

Safety Now

Safe Schools Policy



This book is a step by step guide on how to develop a Safe School Policy. A Safe School Policy is a plan on how to deal with crime and violence at school.

BUILDING **SAFE** SCHOOLS



CENTRE FOR THE
STUDY OF VIOLENCE
AND RECONCILIATION

The Centre for the Study of Violence and Reconciliation is a non-governmental organisation based in Johannesburg, South Africa. The Centre aims to combat high levels of violence, crime and abuse. It aims to build reconciliation and a culture of human rights and democracy.

The CSVR works in schools through intervention programs that aim to make schools places of safety. Programs aim to build a culture of human rights and democracy. Educators and learners can contact the CSVR for advice, educational materials and request skills training workshops.



This book is made possible by the hard work of the CSVR's Youth Department: D. Mdhluli, W. Zwane, A. Kgotleng, M. Lebeloane, C. Commys.

Thanks to our donors: VVOB (Belgium), Diakonia (Sweden), British Council, Bread for the World.

Written by Tracy Vienings, Carla Commys and Yvette Geyer

Language Note: he or she is used interchangeably throughout the manual. In all cases he or she refers to both male and female learners.

Design and Layout: MANIK Design (011) 788-7050

All Photographs by: Guy Adams



Safe School Policy

Developing a

to deal with crime and violence at school



What is a Safe School?

A safe school is one that is free from violence and crime. It has a plan to deal with and to prevent violence and crime. A safe school is a school that is owned and used by the community and in this way acts as a stepping stone for building safer communities. It fosters democratic management and has systems that enable educators, learners and parents to respond effectively to crises, tragedies and threats of violence and crime. It provides ongoing skills training for the school community in how to deal with crime and violence at school. A safe school is a school that aims to prevent violence and crime from becoming a problem.

You probably know the kinds of violence and crime that make your school an unsafe place. You may also feel overwhelmed and helpless in dealing with violence and crime. But you *can* make a difference! There is a way of dealing with crime and violence at school.

How do we start to make our schools safe?

- ▲ we develop a safe school policy
- ▲ we set up safety teams to drive and monitor the implementation of the safe school policy
- ▲ we train educators, learners and parents to deal with issues of crime and violence
- ▲ we train educators, learners and parents to implement violence and crime prevention programmes
- ▲ we cluster schools together in the same area in order to strengthen our safe school programmes
- ▲ we build partnerships with local government and community-based organisations such as the South African Police Services, community police forums, churches, businesses and others
- ▲ we lobby government for changes to support our safe school programmes
- ▲ we engage in ongoing action research in order to sustain our safe school programmes

This book focuses on developing a Safe School Policy
So let's get to work!

Where do I start?

A good place to start is by organising a task team to identify and prioritise the problems you face at school and to develop ideas about how you can deal with them. The task team could start out by organising a meeting of all stakeholders to identify problems at school and to answer questions like;

- ▲ How should we deal with victims of violence and crime?
- ▲ How should we deal with perpetrators?
- ▲ What should we do to control the use of weapons at school?
- ▲ What kinds of things will make your school environment safer?

The need for a Safe School Policy

Without a Safe School Policy, many schools deal with problems only as they arise. This crisis intervention attacks the effects of violence and crime; it does not prevent them. A safe schools policy will help you to

- ▲ deal with the problems of violence and crime *and*
- ▲ it will help you to **prevent** them!

Remember!

The task of developing a Safe School Policy may seem overwhelming in the beginning but many small steps build a safer future!

Here are the steps you could follow;

Firstly make sure you understand what a Safe School Policy is and why we need one.

A Safe School Policy is a negotiated and written agreement of guidelines and measures that will be taken by the school to resolve and prevent crime and violence within the boundaries of the school. We need such a policy because there is no national policy regarding safety in schools.

Step One Getting everyone together

Any group in the school can take this initiative. Learners, educators or the principal can approach the School Governing Body, who is responsible for the safety policy at school. The best way to get things started is to set up a task team. This task team can drive the process in the beginning.



Step three Writing up and adopting your Safe School Policy

Your Safe School Policy document should be officially adopted in order to ensure that implementation can take place.

Step Two Working together with other schools

A well-known fact in crime prevention studies is that if crime prevention is successful in one area, it can spill over successfully into a neighbouring area. Working with other schools in your area can strengthen your crime prevention programmes. A failure to co-ordinate with other schools may result in your safety and security problems being displaced onto other schools.

Step Four Establishing a Safety Team

The CSVR's Soweto 40 Schools Project found that the formation of Safety Teams is one of the best ways to implement the Safe School Policy at your school. The stakeholders at the first meeting could elect your safety team. Safety Teams should consist of representatives from the educators, SGB, learners, parents, police, cpf and other community organisations.

Involve all stakeholders in developing the Safe School Policy

In order for your Safe School Policy to work, you need to involve all of the stakeholders involved with your school community. If everyone is involved, the Safe Schools Policy will be owned by everyone - and all will feel proud and energised in implementing it!



What is a Safe School Policy?

A policy is a negotiated and written agreement of guidelines and measures that will be taken by the school to resolve and prevent crime and violence within the boundaries of the school. It is a document that seeks to guarantee maximum safety for all in the school premises and has the potential of influencing and facilitating safer community initiatives. A Safe School Policy involves all stakeholder groups to ensure success.

Why do we need a Safe School Policy?

There are a number of reasons why we need a Policy;

- ▲ it acts as a co-ordinated plan for dealing with crime and violence at school
- ▲ it acts as a co-ordinated *preventative* programme for dealing with crime and violence at school
- ▲ it unites all stakeholders in the fight against crime and violence

Presently there is no national policy regarding safety in schools.

The South African Government has ratified the *African Charter of the Rights of the Child* and *United Nations Children's Rights Convention on the Rights of the Child*. This means that we, as a nation, are obliged to work towards providing for and defending the safety of children.

The South African Children's Charter drafted and adopted by children in 1992 further calls and commits the government to protect children from all forms of violence and abuse (article 5).

All the above instruments advocate for direct involve-

ment of learners as active participants in formulating, implementing and monitoring programmes aimed at their well being.

What other legal documents will help you to build safe schools?

Criminal Procedures Act - this will tell you what is legal and illegal in terms of the law

Policies of Local Government this will help you know your rights in terms of the local council and their responsibilities with regards to fencing, lights, parks etc.

(All available from the Centre for the Study of Violence and Reconciliation)

Who will use the Safe School Policy?

The Policy will apply to everyone involved in the school community;

- Learners
- Educators
- Principals
- School Governing Bodies
- Non-teaching staff
- Parents
- Community Police Forums
- Members of the surrounding community such as church groups, business, community



The South African Schools Education Act 6 of 1995 is silent about the impact of crime and violence on schools. However, the Act gives responsibility to the principals and educators and SGB's to promote and maintain a culture of learning and teaching. In trying to concretise this vision, the Ministry of Education established the Culture of Learning and Teaching and Service Directorate (COLTS) to create an overall favourable climate for change and social mobilisation for education, as well as to restore functionality in all sites of learning with a view to improve the quality of learning and teaching and services.

based organisations, NGOs and everyone else interested in the school's well being

What will be covered in the Safe School Policy?

- ▲ Environmental design
- ▲ Safety on the school premises
- ▲ Care and education about safety
- ▲ An approach to prevention programmes and ideas for implementing programmes
- ▲ How to form partnerships with other schools
- ▲ How to ensure community involvement in safe school programmes

Step One

Getting everyone together

WHO should get involved?

Anyone, including you, should take the initiative if there are safety problems at your school. Learners, educators or the principal can approach the School Governing Body. According to the Schools Act, the SGB is responsible for the safety policy in the school. The SGB can form a task team to get the process started. This task team should ideally involve one or two people from all stakeholders such as:

- ▲ SGB
- ▲ Principal
- ▲ Educators (SMT)
- ▲ Learners (SRC)
- ▲ Other school personnel (security, admin. staff)
- ▲ Parents
- ▲ Community organisations
- ▲ Police (SMU)

Informing all stakeholders

The task team should inform all stakeholders about the idea of developing a Safe School Policy at your school. They should be invited to take part in the discussion right from the very beginning. This makes everyone responsible for the kinds of issues you will deal with and the implementation of the plan!



Choosing a venue for the meeting

You should hold the meeting at your school so that all the stakeholders can see for themselves what the environment in which they will be working looks like.

Getting people to come to the meeting

Invitation can be by letter or it can be delivered personally by the task team members. It is a good idea to attach an agenda for the meeting so everyone has time to think about things.

<p>01 January 2000</p> <p>Dear Parent</p> <p>In order to address the high levels of Crime and Violence at Emdeni High, we are going to develop a Safe School Policy.</p> <p>We would appreciate your input.</p> <p>Date 25 Jan 2000</p> <p>Venue Emdeni High</p> <p>Time 8 PM</p>	<p>Agenda</p> <ol style="list-style-type: none">1. Welcome2. What types of violence and crime occur at Emdeni?3. What are the ways we can deal with them?4. Election of Safety Team5. Way forward <p>Yours Sincerely R. Seseng SGB Chairperson</p>
--	---

Remember

In the CSVR Soweto 40 schools Project, we invited the learners, educators, SGBs and principals separately for workshops, because we had a large group of schools working together. When you work with a small group of schools then one workshop would be more practical. It is still important to hear the different viewpoints - especially from learners and educators.



Running the meeting

When planning a meeting it is very important to know what you want to achieve.

Aims of the first meeting

From meetings with stakeholders we found these aims helpful for the first meeting in order to kick-start the process:

- ▲ Have all the participants think about safety issues in their school
- ▲ Ask them to identify problems around safety and security that they experience in their daily life, in and around the school
- ▲ Discuss a plan to deal with these problems (this will be the basis of your Safe School Policy)
- ▲ Elect a Safety Team to implement the plan

Allow everyone to have his or her say

You should allow all stakeholders to make their inputs. It is sometimes easier to do this in small group discussions and then allow people to report back to the bigger meeting. Remember that one meeting might not be enough, people might want to consult others, think about options or have more discussion about the issues that are brought up. It is important that a basic agreement is reached so everyone can stay on board for the next step in the plan.

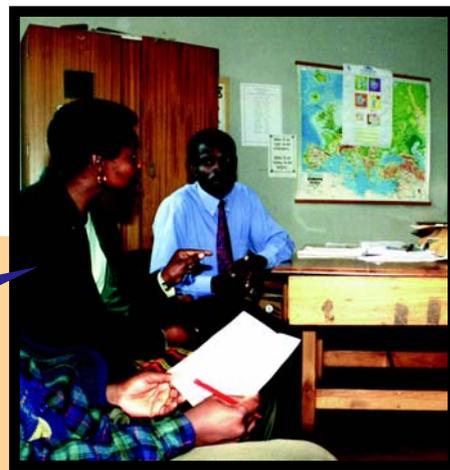
Forming a Safety Team is a good way of ensuring the implementation of your Safe School Policy. The team should consist of reps from the educators, SGB, learners, parents, police, CPF and community organisations.

Always try and let people generate their own answers before you step in. This will allow for new creative ideas and will make space for personal ownership of the plan within your community!



“Tumi you seem to be very quiet, do you have any ideas?”

Tumi, “Well, yes actually, I think.”



Some of the questions that will help you to realise the aims of the meeting are:

- ▲ What is a Safe School Policy?
- ▲ Why do we need a Safe School Policy?
- ▲ What other legislation exists that we need to be concerned about?
- ▲ Who does such a Policy apply to?
- ▲ Do people bring weapons to school? Should they?
- ▲ Are there unsafe areas on our school premises?
- ▲ Is there drug and or alcohol abuse in our school?
- ▲ Is there sexual harassment/bullying?
- ▲ Does vandalism/or theft happen?

Areas that a School Policy could cover

There are four areas a Safe School Policy could cover. You can divide the crime and violence problems into these four categories. Each area will require different strategies to solve the problem and will draw on different role players.

The four main categories

ENVIRONMENTAL DESIGN

This will include measures to be taken to ensure the safety around the school and the school environment such as:

- getting rid of an open veld near the school
- the need for fencing
- getting rid of a shebeen near the school
- the installation of phones

SAFETY ON SCHOOL PREMISES

This will include measures to be taken to ensure safety on the school premises such as:

- no access to strangers
- identification of unsafe areas on the school premises (such as toilets)
- control of drinking and drug abuse on school grounds
- control of sexual harassment and bullying
- control of vandalism and theft
- control of possession of weapons

EDUCATION ON CARE AND SAFETY

(education and training)

This will include measures to be taken to ensure that people's problems are dealt with or attended to;

- guidelines on how to deal with trauma
- how to deal with an unsafe home environment and neglect
- how to prevent crime and violence

SCHOOLS AND COMMUNITY INVOLVEMENT IN SAFE SCHOOLS

This will include the policies of the school in sharing resources, experiences, plans and programmes. The participation and involvement of community partners such as the police, CPFs, churches and so on.

TIP

All schools will be different, so if other issues come up that have not been mentioned here, it is still important to address them. All ideas are valuable and can be used, but you may need to prioritise which issues to deal with first.

REMEMBER

The person facilitating the meeting should ensure that a record is kept of all the ideas in the meeting.

Step Two

Working Together with other Schools

WHY work together?

It is important to ensure co-ordination of strategies. A well-known fact about crime prevention work is that if it is successful in one area it can spill over into a neighbouring area. It is useful and helpful to co-ordinate with schools that are close to your own so that you tackle the problems together and do not displace your safety and security problems onto their schools.

Each school might have different needs. A secondary school for example, will have the need for a policy on drug abuse and this might not be a priority for the primary school. However the primary school could benefit from the secondary school experience by introducing preventative drug programmes. The schools can assist each other and share experiences and resources. If schools work together, it will be easier to campaign for wider community involvement.

Once you have drawn up your own needs assessment and ideas for a Safe School Policy, you should meet with the other schools. Visit a neighbouring school and explain the plan. Make an agreement on how and when to work together and decide who will do what.



In the CSVr Soweto Project, primary and secondary schools were clustered, because students of the secondary school can be of assistance to the primary school. Primary schools are often seen as more vulnerable to threats of outside violence and crime.



Step Three

Writing up & Adopting your Safe School Policy

All the ideas gathered in meetings should be written up as a draft policy document. This should be circulated to all stakeholders who have made their input *and* to other stakeholders who were not involved. You should ensure that feedback and comments are encouraged and received. Once all people have given feedback, a second draft policy document should be drawn up.

The policy document should be officially adopted in order to ensure that implementation can begin.

Inform the Department of Education. If your first workshop elected a Safety Team then they should be given the mandate to ensure this process takes place.

Public meeting

The document should be written up in a way that all stakeholders in the community can understand the meaning and intention of the policy document. A public meeting should be called to adopt the policy document as an official position of the school and all its management bodies.

How to write a Policy Plan

A clear policy plan is

- ▲ written
- ▲ describes all the problems
- ▲ outlines how the problems will be addressed
- ▲ outlines what actions will be taken
- ▲ outlines who is responsible for what

WHO writes the policy?

The SGB or the task force can write the policy plan, in close co-operation with all the stakeholders. It can be seen as a contract that all stakeholders will commit to by signing it.

What will be included in the plan?

a. Environmental Design Issues

Before developing plans to ensure that the environment around the school is safe, it is important to understand what the existing safety and security rules are and whether they need to be revised;

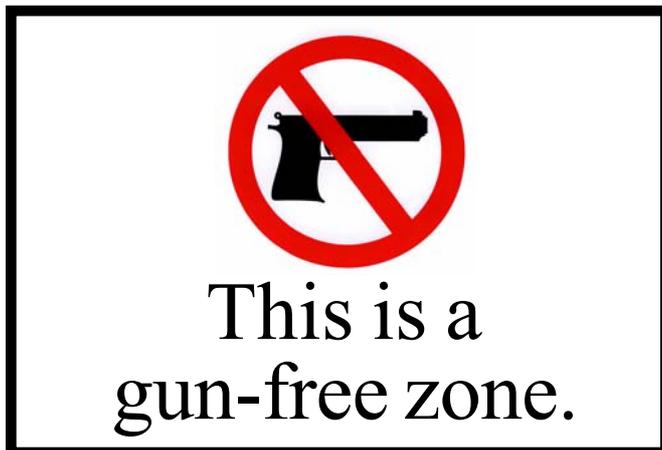
The Safety Team should make an inventory of the security needs for the school. These may include:

- ▲ good fencing
- ▲ lighting at night
- ▲ an alarm system and other security equipment
- ▲ security guards, who are trained to deal with security issues, may be hired and will work together with the police
- ▲ plans to lobby local government and community about any areas surrounding the school that are causing problems such as open velds, shebeens and unsafe roads to/from school

The SGB will draw up a budget of estimated costs and make a plan to raise money for technical equipment. Suggested contributors: Departments of Education and Safety, Security and Local Government, local community organisations, businesses and parents.

b. Safety on the school premises

- ▲ No unauthorised persons will be allowed on the school grounds.
- ▲ No one will be allowed to go directly to the classrooms.
- ▲ Designated people will be responsible for opening and closing the gates.
- ▲ The Safety Team will monitor security or a watchman.
- ▲ The Principal and the SMT will make an inventory of all the equipment in the school; copies of this will be given to the Safety Team and to security. The inventory will be updated and checked regularly by the Safety Team.
- ▲ All school equipment will be engraved or stamped (books) with the name of the school. This will make it difficult for them to be resold.
- ▲ Public phones will be placed on the school premises, so that in an emergency, the police can be phoned immediately. The SGB will contact Telkom.
- ▲ A sign will be put up near the gate: This is a drug free and gun free area.



- ▲ The Safety Team will keep records of incidents that occur at school, using incident-forms.
- ▲ The Safety Team will monitor the programme and report to the SGB on a monthly basis.
- ▲ The SGB will make a priority list and a timeframe for the implementation of these measures.

Examples of policies dealing with safety on the school premises

A policy on weapons

Definition of weapons: Instruments that can be used to cause harm to another person; this includes sharpened bottles, knives, guns, knobkerries or anything that can be utilised to cause harm.

- ▲ Weapons are forbidden on the school premises. Only people designated to carry weapons as part of their job (like security personnel) will be allowed to bring weapons into the school.
- ▲ When a learner is found in possession of a gun the police will be notified immediately to confiscate the gun. The parents will be called to school to meet with the principal and the police.
- ▲ Disciplinary measures will be taken and an official warning will be given.
- ▲ When a learner is found in possession of another dangerous weapon the parents will be called to school to meet with the principal. If he feels threatened outside/inside the school, this problem should be addressed.
- ▲ The police working with the school will be informed to confiscate the weapon and to talk to the learner about the consequences of carrying weapons. When the learner persists, the police can refer him and his parents to the senior officer at the police station to be given an official warning.

[A policy on drugs.]



Definition of drugs:

anything that intoxicates and has the potential of disturbing the mind of the learner, educator or any visitor to the school, which may lead to violence and disruption of the learning environment through disruptive behaviour and committing crime.

Forbidden on the school premises:

alcohol and all illegal drugs like: dagga, cocaine, glue, mandrax

Only medication prescribed by a doctor will be allowed on the school premises.

An exception on the use of alcohol could be made for adults when there is an official function after school hours. This can only take place with agreement of the Principal.

Prevention Programme:

A strong and visible preventative education programme will be put in place to inform all learners about the risks and negative consequences of using drugs, including alcohol.

The Safety Team will invite SANCA to discuss a prevention programme.

Rules to follow when a learner is found using drugs or in possession of drugs:

- ▲ The learner will be reported to the principal
- ▲ The parents of the learner will be called to the school to meet with the principal
- ▲ The counselling team of the school will make a

plan on how to assist the learner, or refer the learner to a specialist organisation for treatment.

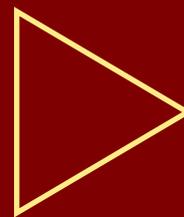
- ▲ When the behaviour of the learner has become disruptive, or the learner is addicted, he can be suspended from school as determined by the School Code of Conduct
- ▲ The parents have the responsibility to find help for the learner
- ▲ The willingness to undergo treatment and actual participation in the treatment programme by the learner is a condition for resuming schooling
- ▲ When a learner is found selling drugs, the police will be called because this is a criminal offence. The parents of the learner will be called to the school to meet with the principal and the police, to discuss what measures will be taken

Rules to follow when there is abuse of alcohol by a learner:

- ▲ When a learner brings alcohol to school, drinks at the school premises or comes drunk to school, the parents will be called to school to meet with the principal to discuss the matter. Depending upon the situation disciplinary measures will be taken, or if necessary

the learner will be referred for treatment

When a learner brings alcohol to school, drinks on the school premises or comes drunk to school, it should be reported to the principal, who will take the learner and report the matter to the SGB. Disciplinary measures will be taken, if necessary. Part of this can be that the learner needs to seek treatment.



harassment

[A policy on sexual harassment.]

Definition of sexual harassment:

any intentional action with a sexual meaning that is unacceptable, this includes touching and verbal harassment.

- ▲ Sexual harassment is unacceptable behaviour. An environment will be created whereby the victims will find it easy to report harassment and complaints will be taken seriously by the counselling team.
- ▲ Awareness raising educational programmes on sexual harassment and gender issues will be conducted at the school.
- ▲ Sexual relationships between educators and learners are forbidden. This is in line with the teacher's code of conduct (SAISA). Disciplinary measures will be taken accordingly.

It should be made clear that the educator will be held

responsible when this happens and a learner should be able to report this, without fearing negative consequences.

- ▲ Sexual assault and rape are criminal offences and will always be reported to the police. The parents of the perpetrator will be called to the school to meet with the principal and the police. Disciplinary measures, education and counselling will be considered.
- ▲ For the victim, support will be available from the counselling team of the school, either by the guidance educator or by a peer counsellor. If necessary the victim will be accompanied to the police station and will be helped through the process of reporting and through the medical examination.
- ▲ The victim will be referred to a rape crisis centre for support and or treatment. Find out where this is available in your area.

- ▲ In the case of vandalism the matter will always be reported to the police. If the perpetrator is known, he or she will be reported to the police. The parents will be called to the school to meet with the principal and the police. Depending upon the situation, disciplinary measures will be taken.

- ▲ In the case where the learner has intentionally or accidentally damaged the property the parents will be encouraged to assist the school to meet the costs, or to assist in repairing the damage.

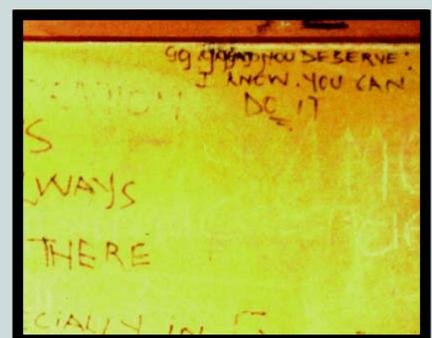
In the case where the perpetrator is unknown, parents or SGB members will be asked to volunteer to assist in fixing any damages. The Department of Education will be approached to assist the school with costs when the school resources are not sufficient.

In the case of theft of school property the case will be reported to the police, when the perpetrator is known this will be reported to the police. The parents will be called to the school to meet with the principal and the police. Depending upon the circumstances disciplinary measures will be taken to get the stolen goods returned.

[A policy on vandalism.]

Definition of vandalism:

any unauthorised/ forced entry into the school premises, classrooms, through the roof, windows, with the intention of damaging school property by breaking, burning, changing the structure of the building without permission. Any damage done to the school property while on the premises.



What will be included in the plan? (Cont.)

c. Safety and Care Education at school

What systems are already in place? Should they be revised?

Issues that might come up are:

▲ To educate all the stakeholders about the Safe School Policy.

The Safe School Policy will be discussed with all in the school, and once the policy is accepted, everyone should know the content and how to use the policy in the school.

- ▲ To assist learners who have become victims of violence or crime, the school needs to be able to deal with their trauma. For this task educators will be trained in trauma management skills which consists of identifying symptoms of trauma, basic counselling of trauma victims, how to refer victims, how to build and use a referral network. They will keep files of the identified cases.

CSVR can offer a video and training booklet on dealing with trauma at school

- ▲ In High Schools, learners will be trained in peer counselling skills, peer mediation skills and in leadership skills. With these skills they can assist their peers to deal with problems in their lives.

CSVR offers a booklet on peer counselling

- ▲ Together with the trained educators, they will form a Counselling Team. The Counselling Team will make a plan about how they will make their services available to the school. (When and where they will be available and how will they make it known in the school, how to arrange for a support or debriefing group to talk about their work and have continued training.)

The Counselling Team together with the Safety Team will set up preventative programmes to ensure

- ▲ Safety and security in the school. They will find out what is needed in the school and invite NGOs and service providers to the school.

Suggestions for preventative programmes might include;

- ▲ Education on alcohol and drug abuse, HIV-AIDS, sexual abuse, domestic violence, conflict resolution, bullying, sexual harassment and gender issues, suicide and teenage pregnancy
- ▲ Parents will be invited for workshops to inform them about the programmes in the school.
- ▲ Parent support groups may be set up to give parents the opportunity to talk about problems that affect their children.



d. Community involvement in building Safe Schools

What contacts with the community are already in place. Are new initiatives needed?

Issues might be:

- ▲ The community will be directly involved in the Safe School Plan, in the sense that they share responsibility in partnership with the school
- ▲ Inform all parents of the plans and ask for their support
- ▲ Invite the neighbours of the school to organise a neighbourhood watch
- ▲ People in the community will be identified, who are able to help with the upkeep of the school, or who are interested in gardening, or in

the decorating of the school

- ▲ The school will be open for community activities like workshops on adult education, health, art
- ▲ Sales and fundraising activities will be organised
- ▲ Local businesses will be involved to help with fundraising and to organise activities for students during holidays, for example creative employment opportunities
- ▲ Local press will be involved to announce the activities and write about it
- ▲ The Safety Team can form a special Community Team and make a plan about who will be invited for which activities. (Parents, businesses, churches, community based organisations, press)
- ▲ The school will organise an annual event to acknowledge the contributions of those involved in promoting the safety in their schools and offer awards to volunteers

Step Four

Setting up a Safety Team

The Safety Team will consist of one or two members of the SGB, the CPF, two educators, two learners, the principal and the police. *The Safety Team can be the same as the task force that was installed by the SGB in the first place, or it can be different*

The Safety Team:

- ▲ will have a meeting to talk about the Safe Schools Policy and expected outcome of these activities
- ▲ will cost the activities
- ▲ will decide who is responsible for the implementation of the Safe School plan
- ▲ will make a priority list of activities that will be done. It is important to let others have a say in the priorities; learners might think that sexual harassment and/or bullying is a high priority, educators might think that drugs is the main problem, the principal might think that vandalism in the school is priority number one
- ▲ the list will mention the activities; the expected outcomes; the expected costs; and who will be responsible for the tasks
- ▲ will make a list of training needs:

Example of training needs

Organisation and management skills, conflict resolution, negotiation skills, basic community work, keeping records, assessing problems and developing intervention plans, monitoring and evaluating plans

The Safety Team

- ▲ will find out who offers training
- ▲ will form other teams to assist them in certain tasks, eg. the Counselling Team and the Community Team
- ▲ will help the other teams work out their plans and give them the necessary support
- ▲ will ask for support and assistance from outside the school if needed
- ▲ will meet regularly to discuss developments and problems
- ▲ will make a three monthly report to the SGB
- ▲ will register all safety and security incidents [incident form]
- ▲ Will have built a support network: police, CPF, CPU, SMU, counselling services, social work, churches, businesses, sports and cultural organisations

This book is a result of work that the Centre for the Study of Violence and Reconciliation has embarked upon together with 40 schools in Soweto to improve safety and security in their schools.

The educators voiced a need to actively involve learners in violence and crime prevention work in schools, as the students were often both victims and perpetrators.

It is out of this that the Building Safe Schools Programme was born.



Building Safe Schools is a Centre for the Study of Violence and Reconciliation initiative to build a better future.

This book is one of a series of books on Building Safe Schools

A CSVR Education and Media Product

**Centre for the Study of Violence
and Reconciliation**

PO Box 30778

Braamfontein, 2017

Tel: (011) 403 5650

Fax: (011) 339 6785

Email csvredut@wn.apc.org

Website <http://www.wits.ac.za/csvr>