an open-ended question to collect information on views from the respondents on learner behaviour. Respondents cited many reasons for learners' misbehaviour. Out of the 412 completed questionnaires which were used for the analysis, 26 (6.3%) respondents did not express any reason in this open – ended item. The contents of the responses to the open-ended question of each respondent were noted down and the frequencies and percentages were calculated. Most respondents expressed more than one reason for the violent behaviour of learners.

Many of the respondents expressed similar opinions, though the words used were different. Some of the responses are quoted below:

“There is nothing in the environment that encourages their education pursuit. No enough learned role models in the society”.

“Bad upbringing by parents, especially single parent homes”.

“Some learners often feel that they are not treated fairly by educators”.

“Demotivation, lack of goals as a result of fear of failure to continue at tertiary education due to poor economic conditions”.

The analysis of views expressed by the respondents is illustrated in Table 6.7.

Table 6.7 Other reasons for violent behaviour of learners

Reason for violence	<i>f</i>	%
Learners staying alone(no parental care)	212	54
Lack of proper disciplinary measures	202	52
Poor family background	196	50
Peer group pressure	188	49
Social influence	185	48
Divorced parents	181	46
Lack of motivation	172	45
Influence of Television	168	44
Lack of respect for educators	156	40
Lack of goals	140	36
Misunderstanding of rights of learners	136	35
Attention seeking	128	33
Unemployment	113	29
Influence of gangs	95	25

Key: *f* = Frequency

Additional reasons expressed by some respondents include issues such as adolescent stage problems, problems and stress at home, child headed households, collapsed moral values, lack of role models, and political imbalances of the past. A few respondents expressed the view that lack of corporal punishment as a reason for violence among learners.

6.5.4 Opinion and suggestions to reduce school violence

Section F of the questionnaire was intended to seek opinion and suggestions from respondents on ways and means to reduce school violence. Respondents were requested to mark their opinion about the given statements on a four point scale- **Strongly disagree, Disagree, Agree and Strongly agree**. Question 19.10 was an open-ended question, allowing respondents to express their own suggestions to improve school safety. The responses to section F are illustrated in Table 6.8 on page 252.

Table 6.8 Opinions and suggestions to improve school safety

Item No.	Statement	SD 1		D 2		A 3		SA 4		Mean	Standard Deviation
		f	%	f	%	f	%	f	%		
19.1	Proper teaching and learning cannot take place if schools do not have a safe environment	8	2	18	4	157	38	229	56	1.53	0.67
19.2	Every school must have a policy to ensure the safety of learners and educators	4	1	2	0,5	135	32,8	271	65,8	1.37	0.55
19.3	Security personnel must be employed at every school	3	1	11	3	159	39	239	58	1.46	0.59
19.4	Parents must be involved in developing policy on school safety	4	1	3	1	137	33	268	65	1.38	0.56
19.5	Police must be involved in dealing with issues of school violence	7	2	8	2	161	39	236	57	1.48	0.63
19.6	Surprise searches by police on learners for weapons and drugs must be carried out	9	2	21	5	136	33	246	60	1.52	0.85
19.7	Learners committing serious crimes must be expelled from school	7	2	27	7	160	39	218	53	1.58	0.77
19.8	Educators who abuse learners sexually must be dismissed from job	6	1,5	18	4,5	147	36	241	58	1.49	0.65
19.9	Your school is safe for all learners and educators at all times.	46	11	188	46	141	34	37	9	2.59	0.8

Key :SD = strongly disagree-1, D = disagree-2, A = agree-3, SA = strongly agree-4, f = frequency

Table 6.9 Rank order of opinions and suggestions on school safety
(Ranking based on option strongly agree)

Rank*	Statement	SD		D		A		SA*	
		f	%	f	%	f	%	f	%
1	19.2	4	1	2	0,5	135	32,8	271	65,8
2	19.4	4	1	3	1	137	33	268	65
3	19.6	9	2	21	5	136	33	246	60
4	19.8	6	1,5	18	4,5	147	36	241	58
5	19.3	3	1	11	3	159	39	239	58
6	19.5	7	2	8	2	161	39	236	57
7	19.1	8	2	18	4	157	38	229	56
8	19.7	7	2	27	7	160	39	218	53
9	19.9	46	11	188	46	141	34	37	9

According to Table 6.8 and 6.9, the three top ranking suggestions to which the respondents strongly agreed were:

Rank order No. 1. Every school must have a policy to ensure safety of learners and educators

According to Table 6.9, it is noted that 65.8% of respondents strongly agreed with the statement that every school must have a policy to ensure school safety. It is noted during the survey that many schools did not have a written policy on school safety (cf. Table 6.4). This is an indication that many schools have not taken school safety as a serious issue. Schools should not wait for serious incidents to happen before necessary steps are taken to prevent them. Schools must involve all stakeholders to develop policies on school safety and implement them with consistency. Table 6.9 shows that 65% of the respondents strongly agreed to the statement that parents be involved in the development of policies on school safety.

Rank order No. 2. Parents must be involved in developing policy on school safety

Parental involvement in the education of children has been noted as a major concern in our society (cf. Table 6.9). It is imperative that parents be involved in every aspect of school management so that a working partnership can be established between the parents and the school. The School governing body should be given the responsibility to establish this relationship between the parents and the school.

Rank order No. 3. Surprise searches by police on learners for weapons and drugs

Table 6.9 above indicated that 60% of the respondents strongly agreed with the suggestion that surprise searches be carried out on learners by police for weapons and drugs. Drug abuse and possession of weapons by learners is noted as a matter of concern in our schools (cf. Table 6.4). A surprise search by police in schools is a good deterrent for learners who indulge in criminal and illegal activities. It must be noted that a small percentage (2%) of respondents strongly disagree to the statement. Student searches are a matter of debate because of the view that it is an infringement on the democratic rights of learners. Care must be taken to avoid intimidation and humiliation of the learners during searches (cf.4.3.3).

Item 19.10 was an open-ended question intended to seek suggestions from the respondents on ways to improve safety and security in our schools. Various suggestions were provided by the respondents are given below in the priority order:

- Department of education must employ security personnel in every school;
- Community and parental involvement in developing policy on safety and security;
- Adopted cop in every school;
- Security fence/wall and gate;

- Police involvement/ police patrol;
- Surprise searches by police;
- Written policy on school safety;
- Gates to be locked during school hours;
- Visitors to be controlled by proper records/registers;
- Search learners at gate for weapons and drugs;

In addition to the above suggestions some respondents included suggestions such as a system to ensure discipline among learners, effective teaching and learning , training of educators to handle crisis and crime, rehabilitation of violent learners, not to let learners out during lunch break by providing tuck shop in the school premises, guidance and counselling and regular parents meeting. The suggestions from the respondents are of great significance in the study, because the respondents made the suggestions from their daily personal experience with the learners and their problems.

6.6 CHI-SQUARE TEST OF INDEPENDENCE

Chi-square test of independence was employed to either reject or accept the null hypotheses which were postulated in chapter one (cf. 1.2). Chi-square test of independence is concerned with the relationship between two different factors of categories in a population under study (Charles, 1988).The different categories of the population which was subjected to the test of independence are :

- Rural and urban schools;
- Schools with less than 600 learners and schools with more than 600 learners;
- Gender majority of learners; and
- Less experienced and more experienced respondents.

The following formula is used to test the Chi-square statistic:

Hypotheses:

H₀: Row and column categories are independent (i.e. no relationship)

H₁: Row and column categories are not independent (i.e. relationship exists)

Significance level : 1%, 5% or 10%

Chi-square statistic = $\sum[(o - e)^2 / e]$, o=observed, e=expected frequency

Degrees of freedom (df) = $(r - 1)(c - 1)$, r = rows, c = columns

Rejection region of hypotheses: p-value (i.e. probability value) \leq 1% , 5% or 10%

6.6.1 Security personnel in rural and urban schools

Chi-square test was done using excel software package to check if there was any relationship between rural and urban schools with regard to the presence of security personnel in schools.

Table 6.10 Security personnel in rural and urban schools

Location of the school	Does your school have security personnel			Total
	Not sure	No	Yes	
Rural	30	122	113	265
Urban	8	52	87	147
Total	38	174	200	412

Chi-square=11,42 p-value=0,003 df = 2

Excel software package was used to perform a chi-square test for the data in Table 6.10. The chi-square statistic and the p-value with two degrees of freedom were 11,42 and 0,003, respectively. Since the p-value is less than 1% level of significance, then the opinion of respondents about the availability of security personnel at their schools is significantly dependent on the location of their schools. It means that few rural schools have security personnel, whereas the majority of urban schools have security personnel.

Figure 6.8 on page 257 justifies this research finding.

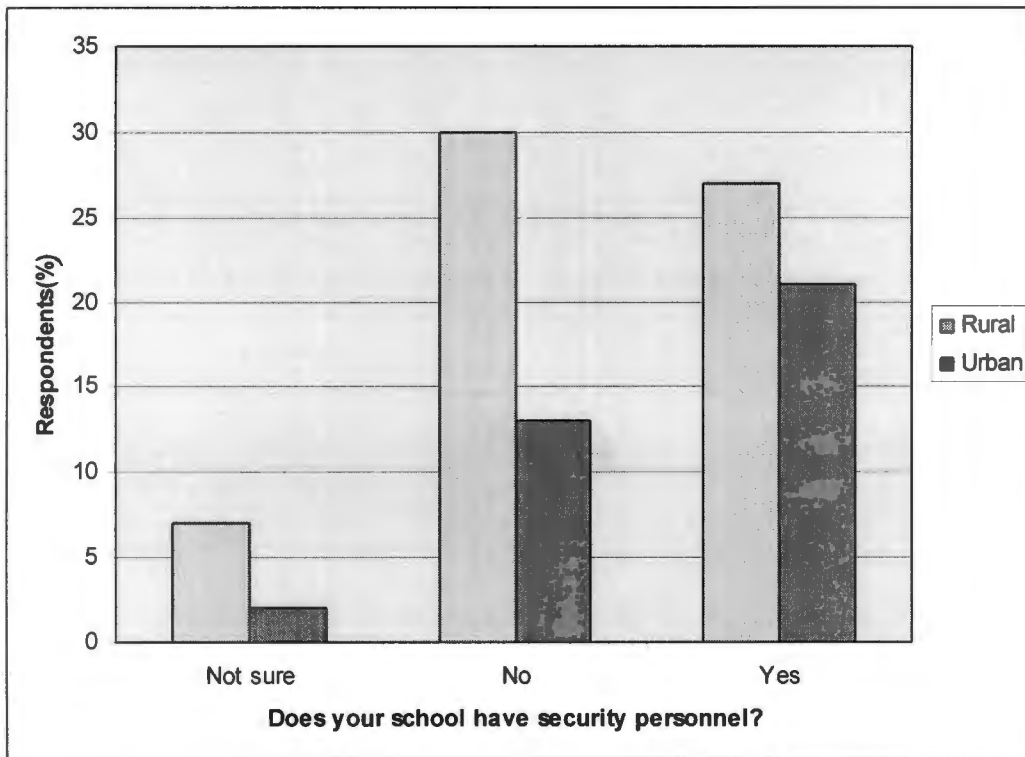


Figure 6.8 Security personnel in rural and urban schools.

Presence of security personnel in schools is cited as an important factor in maintaining safety and security in schools (cf. Item 19.10). The test of statistical significance has confirmed that more schools in urban areas have security personnel than in rural schools. The reason could be that rural schools do not feel the necessity of security guards in schools as the community exhibits the spirit of ownership of their schools and looks after the school property by them.

6.6.2 Learners belonging to local gangs in rural and urban schools

The result of chi-square test of significance is illustrated by the Table 6.11 and Figure 6.9.

Table 6.11 Learners belonging to local gangs- rural and urban schools

Location of school	Learners belonging to local gangs				Total
	None	Negligible	Moderate extent	Large extent	
Rural	96	68	90	11	265
Urban	36	47	53	11	147
Total	132	115	143	22	412

Chi-square=7,5 p-value=0,06 df = 3

Excel software package was used to perform a chi-square test for the data in Table 6.11. The chi-square statistic and the p-value with 3 degrees of freedom were 7,5 and 0,06, respectively. Since the p-value is less than 10% level of significance, then the opinion of respondents about learners belonging to local gangs is significantly dependent on the location of their schools. It means that the number of learners belonging to local gangs is gradually increasing in urban schools than in rural schools.

Figure 6.9 on page 259 justifies this research finding.

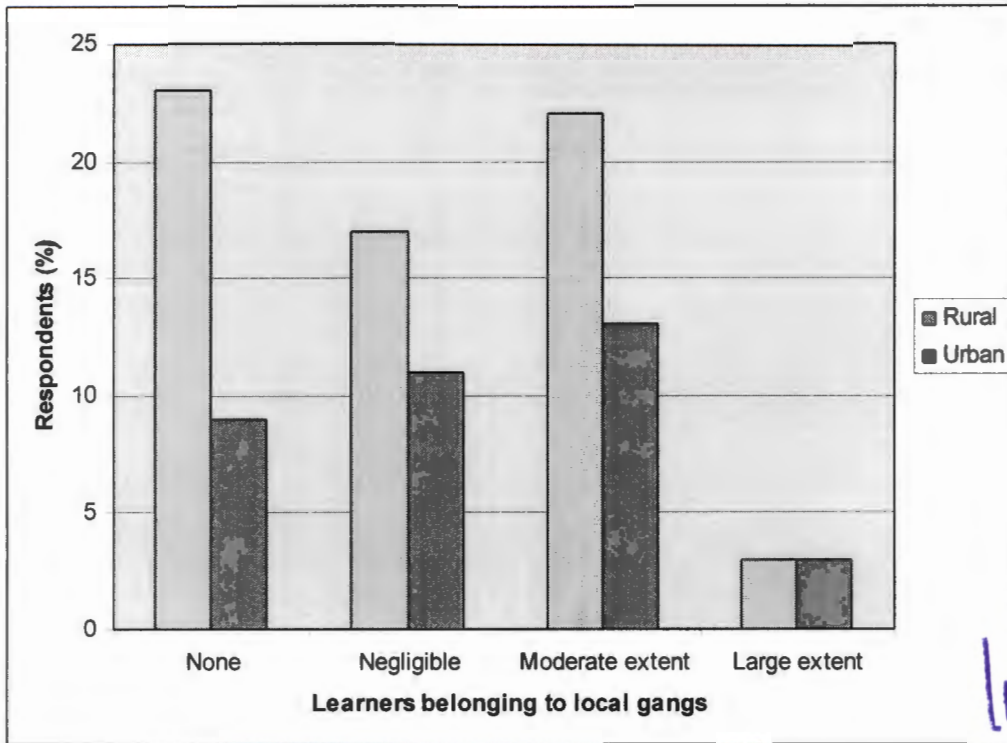


Figure 6.9 Learners belonging to local gangs

It has been proved by the above test of significance that learners belonging to local gangs are more in urban schools than in the rural schools. Learners in rural schools are under close supervision by the parents and other community members than in the urban situation. In urban schools learners come from different cultural, social and economic background. Urban children are also exposed to the so called modern ways of life styles and other temptations. In urban life, parents do not get sufficient time to supervise the activities and behaviour of their children.

6.6.3 Learners bringing dangerous weapons to school in less populated and more populated schools

Chi-square test of significance was performed using excel software package to study the effect of total number of learners in a school and the incidents of bringing dangerous weapons to school. Table 6.12 and Figure 6.10 illustrate the findings.

Table 6.12 Learners bringing dangerous weapons to school in less populated and more populated schools

No. of learners at the school	Learners bringing dangerous weapons to school				Total
	None	Negligible	Moderate extent	Large extent	
Less than 600	57	38	42	19	156
Above 600	78	53	111	24	256
Total	135	91	153	33	412

Chi-square=9,404 p-value=0,024 df = 3

The chi-square statistic and the p-value with 3 degrees of freedom were 9,404 and 0,024, respectively. Since the p-value is less than 5% level of significance, then the opinion of educators about learners bringing dangerous weapons to school is significantly dependent on the number of learners at the school. It means that the number of learners who bring dangerous weapons to school is gradually increasing in schools with a population of over 600 learners than in smaller schools.

Figure 6.10 on page 261 below justifies this research finding.

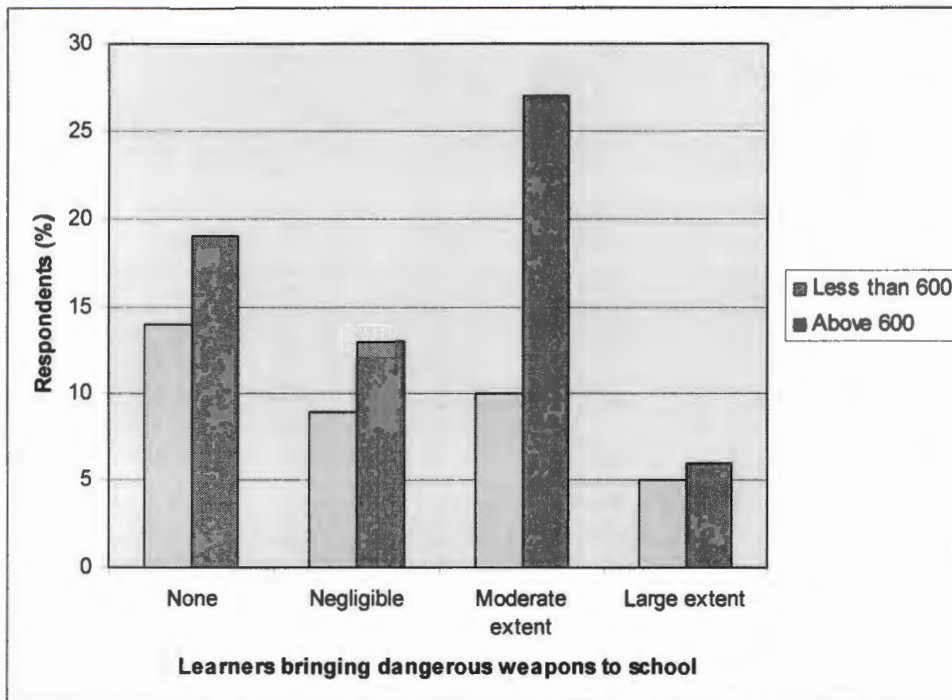


Figure 6.10 Learners bringing dangerous weapons to school

The data from Table 6.12 above and Figure 6.10 draw attention to the fact that highly populated schools have greater challenges than less populated schools. Overpopulated schools have overcrowded classrooms. Majority of respondents indicated that they have overcrowded classrooms (cf. Figure 6.5). Even though the expected ratio of learners to educator is 30:1 according to the policy of the Department of Education in the province; many schools have more than 50 learners in one class. This is mainly due to the shortage of classrooms. Educators are not able to give personal attention due to the large number of learners in the classrooms. This in turn could lead to many disciplinary and behavioural problems of the learners.

6.6.4 Learners belonging to local gangs according to gender majority

Chi-square test was performed to study if there was any statistical significance existed between the gender majority of learners and gang activity. Table 6.13 on page 262 and Figure 6.11 on page 263 illustrate the findings.

Table 6.13 Learners belonging to local gangs and gender predominance

Gender majority of learners	Learners belonging to local gangs				Total
	None	Negligible	Moderate extent	Large extent	
Girls	110	102	107	17	336
Boys	22	13	36	5	76
Total	132	115	143	22	412

Chi-square=8,75 p-value=0,03 df = 3

Excel software package was used to perform a chi-square test for the data in Table 6.13. The chi-square statistic and the p-value with 3 degrees of freedom were 8,75 and 0,03, respectively. Since the p-value is less than 5% level of significance, then the opinion of respondents about learners belonging to local gangs is significantly dependent on the composition of learners. It means that the number of learners belonging to local gangs is relatively higher in predominantly boys schools than in predominantly girls schools.

It has been noted that schools with girls in majority are much higher in number than boys majority schools- boys majority schools are 18% and girls majority schools 82 % (cf. Figure 6.2).

Figure 6.11 on page 263 justifies the data in Table 6.13.

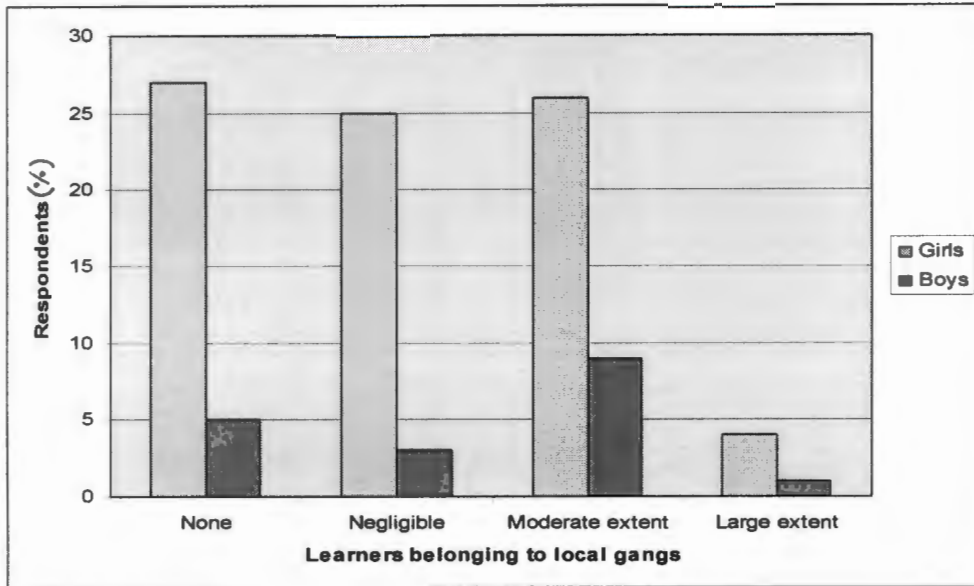


Figure 6.11 Learners belonging to local gangs and gender predominance

The findings from the above data support the fact that boys are involved in gang activities than girls (cf. 3.4.8). It is mostly boys who are attracted by gangs and gang activities. Gang members involve themselves in many illegal and criminal activities such as theft, car hijacking, and drug trafficking. School authorities and educators must join force with police to curb gang activities in the schools.

6.6.5 Incidents of vandalism- views of less experienced and more experienced respondents

Views of less experienced educators and more experienced educators could differ on various aspects of school safety. This assumption was tested using Chi-square test.

Table 6.14 on this page and Figure 6.12 on page 264 illustrate the findings.

Table 6.14 Incidents of vandalism- different views

Teaching experience(yrs)	Incidents of vandalism in your school				Total
	None	Negligible	Moderate extent	Large extent	
Below 10 years	42	31	51	24	148
Above 10yrs	41	55	97	71	264
Total	83	86	148	95	412

Chi-square=12,598 p-value=0,006 df = 3

Excel software package was used to perform a chi-square test for the data in Table 6.14. The chi-square statistic and the p-value with 3 degrees of freedom were 12,598 and 0,006, respectively. Since the p-value is less than 1% level of significance, then the opinion of educators about incidents of vandalism in their schools is significantly dependent on their teaching experience. It means that more experienced educators tend to think that incidents of vandalism in their schools are many, whereas less experienced educators tend to differ.

Figure 6.12 justifies this research finding.

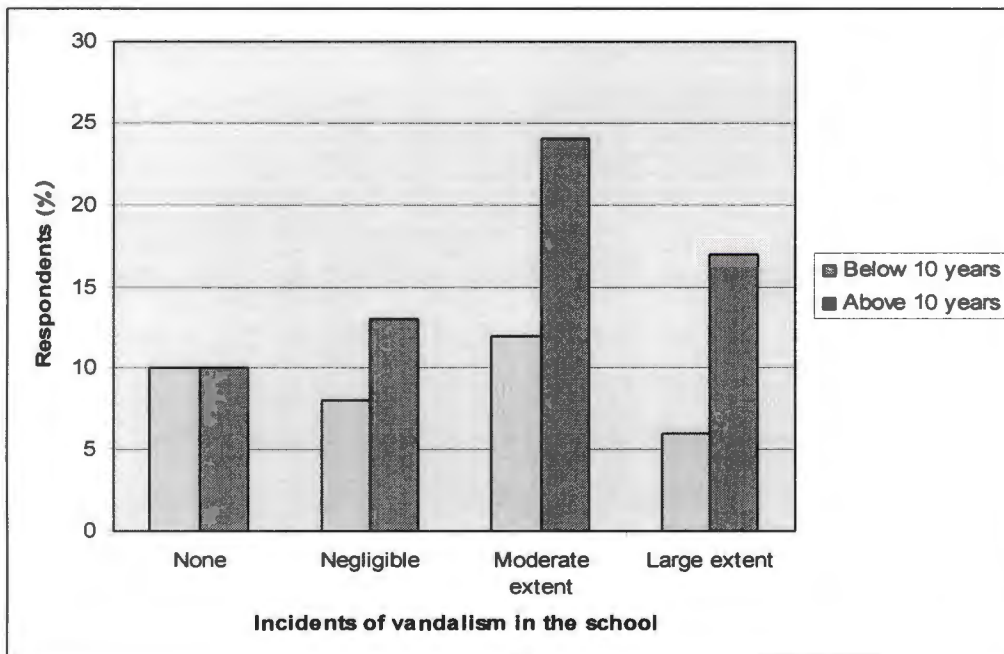


Figure 6.12 Incidents of vandalism- different views

The test confirms that respondents with more than 10 years of teaching experience believe that the incidents of vandalism in their schools are too many, when compared to the view of respondents with less than 10 years of teaching experience. Educators with more experience compare the incidents of vandalism with their experiences from the past, when vandalism was probably not as rife as today. Therefore when they see the present state of affairs, they take note of the level of increase of vandalism. Educators with less experience do not probably

consider vandalism as a major issue; because they do not think of the impact vandalism has on the general safety and security of the school. However, vandalism has been identified as one of the top challenges of school safety (cf. Table 6.3).

6.7 DISCUSSION OF FINDINGS

The findings of the empirical investigation revealed some important aspects of school safety in South Africa in general and North-West province in particular. Some of these findings are vital when we have to find solutions to the current problems faced by schools.

Firstly, school safety is not given the necessary attention by school authorities in most schools. The reason could be that there are other issues which are given priority by the school authorities. Infrastructure, sanitation facilities, furniture, text books, laboratories and media centres are some of the challenges that schools are trying to cope with. These are some of the facts revealed during the interviews with principals and educators. But it one must realise that if schools are not safe, then all other efforts to provide quality education will be a futile exercise.

Learner discipline in general is deteriorating in most schools. Learners do not respect and obey educators. There is no healthy relationship between educators and learners. Educators are overburdened with teaching large number of learners in one class. They are not able to give individual attention to each learner, both academically and otherwise.

Learners are greatly influenced by the behaviour of adults in the society. Alcohol and drug abuse, sexual behaviour, violence and crime are learned by children from the society itself. Children should be taught to respect public property and take care of the environment. Various life skills must be imparted through formal education to train the learners for a better life. HIV/AIDS is the greatest threat to the young people and the society as such.

Schools should take a leading role to ensure safety at schools. The Department of Education and the Government should give substantial support school safety programmes. Parents, community members and law enforcement agencies need to be part of the school safety programme.

6.8 SUMMARY

Data collected has been analysed and interpreted in this chapter. In the process of analysing the data, various statistical techniques were employed, with the assistance of a professional statistician. These included statistics like frequency distribution, percentages, mean scores, standard deviation and chi-square test of independence. As the first step, the researcher captured the responses for each item from the completed questionnaires on a spread sheet using Excel software package.

Frequency and percentage of each item on the questionnaire was calculated and presented in different Tables and Figures. Table 6.1 above illustrated the data of biographic particulars of the respondents. Figure 6.1 showed the demographic particulars of the respondents. The data in Table 6.1 was interpreted with reference to school safety issues. The 22 items in Table 6.2 above were analysed one by one and compared with the literature study. The top ranked as well as the least ranked issues and challenges were identified and analysed.

Table 6.4 above provided the frequency and percentages of policies and resources available in different schools according to the responses of the respondents. Table 6.8 shows the frequency and percentage of opinions and suggestions of the respondents on how to improve school safety. Open-ended questions – item 18.13 and 19.10 were also analysed by arranging the responses into different categories. Chi-square test of independence was performed to analyse the differences views, opinion and suggestions of different groups of respondents such as rural and urban schools, highly populated and less populated schools, gender majority and difference of experience of the respondents.

The findings of the empirical investigation are summarised below:

- Majority of respondents felt that their schools are not safe for learners and educators for effective learning and teaching;
- The five top ranked issues and challenges facing schools with regard to school safety are :
 - Vandalism,
 - Lack of respect for educators,
 - Learners who steal belongings of other learners,
 - incidents of bullying and
 - impact of HIV/AIDS.
- There is lack of policies and resources to promote safety and security in many schools;
- Problems in rural and urban schools differ considerably;
- Overcrowded classrooms are common in many schools;
- School safety and security committees are not there in many schools; and
- There is lack of commitment and involvement on the part of parents and the community.

The following suggestions, among others, were made by the respondents to improve safety in our secondary schools:

- Every school must have a policy to ensure safety of learners and educators;
- Parents must be involved in developing policy on school safety;
- Surprise searches by police on learners for weapons and drugs must be conducted;
- Security personnel must be employed in every school.

CHAPTER 7

GUIDELINES TO IMPROVE SCHOOL SAFETY IN SECONDARY SCHOOLS IN THE NORTH WEST PROVINCE

7.1 INTRODUCTION

School safety is a global issue and programmes have been developed in many countries to improve safety and security in the schools. Extensive research including development of school safety programmes has been done in the United States of America and these programmes have been experimented with in many of their states. In the South African context, school safety has to be viewed from a different perspective as compared to United States of America and other western countries. South African society has its own unique challenges, especially being a new democracy and also due to the legacy of the political past. Critical issues related to the development of guidelines are discussed in this chapter.

The empirical investigation in the study has revealed specific challenges and issues in the South African schools, particularly in the North-West Province. A comprehensive guideline to improve safety in our secondary schools is essential to assist school authorities and educators to create a safe environment for our children to learn and grow without fear and anxiety.

One of the main purposes of the study is to develop guidelines to improve school safety in our secondary schools (cf. 1.3). From the theoretical frame work in chapters 3 and 4 and empirical investigation reported in chapters 5 and 6, a comprehensive guideline including implementation strategy is developed in this chapter

The programmes identified from various countries and the findings of the empirical investigation in chapter 6 form the foundation for the development of the

guideline intended to suit the needs of the South African community in general and North-West province in particular. The proposed guidelines are intended to assist every school to develop its own safety programme and implement it effectively to reduce violence in our schools.

7.2 GOALS AND OBJECTIVES OF SCHOOL SAFETY GUIDELINES (SSG)

The school safety guidelines (SSG) are developed with the intention of achieving the following goals and objectives (cf. 4.2):

- Reducing the potential for violence to occur in the schools;
- Protecting the physical safety of learners and educators;
- Providing safe and healthy environment for learning and development;
- Providing opportunities for youth to engage in non-violent activities;
- Building resilience tools in youth , so that they are able to choose a non-violent pathway; and
- Reducing risk factors in youth so that they are less likely to become involved in crime and violence

The above listed objectives can only be attained through well designed and viable school safety guidelines. The guidelines need to be suitable and relevant to the needs and aspirations of the community in which the school is situated. The school safety programme developed by each school using the guidelines, shall be able to address the challenges and issues facing the school and the community.

7.2.1 Principles of school safety programme

The following principles will be used for developing the school safety guidelines (cf.4.2.1):

- Understanding what a safe school is;
- Identify indicators of violence, delinquent behaviour, and troubled learners;

- Developing policies, prevention and response plans to issues of safety and violence;
- Building a 'safety net' for troubled learners and knowing where to get help;
- Knowing how to handle and respond to a crisis;
- Treating aftermath of violence and trauma; and
- Effective school management.

The above principles must be taken into consideration while developing the guidelines for every school. There is no school which can claim that it is a safe school and ignore the need for a school safety programme, because crisis can occur at any time.

7.3 DEVELOPMENT OF SCHOOL SAFETY GUIDELINES

The development of school safety guidelines needs a multi-sectoral and multi-disciplinary approach, involving all the stakeholders.

7.3.1 Critical Stages in planning the school safety guidelines

Thorough planning is essential for the development of school safety guidelines. The principal and the senior management team of the school must do the planning first. The following outline illustrated by figure 7.1 below can be used while planning the development of guidelines for a particular school (Refer to page 271).

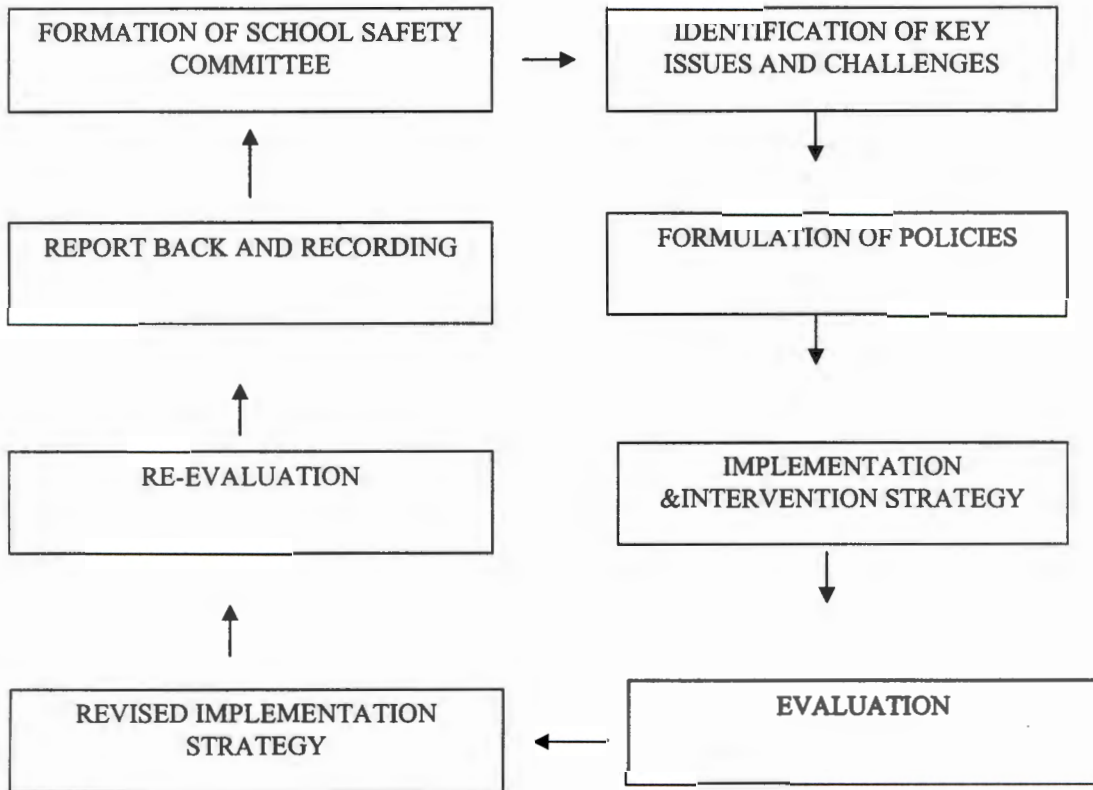


Figure 7.1 Stages in the planning of school safety guidelines

7.3.1.1 School Safety Committee (SSC)

The first step in developing school safety guidelines is to select a well constituted, all inclusive committee to spearhead the school safety programme. The empirical investigation has revealed that most schools in the province do not have a school safety committee. Figure 7.1 above outlines the composition of the school safety committee. The essential components of the school safety committee are as shown in Figure 7.2

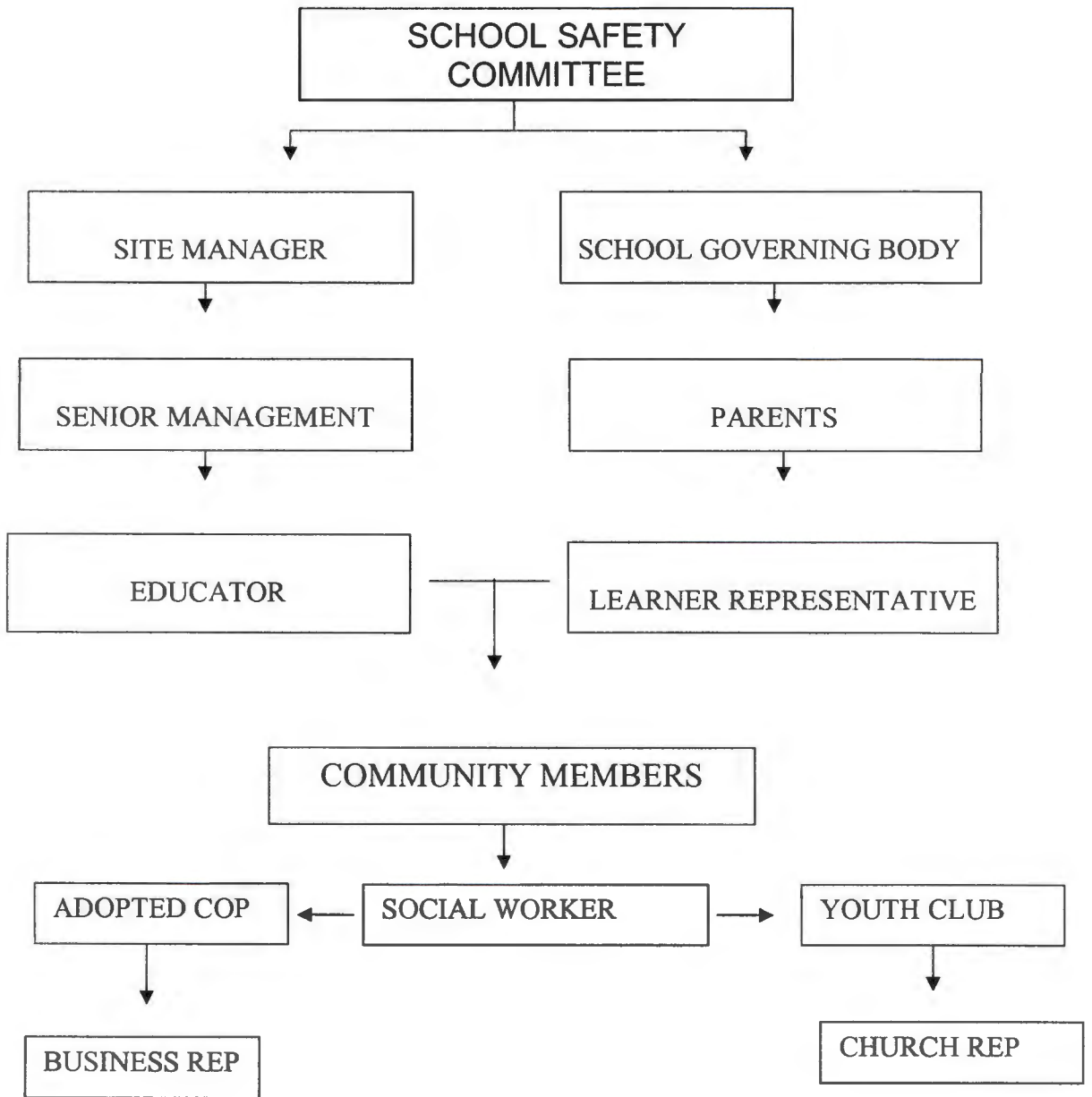


Figure 7.2 School safety committee (S.S.C)

Site manager (Principal)

The site manger or the principal has to coordinate the selection of the committee members. It is the site manager who has the necessary contact and understanding

of the school community. The level of efficiency of school management depends on the level of efficiency and commitment on the part of the school site manager. Though the school governing body has the ultimate responsibility for school governance, the site manager has the sole responsibility and accountability for the daily management of the affairs of the school. A committed, honest and dedicated principal who has always the welfare of the children and the society at heart can never fail in his/her attempt to create a safe school.

School Governing Body (S.G.B)

A member of the school governing body, preferably the chairperson, has to be a member of the School Safety Committee. School governing body has the ultimate responsibility for the smooth governance of the school. The SGB is a major role player in the formulation and implementation of policies for the school. A minimum of three parents must be in the committee.

Parents

Parents are partners with educators in the task of educating the children. Parents play a key role in monitoring and controlling the behaviour of learners. Without involving parents in the policy making and other activities of the school, a school cannot be transformed into a safe place for learners to learn and grow.

Senior Management

Members from the Senior Management Team, including the principal are an essential component of the committee. The execution of the policies developed by the committee primarily lies in the hands of the senior management of the school.

Educators

Educators spend more time with the learners than anyone else and therefore educators must play an active role in the school safety committee. The educator who represents the other educators in the committee will be able to identify key challenges facing educators regarding learner behaviour. Educators are the most important role players in ensuring safety in their schools. Constant efforts and abundance of patience is required on the part of educators while handling learners with behavioural and other disciplinary problems. A minimum of two educators should be in the committee.

Learner representatives

School safety is concerned mainly about the welfare of learners. Any decisions taken without involving learners can not get support from them if they are not involved and their needs are addressed. Learners too have constitutional rights and they must be trained to become leaders in a democratic society. It is advisable to select two members (one male and one female), form the Learner Representative Council (LRC) to be part of the School Safety Committee.

Community members

Community members have a pivotal role to play in the school safety committee because without the active participation of the community it is impossible to turn a school into a safe place. Schools are the mirrors of the society because the learners carry the culture of the society into schools. If the society has a culture of violence, the learners will naturally show the same characteristic. Similarly, learners from a peace loving society will carry the same trend to their schools.

Some of the key stakeholders from the community who must be part of the School Safety Committee are:

Business representative

Business community in the vicinity of the school has an important role to play in the school safety committee. Some shop owners sell illegal items to learners without considering its negative impact on the youth in the community. Business people can contribute positively to school safety campaign by donations to support needy learners, refraining from selling illegal substances such as cigarettes and liquor to learners and by informing school authorities about certain behaviour of learners they observe around the business premises. Some truant learners hang around shops and business premises and engage in illicit activities.

Adopted cop

Police has to play a vital role in curbing violence in schools. Each school has to make sure that they adopt a cop to assist the school to combat violence. Police have the legal mandate to enforce law and order in the community. Regular police patrol and surprise searches will be a good deterrent for criminal activities. Police can also educate learners about the consequences of criminal offences. Police presence in the vicinity of schools can also stop drug traffickers who sell drugs to school children.

Social worker

Some learners behave violently due to various psychological and sociological problems. Some learners come from families with parental neglect, and other forms of stressful conditions. Social workers can be of assistance to such neglected or abused children by providing counselling and other forms of help. Certain deviant behaviour of learners can only be solved with the help of professional psychologists and counsellors.

Youth club representative

A representative from one of youth organisations in the community must form part of the school safety committee. It could be a sports club, dance club, music club or any other cultural club, where the youth meet in an organised manner and engage in constructive and healthy activities. Some of the learners get involved in criminal activities because they have no opportunities to engage in healthy recreational activities to spend their free time. Learners must be encouraged to become member of at least one of the youth organisations or clubs.

Church leader

Church leaders need to be involved in the school safety committee because the learners need regular spiritual and moral guidance to lead them in the right path.

Church leaders of different denominations could be invited to the school to preach and pray during the morning assembly. Some spiritual leaders can also assist in providing counselling to emotionally disturbed learners. If the community consists of different religious groups, their representation also must be taken into consideration.

The above mentioned composition of the school committee may be slightly changed by individual schools by adding other relevant stakeholders, depending on the availability of such members. Some other stakeholders who may be incorporated are medical professionals such as doctors or nurses, taxi operators, or any other relevant service providers. A Department of Education official at the district level also could be of assistance if incorporated to the committee.

7.3.1.2 Identification of key issues and challenges

Even though school safety issues and challenges are common in all schools, the nature, intensity and frequency could vary from school to school. Therefore it is

important to identify the major issues and challenges pertaining to each school, before a programme could be developed to tackle the issues. Some schools show a tendency of denial and refuse to accept that there are serious safety issues at their school. Every school should be prepared to identify and accept the key issues which threaten the safety of learners and educators at their school. Practical solutions to the problems should be found by developing appropriate policies and strategies to combat the challenges.

7.3.1.3 Formulation of safety and security policy

After the school safety committee has been established, the committee must meet and elect a chairperson, secretary, and other relevant positions in the committee. Every member in the committee should be given at least one major task to perform within the committee. The committee must meet and draw an action plan in which the first task is to draw a safety and security policy for the school.

The following aspects should be included in the school security policy:

Discipline policy

If the school has an existing discipline policy or code of conduct for learners, amendments may be made to the existing policy. A well defined discipline policy for learners must be drawn and it must be incorporated into the general school safety and security policy. Various levels of offences and subsequent corrective measures have to be categorically listed in the discipline policy. The draft policy should be made available to all members of the school community for suggestions and comments, before the policy can be finalised. Copies of the final policy document should be made available to all stakeholders.

Security operations

A well planned security operation system should be established through the school safety and security policy. Security operations policy must cater for the following security needs:

- Access to school premises – fencing/wall and gate;
- Employment of security personnel;
- Access control for visitors; and
- Prevention of vandalism and theft of school property; and
- Checking for drugs and weapons possession.

Crisis preparedness

The school safety and security policy should make provision for effectively handling any crisis situation in the school. Crisis preparedness guidelines should address the following security issues (cf. 4.4):

- Abductions, including kidnapping and removal of learners by noncustodial parents or guardians;
- Altercations or riots, such as gang, racial, or other large scale learner disruptions or conflicts;
- Bomb threats and suspicious device management;
- Gunfire in school and on school grounds;
- Hostage situations;
- Trespassers and suspicious persons in school or on school property;
- Weapons possessions, threats , and/or use; and
- Other violations of state law and local ordinances pertinent to school operations.

Safety issues other than noncriminal in nature must also be included in the crisis preparedness guidelines. The following are some of the events that need to be included in the guidelines (cf. 4.4):

- Accidents with massive injuries, either large scale, within the school or involving buses;
- Death, on or off school premises, or serious illness involving learners of staff;
- Environmental, such as chemical spill or toxic exposure;
- Fire or explosion;
- Gas leak, power or water outage;
- Student protests or demonstrations; and
- Weather and natural disasters.

Crisis preparedness guidelines should be well defined with emergency contact numbers and the document must be easily accessible and available to every educator in the school.

Intervention strategies

Some of the challenges and issues faced by schools are caused by the societal influence and it is not easy to eradicate the cause within a short span of time. However, a well planned intervention strategy developed by each school, depending on the specific situation, can be useful to combat the problem. Each problem that has been identified must be provided with an intervention strategy, using the available resources. Consultation with various stakeholders should be done while developing the intervention strategies.

Prevention curriculum

While dealing with the reduction of violence and security issues at hand, it is imperative to educate the learners on how to prevent the incidents from occurring in future. There must be formal and informal education provided at schools aimed at eradicating the root cause of violence in the society.

Life orientation in the new curriculum which is a compulsory subject according to the National Curriculum Statement (N.C.S) is intended to prepare learners for a responsible and meaningful life. Learners need to be taught how to live in harmony with other fellow being. They must also be taught to live a healthy life style and be responsible citizens taking care of their environment and public property. Learners with criminal tendency and other behavioural problems should be identified and professional assistance be provided.

7.3.1.4 Implementation and intervention strategy

Implementation of the policies through a well organised intervention strategy is essential to realise the objectives of the school safety guidelines. Every situation and challenges are unique and they need specific intervention strategy. Resources are needed to intervene in every situation, be it human or material resources.

The intervention strategy should have a specified plan of action, which must include the following aspects:

- Challenge to be specified - for example, drug abuse;
- Name of the person responsible;
- Proposed activity;

- Evaluation; and
- Recommendations.

Record keeping of the intervention programmes is necessary to keep track of the progress and effectiveness of the programme. Types and number of incidents, the dates of occurrence, action taken and outcome are to be recorded in a register designed for the purpose.

7.3.1.5 Evaluation and monitoring

Evaluation and monitoring of the intervention strategies is important to assess the success of the programme as well as for the further improvement of the school safety guidelines. Evaluation is the yardstick to measure the effectiveness of the programme. It will also create confidence in learners, educators, parents and the community in general, about the safety standard of the school. Sponsors will be willing to support the school in all its developmental efforts.

Evaluation can be either internal or external. Internal evaluation can be done by members of the school safety committee itself. It is advisable to do internal evaluation as it is cost effective and people from within the committee has a better understanding of the programme.

Evaluation of the programme will also highlight the following aspects of the programme:

- Achievement of the programme ;
- Strength and weakness of the programme;
- Obstacles for the implementation;
- Cost of the programme implementation.

7.3.1.6 Revised implementation strategy

After the evaluation has been done, if the drawbacks of the strategy are identified, the strategy has to be revised based on the experience from the initial strategy. The reasons for the ineffectiveness, if any, should be addressed in the revised strategy. The root cause for the failure or ineffectiveness must be identified and solutions found.

The main objective of the school safety programme must be to eradicate the identified problem completely. Therefore partial fulfilment of the objectives cannot be accepted. A well developed school safety guideline can be marketed and other schools could use it to improve safety in their schools.

7.3.1.7 Re-evaluation and report back

Re-evaluation of the revised strategy should be done to confirm the effectiveness of the strategy. Once the programme has been implemented and positive results obtained, all stakeholders in the programme must be given a report on the success of the programme. This will motivate the learners, educators and parents and other partners in the programme to continue to support and sustain the programme.

The school safety committee should prepare a detailed quarterly report indicating the reduction in the levels of violence among learners and improvement of safety in the schools. This report must be made available to members in the community. The programme should continue in the school even if the extent of violence has reduced to the lowest level.

7.4 SCHOOL SAFETY GUIDELINE FORMAT

The matrix illustrated by figure 7.3 on page 283 below summarises the school safety guidelines (S.S.G)

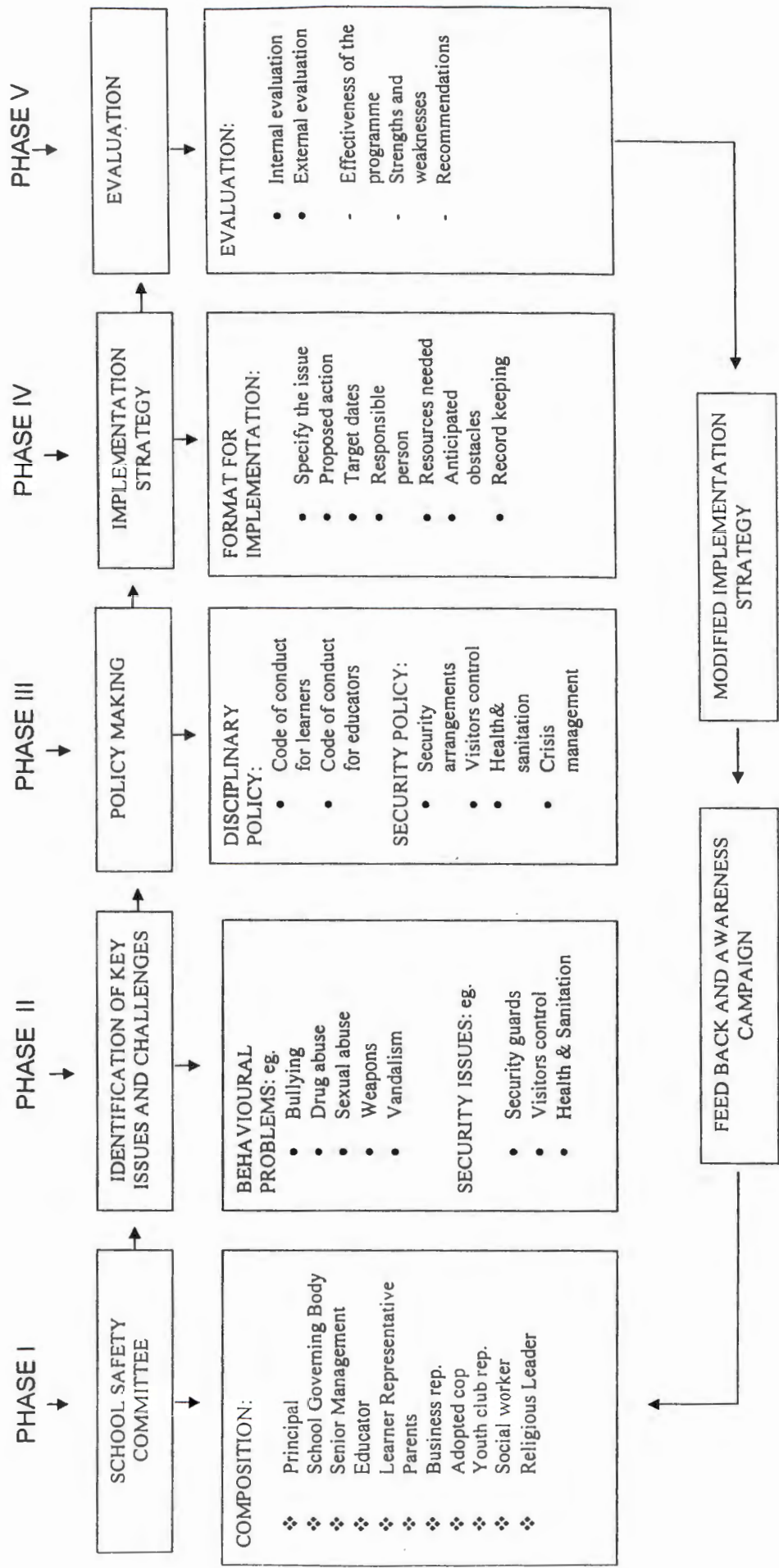


Figure 7.3 Phases for the development of School Safety Guidelines

7.4.1 Salient features of the School Safety Guidelines

The different phases of developing and implementing a school safety programme have been illustrated in figure 7.3. The five phases have been developed to suit the needs of the schools in South Africa, particularly the North-West province. Some of the important aspects of each phase are discussed below.

School safety committee



The empirical investigation in the study has revealed that school safety committees do not exist in many schools (cf.6.5.2). School safety has not been considered as a priority issue by relevant authorities in the past. When the school discipline in general was deteriorating, everybody started blaming each other and no well organised effort was made to remedy the situation. Recently, educators and parents as well as the Department of Education have realised the seriousness of the problem and they felt that something has to be done before the situation gets out of hand.

The purpose of developing guidelines is to give clear direction on how to start a school safety programme in every school. Therefore, the first step is to form a committee where all the stakeholders are involved. Most schools have disciplinary committees to deal with disciplinary issues of learners. A disciplinary committee does not involve anybody from outside the school and also not deal with other aspects of safety and security issues. The empirical study has also elicited that involvement of community members is vital in the process of creating safe schools in the country.

Parental and community involvement

The success of the school safety programme in any school will depend primarily on the level of involvement of the parents and the community. Starting from the onset

of planning and development of the programme all stakeholders should be actively involved. Community ownership of the school safety programme is essential for the successful development and implementation of the programme (cf. 4.2.2.1). All the stakeholders need to put their sincere effort to support and sustain the programme. Various stakeholders who participate in the programme will ultimately benefit in one way or other from the success of the programme (cf. 4.2.2.2).

Effective school management

The success or failure of any programme in the school will depend on the commitment and efficiency of the school management. The principal being the head of the management, his/her role is extremely important. Regular meetings with the senior management team (S.M.T) consultation with the staff in general will make the management successful. Regular meetings with the parents and timely communication with all the relevant community members will make the management popular and acceptable. A management which is secretive and undemocratic will never succeed in any of its efforts to improve the school environment.

Role of educators

Professional, committed and hardworking educators are the pillars of any school. Educators need to relate with the learners with compassion and play the role of *in loco parentis*. The educator has the right to discipline the learners and at the same time to take good care of the learner (cf. 2.5.3). Educators should exhibit exemplary life style even when they are outside the school premises. Though the primary duty of the educators is to impart knowledge, their role in moulding well disciplined learners who should one day become responsible citizens of the country, is equally important.

7.5 SUMMARY

In this chapter, the researcher has attempted to develop a guideline for school safety, which can be used by every school in the province to improve safety and

security. Findings from the empirical study were taken into consideration while developing the guidelines, as the guidelines are expected to suit the North-West province in particular and South Africa in general. The literature study in chapters 2, 3 and 4 provided legal, theoretical and global perspective to the guidelines.

There are five phases to the development of the school safety guidelines, namely committee formation, identification of key issues, policy making, implementation and evaluation. The success of the programme will depend mainly on the following aspects:

- Efficient school management;
- Effective community participation;
- Parent – school partnership;
- Committed educators;
- Cooperation of law enforcement departments, health and social welfare departments; and
- Support from Department of Education.



CHAPTER 8

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

8.1 INTRODUCTION

This chapter provides a brief summary of the study. It also reflects on the major findings of the empirical study and the programme which is developed to improve school safety in secondary schools. A reflection is also made on recommendations for the improvement of safety in schools and possible areas for further research.

8.2 SUMMARY

In chapter one, the statement of the problem, the main research questions, the aims of the research and significance of the study were outlined. School safety is a global issue and it is widely accepted that school safety is an educational right of all children. Every learner has the right to receive education in a safe and secure environment without fear or intimidation (cf. 1.2; 1.4). In South Africa, like any other countries in the world, schools are becoming unsafe and breeding centres of violence and abuse. One of the aims of the study was to develop guidelines to improve safety in secondary schools in the North-West province.

Chapter two outlined the legal aspects of school safety including policies and legislations governing safety of learners. On the international level, the United Nations guarantees the rights of children through its Convention on the Rights of the Child (cf. 2.2). United Nations Children's Fund (UNICEF) believes that children are entitled to grow up in a safe environment (cf. 2.2.1). UNESCO gives clear guidelines on how to improve the school environment for maximum safety of the learners (cf. 2.2.2).

Chapter two also deals with the South African legislation with regard to matters relating to school safety. Constitution of the Republic of South Africa guarantees the rights of the child through the Bill of Rights (cf. 2.3;2.3.1). There is also specific legislation in respect of education to safeguard the well being of learners and their safety. The following acts are explained in chapter 2 (cf. 2.3.2)

- National Education Policy Act No.27 of 1996;
- South African Schools Act No. 84 of 1996; and
- Employment of Educators Act. No. 76 of 1998.

Code of conduct for learners as well as code of conduct for educators is also dealt with in chapter two. Common law position in South Africa with regard to school safety is also dealt with in this chapter. It is important for all educators to be knowledgeable about these laws to avoid legal liability when dealing with safety issues of learners under their care. Educators like any other citizens are responsible for the consequences of their actions and legal liability is same as that is imposed upon any other member of the community (cf.2.6; 2.6.1; 2.6.2).

In chapter three a thorough literature study has been done on the nature and scope of school safety. The term school safety was explained from different perspectives and the reasons for violence among learners were also studied in detail (cf. 3.1; 3.2.1; 3.2.2; 3.2.2.1; 3.3). Various reasons such as biological and social factors which cause deviant and criminal behaviour among learners were studied. Negative influence of society, peer pressure, and lack of parental affection were found to be the major causes for deviant and violent behaviour of learners.

Specific issues and challenges on school safety were also discussed in chapter three. The issues studied in detail were (cf. 3.4; 3.4.1; 3.4.2; 3.4.3; 3.4.4; 3.4.5; 3.4.6; 3.4.7; 3.4.8):

- Alcohol and drug abuse;
- Sexual abuse and sexual harassment;
- Bullying;
- Weapons in schools;
- Racism in schools;
- HIV/AIDS;
- Vandalism; and
- Gangs and gang related violence.

The above listed issues and challenges were studied in detail from an international perspective as well as the South African perspective. Extensive study of the issues was made with the help of books, journals and other publications. Numerous websites were also visited to collect latest information.

Chapter four focussed on programmes and models of school safety used in different countries in order to improve school safety. Extensive research on school safety programmes has been done in the United States of America. Various aspects of school safety programmes such as principles, community ownership, benefits for stakeholders, effectiveness, and assessment have been studied in this chapter (cf. 4.1; 4.2; 4.3). Research findings from South Africa were also scrutinised.

A brief account of interviews conducted by the researcher on his visit to India was also presented in chapter four. Interviews conducted with school principals, educators, learners, and adopted cops from the North-west province of South Africa were also summarised in this chapter.

Chapters five and six report on the empirical study conducted to collect data on the extent of the challenges and issues with regard to school safety. From the empirical study it was noted that incidents of violence, bullying and abuse of

learners occur in many schools (cf. 6.5.1). The top 5 issues identified from the analysis of data are (cf. 6.5.1.1):

- Incidents of vandalism;
- Lack of respect for educators;
- Stealing;
- Bullying; and
- HIV/AIDS related problems in the family.

Furthermore, the empirical study indicated that there is a lack of policies and resources which is one of the reasons for poor discipline and insecurity in many schools. Views of respondents on reasons for violence among learners as well as suggestions to improve school safety were collected from the respondents. Majority of respondents felt that there is poor parental and community involvement in the education of learners. Respondents are also of the opinion that security guards must be employed in every school and police should be involved in reducing violence in schools.

In chapter seven, a School Safety Guideline (S.S.G) was developed which could be implemented in schools to enhance safety and security in schools. The development of the guidelines has five phases and in every phase the involvement of parents and the community members is emphasised. A committed and efficient school management and a team of professional educators are needed to implement the school safety programme in every school. Support, encouragement and monitoring should be done from the part of Department of Education authorities.

From the study a number of findings have surfaced concerning various aspects of school safety. These findings are presented in the following section.

8.3 RESEARCH FINDINGS

In chapter one the researcher presented four aims of the study (cf. 1.3). With regard to each of the aims certain findings were made. The findings are as follows:

8.3.1 Findings on aim 1

With regard to aim 1, which is to investigate the causes that make secondary schools in the North-West province to be unsafe, the following findings were made:

- There is lack of community and parental involvement in the education of learners;
- The learners are not given sufficient attention by their parents;
- The learners are influenced by their peer group to use drugs and involve in other illegal and criminal behaviour;
- There is no proper system to punish the learners for their misconduct;
- Poor financial conditions in the family lead some learners to get involved in criminal activities;
- Some learners are influenced by local gangs and they also abuse alcohol and other drugs; and
- There is no connectedness between learners and educators. This causes poor relationship between learners and educators.

8.3.2 Findings of aim 2

Aim 2 was formulated to determine empirically, the challenges facing secondary schools regarding school safety in the North-West province. The following findings were made from the empirical study:

- Majority of educators acknowledged that their schools are not safe for learners to learn and grow;
- The five top ranked issues and challenges facing schools with regard to school safety are :
 - i. Vandalism;
 - ii. Lack of respect for educators;
 - iii. Learners who steal belongings of other learners;
 - iv. Incidents of bullying; and
 - v. Impact of HIV/AIDS.
- There is lack of policies and resources to promote safety and security in many schools;
- School safety and security committees are not present in many schools;
- There is a lack of commitment and involvement on the part of parents and the community;
- Problems in urban and rural schools differ considerably. Urban schools face more challenges than rural schools with regard to safety issues; and
- Larger schools with over 600 learners face greater challenges than smaller schools.

8.3.3 Findings on aim 3

Aim 3 was intended to explore reasons for the learners to behave violently and disrupt order and discipline in our schools. The following findings were made on this aim:

The major reasons for violence among learners are:

- Biological factors, social factors, and family background;
- Peer pressure and influence of media such as television and internet also contribute to the deviant behaviour of learners; and

- Lack of a well constituted school safety and security committee in many schools and well as a clearly defined disciplinary policy to deal with disruptive behaviour of learners.

8.3.4 Findings on aim 4

With regard to aim 4, which is to develop guidelines to improve safety in secondary schools in the North-West province, the following findings were made:

- An attempt to develop a viable guideline for school safety was designed by the researcher, based on the empirical investigation and the literature study; and
- The success of the programme will depend on its effective implementation by all the stakeholders in a true spirit of partnership and commitment.

8.4 RECOMMENDATIONS

Recommendation 1

Every school should have a school safety committee.

Motivation

It was revealed from the empirical investigation that most schools in the province do not have a school safety committee. Most schools have a disciplinary committee and codes of conduct for learners. The disciplinary committee comprises of mostly educators from within the school. The disciplinary committee mostly deals with issues related to behavioural problems of learners only. A school safety committee, involving all the stakeholders from the community is essential to deal with the wide range of safety and security issues of the school.

Recommendation 2

Parents of the learners should be actively involved in the school safety committee.

Motivation

The empirical study has clearly indicated that there is poor parental involvement in the education of learners. Parents leave the total responsibility of education of their children on the shoulders of school and educators. Educators need constant support from the parents to impart knowledge as well as to mould the character and behaviour of the learners. Continuous monitoring by parents on the academic progress of their children, through regular communication with the educators is extremely important to achieve the desired outcome.

Parents are the first ones to notice any change in the behaviour of their children. When signs of any behavioural change are noted, parents need to communicate with the educators so that remedial measures can be employed before the problem gets worse. Without the active involvement of parents, school safety programmes can not be implemented effectively.

Recommendation 3

The school safety committee should consist of key stakeholders from outside the school.

Motivation

In addition to the management members of the school, School governing body, educators and learners, other members from the community must be part of the school safety committee (cf.7.3). Learners are part and parcel of the community and the community has the responsibility to guide and monitor the growth and development of these young people who are the future hopes of the society. Different stakeholders who participate in the school safety programmes will ultimately reap the benefits of safe schools many ways (cf.4.2.2.2).

Recommendation 4

Security personnel must be employed at every school.

Motivation

A number of security issues can be solved if there are security personnel at every school. Schools should be fenced and entry must be controlled at the gate by a security guard. Visitors should be controlled at the gate and a register for recording their entry and exit must be kept. Presence of security personnel can prevent vandalism, theft, and other unauthorised activities at the school. It is recommended that the Department of Education employ full time security personnel at each and every school. At least two security personnel should be employed, so that at least one will be present all the time in the premises. If the Department of Education can not employ more than one security person, the School Governing Body should try to employ an additional employee.

Recommendation 5

HIV/AIDS awareness should be instilled in all learners through a regular and well planned programme.

Motivation

HIV/AIDS is a serious threat to the South African community due to the high rate of infection. The spread of the pandemic is affecting the lives of every member of the community in one way or other. Young people must be taught to be responsible in their sexual activities to prevent the spread of the disease. There must be regular awareness programmes at schools and educators should talk about it during their normal lessons on a regular basis. If the spread of the disease is not stopped , all the efforts to build a bright future for the young generation will be a futile exercise.

Recommendation 6

Surprise search by police on learners for weapons and drugs should be carried out in all schools.

Motivation

Involvement of police to combat school violence was supported by majority of respondents during the empirical investigation. Serious criminal offences such as drug trafficking and use of dangerous weapons should be handled by police. Surprise searches by police will deter the learners from involving themselves in illegal and criminal activities. Police involvement is needed to curb gang activities in schools as well.

Recommendation 7

Every school should adopt a cop.

Motivation

Adopt a cop project is an initiative by the South African Police Service (SAPS) intended to assist schools to combat violence and crime. All schools should make use of this service by adopting a cop and utilising the service of the adopted cop. The adopted cop can be contacted whenever there is a case which can not be handled by the school authorities or educators. Adopted cop also placed suggestion boxes in schools for learners to provide confidential information to the adopted cop about illegal and criminal activities of other learners.

Recommendation 8

Government and the Department of Education must provide sufficient financial support to schools.

Motivation

Most schools in the province do not have sufficient infrastructure, sanitation facilities, sports and recreational facilities. Security system and security personnel

are also lacking in many schools. Without increased support from the government and the Department of Education, most of these challenges will remain a threat to school safety in our community.

Recommendation 9: Further Research

A guideline to improve safety in schools is developed by the researcher based on the findings of the empirical investigation and the literature study. However the success or failure of the programme could only be established after it has been implemented by schools. Therefore, further research may be conducted to study the effectiveness of the programme in different schools. In South Africa more research is needed in the field of school safety to stress the importance of school safety and develop different school safety programmes to suit the needs of different communities in the country.

8.5 CONCLUSION

The study has revealed that school safety is a challenge to the education system in all countries of the world, both developed and developing countries. The nature and extent of the challenges differ from country to country and from community to community. Learners in secondary schools are adolescents and their problems are multidimensional due to their physical and emotional stages of development. Problems of adolescents should be tackled with compassion, understanding and at the same time with authority and firmness.

Issues and challenges of school safety have a general pattern irrespective of the location of the school. Bullying, drug abuse, sexual abuse, vandalism, and gangs are some of the common challenges in all schools. Schools being the mirrors of the society, most of the problems inside the schools are just a reflection of the culture of the society itself. Therefore any attempt to improve school safety must have full support of the community members.

Involvement of law enforcement agents is also needed to combat criminal behaviour by learners. It is a well established fact that no effective teaching and learning can take place in an unsafe and insecure environment. It is the responsibility of school authorities, Department of Education and the society at large to ensure safety of learners and educators at all schools so that quality education can be provided to our young generation.

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APPENDIX A

P.O.Box 6238
Mmabatho
2735

May 2006



Dear colleague

My name is Abraham T.V and I am a PhD student at the North-West University. I am conducting a research entitled: SCHOOL SAFETY: GUIDELINES FOR IMPROVING SAFETY IN SECONDARY SCHOOLS IN THE NORTH-WEST PROVINCE. My supervisor is Prof. M.W Legotlo.

You are kindly requested to complete this questionnaire and return it to me at your earliest convenience. Your co-operation will assist me in formulating guidelines to improve safety in our schools. The findings of this research will not be published without permission from the North-West Department of Education.

Please do not write your name or the name of your school anywhere in the questionnaire. All information supplied by you will be treated with extreme confidentiality.

Thank you very much in advance for your co-operation and valuable contribution.

Yours faithfully

A handwritten signature in black ink, appearing to be "A.T.V.", written over a horizontal dashed line.

ABRAHAM T.V
(Researcher)

Tel: 018 3863019
Fax: 018 3841383
Cell: 0848140116
E-mail: pulickan@telkomsa.net

Please note:

- 1 Answer all questions.
- 2 Use a pen(either black or blue) to answer the questions

APPENDIX B

Questionnaire No.

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QUESTIONNAIRE TO PRINCIPALS, DEPUTY PRINCIPALS, HEADS OF DEPARTMENTS AND EDUCATORS

- This questionnaire is designed to collect information on issues and challenges of school safety in secondary schools in the North-West province.
- The valuable information supplied by you will assist in developing guidelines to improve safety in our schools.
- Your name or the name of your school shall not appear anywhere in the questionnaire.
- Please answer all questions in sections A, B C, D, E and F.

SECTION A

BIOGRAPHIC PARTICULARS:

Please complete the following by marking the relevant box with a cross (X).

1. Your age

1.1	Below 31 years	
1.2	31-35 years	
1.3	36-40 years	
1.4	41-45 years	
1.5	46-50 years	
1.6	50 years and above	

2. Gender

2.1	Female	
2.2	Male	

3. Home language

3.1	Setswana	
3.2	Afrikaans	
3.3	English	
3.4	Other(Specify).....	

4. Highest educational qualification

4.1	Matric	
4.2	Diploma	
4.3	Bachelors degree	
4.4	Honours degree	
4.5	Masters degree	
4.6	Doctoral degree	
4.7	Others(Specify).....	

5. Position held in the school

5.1	Educator	
5.2	H.O.D	
5.3	Deputy Principal	
5.4	Principal	
5.5	Other(Specify).....	

6. Total years of teaching experience

6.1	Less than 3 years	
6.2	4-10 years	
6.3	11 years and above	

7. Total years of experience in the present post

7.1	Less than 3 years	
7.2	4-10 years	
7.3	11 years and above	

SECTION B

DEMOGRAPHIC PARTICULARS:

Please mark the appropriate box with a cross(X)

8. Location of the school

8.1	Rural	
8.2	Urban	

9. Composition of learners, with regard to boys and girls

9.1	Both boys and girls	
9.2	Boys only	
9.3	Girls only	

10. If your school is mixed, which gender is in majority?

10.1	Girls	
10.2	Boys	

11. What is the racial composition of learners at your school?

11.1	Blacks only	
11.3	Blacks, Whites, Indians and Coloured	

12 Type of school

12.1	Secondary(FET)	
12.2	Combined(GET&FET)	

13. Number of learners in the school

13.1	Less than 100	
13.2	101-300	
13.3	301-600	
13.4	601-900	
13.5	901 and above	

14. Number of learners per class room

14.1	Less than 20	
14.2	21-30	
14.3	31-40	
14.4	41-50	
14.5	Above 50	

15. Does your school have boarding facility for learners?

15.1	Yes	
15.2	No	

SECTION C

16. Issues and challenges of school safety.

Kindly indicate the extent of the challenge in your school by putting a cross(X) in the appropriate box

		Large extent	Moderate extent	Negligible	None
16.1	Learners who come to school under the influence of alcohol.	4	3	2	1
16.2	Learners who take drugs other than alcohol.	4	3	2	1
16.3	Learners who smoke dagga	4	3	2	1



		Large extent	Moderate extent	Negligible	None
16.4	Cases of rape of learners by other learners in your school premises.	4	3	2	1
16.5	Reported cases of sexual abuse of learners by educators in your school.	4	3	2	1
16.6	Cases of educators being dismissed from job due to sexual abuse of learners.	4	3	2	1
16.7	Incidents of bullying among learners.	4	3	2	1
16.8	Learners who steal the belongings or money of other learners.	4	3	2	1
16.9	Learners belonging to local gangs.	4	3	2	1
16.10	Gang related fights in the school.	4	3	2	1
16.11	Problems caused by intruders from outside.	4	3	2	1
16.12	Racial conflicts among learners in your school.	4	3	2	1
16.13	Learners experiencing problems due to HIV/AIDS infection.	4	3	2	1
16.14	Learners who are experiencing problems due to HIV/AIDS related deaths in the family.	4	3	2	1
16.15	Incidents of vandalism in your school.	4	3	2	1
16.16	Learners bringing dangerous weapons to school.	4	3	2	1
16.17	Incidents of shooting by learners.	4	3	2	1
16.18	Incidents of stabbing among learners.	4	3	2	1
16.19	Learners assaulting educators.	4	3	2	1
16.20	Educators assaulting learners	4	3	2	1
16.21	Learners who do not respect and obey educators.	4	3	2	1
16.22	Death of learners caused by school violence	4	3	2	1

SECTION D

17. Does your school have the following?

Please mark the appropriate box with a cross(X)

		Yes	No	Not sure
17.1	A code of conduct for learners	3	2	1
17.2	A code of conduct for educators	3	2	1
17.3	A disciplinary committee	3	2	1
17.4	Policy on alternative measures to corporal punishment	3	2	1
17.5	School safety and security committee	3	2	1
17.6	Written policy on school safety	3	2	1
17.7	An emergency plan for the safety of learners	3	2	1
17.8	Sick room	3	2	1
17.9	First aid kit	3	2	1
17.10	Adopted cop	3	2	1
17.11	Guidance counsellor	3	2	1
17.12	Sufficiently clean and hygienic toilets for learners	3	2	1
17.13	Clean drinking water	3	2	1
17.14	Fencing or compound wall	3	2	1
17.15	Security personnel	3	2	1
17.16	Fire extinguishers	3	2	1
17.17	A beautiful surrounding with trees and flowers	3	2	1

SECTION E

To what extent do you agree with the following statements with reference to your school? Use the following scale of values.

- 1 Strongly disagree 2. Disagree 3. Agree 4. Strongly agree**

Mark the relevant box with a cross(X)

18. Some learners behave violently at school because:

		Strongly disagree	Disagree	Agree	Strongly agree
18.1	they are under the influence of alcohol or drug	1	2	3	4
18.2	they are influenced by peer group	1	2	3	4
18.3	they are not punished properly for their misconduct	1	2	3	4
18.4	they are not given sufficient attention by parents	1	2	3	4
18.5	they do not have good relationship with educators	1	2	3	4
18.6	there is lack of community and parental involvement in the education of learners	1	2	3	4
18.7	there is lack of sports and recreational activities	1	2	3	4
18.8	they are influenced by gangs	1	2	3	4
18.9	they come from single parent homes	1	2	3	4
18.10	they are influenced by the social background	1	2	3	4
18.11	of poor financial conditions (poverty).	1	2	3	4
18.12	of the political and economic imbalances of the past	1	2	3	4

18.13 Any other reasons why some learners behave violently in schools:

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.....

.....

SECTION F

19 Indicate your opinion on the following statements. Mark the appropriate box with a cross (X).

		NWU LIBRARY			
		Strongly disagree	Disagree	Agree	Strongly agree
19.1	Proper teaching and learning cannot take place if schools do not have a safe environment	1	2	3	4
19.2	Every school must have a policy to ensure the safety of learners and educators	1	2	3	4
19.3	Security personnel must be employed in every school	1	2	3	4
19.4	Parents must be involved in developing policy on school safety	1	2	3	4
19.5	Police must be involved in dealing with issues of school violence	1	2	3	4
19.6	Surprise searches by police on learners for weapons and drugs must be carried out	1	2	3	4
19.7	Learners committing serious crimes must be expelled from school	1	2	3	4
19.8	Educators who abuse learners sexually must be dismissed from job	1	2	3	4
19.9	Your school is safe for learners and educators at all the time.	1	2	3	4

9.10 What suggestions can you give to improve safety and security in our schools?

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.....

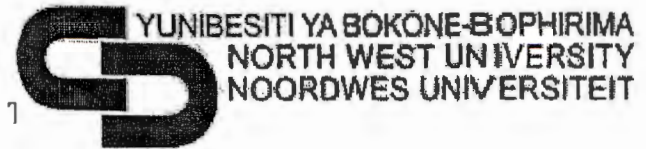
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THANK YOU VERY MUCH FOR YOUR CO-OPERATION



FACULTY OF EDUCATION

Private Bag X2046
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Date: 20 APRIL 2006

TO: DISTRICT MANAGERS
CIRCUIT MANAGERS
PRINCIPALS
TEACHERS



RESEARCH PROJECT: FIELD WORK

The School of Post Graduate Studies hereby request you to grant our PhD post graduate student(s) in the field of Educational Planning and Administration permission to conduct research in school(s)/ college(s) under your jurisdiction.

TOPIC: SCHOOL SAFETY: GUIDELINES FOR IMPROVING SAFETY IN
SECONDARY SCHOOLS IN THE NORTH-WEST PROVINCE.

Student Name: T.V ABRAHAM

Thanking you in anticipation

Yours truly

Prof. M.W. Legotlo
(Educational Planning and Administration)





**Lefapha la Thuto la Bokone Bophirima
Onderwys Departement van Noord-Wes
Department of Education**

Garona Building, First Floor, Mmabatho • Private Bag X2044 • Mmabatho 2735 • Tel: (018) 387-3429 • Fax: (018) 387-3430
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OFFICE OF THE SUPERINTENDENT-GENERAL

Enquiries: Mpiliso Tyatya
Tel: 018 387 3429
Fax: 018 387 3430
Email: SGedu@nwpg.gov.za

Date: 04 May 2006



P.O. Box 6238
MMABATHO
2735

Subject: PERMISSION TO CONDUCT RESEARCH FOR PH.D. COURSE

Dear Mr. Abraham

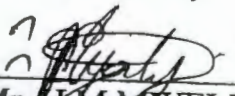
Reference is made to your correspondence dated 03 May 2006 regarding the above subject.

Accordingly, permission is herewith granted to your kind self to conduct the research project in Schools as per your request, subject to the following provisos: -

- ✦ That you notify the Schools that you are targeting for your research prior to your visit thereto.
- ✦ That you make proper arrangements with the School Managements of your target schools, always ensuring that your research does not tamper with the normal processes of Learning & Teaching.
- ✦ That you share with the Department of Education the product of your research, should you be requested to do so.

Best wishes.

Yours sincerely.


Mr. H.M. MWELI
ACTING SUPERINTENDENT GENERAL