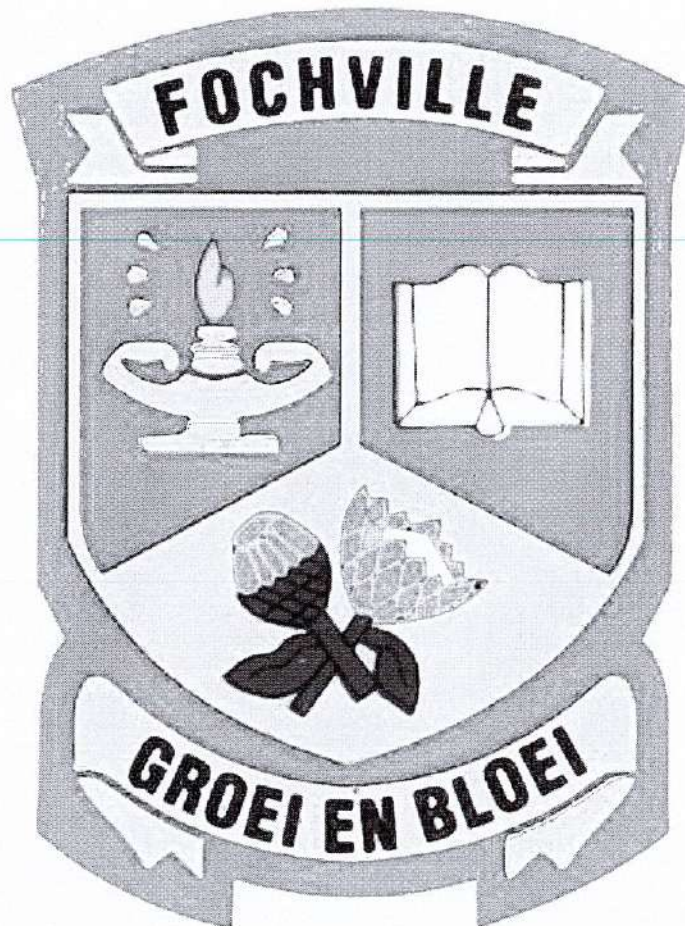


Laerskool Fochville



SAFETY AND SECURITY OF LEARNERS POLICY



LAERSKOOL FOCHVILLE SCHOOL GOVERNING BODY



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POLICY ACCEPTANCE SAFETY AND SECURITY OF LEARNERS POLICY

March 2024

	NAME AND SURNAME	SIGNATURE
1.	Combrinck Elmarie	Combrinck
2.	De Wet Liezl	DeWet.
3.	Dippenaar Ursula	Dippenaar
4.	Du Toit Juan	
5.	Harman Maroné	
6.	Lamprecht Dewald	Lamprecht
7.	Nel Dawie	
8.	Nel Elanie	Nel
9.	Peterson Anthony	
10.	Smit Ryan	
11.	Visagie Jaseel Jaseel	

Waar u kind se toekoms tel

1. PREAMBLE

- 1.1 School violence and substance abuse takes place throughout the world; in South Africa this phenomenon is manifesting itself through gang violence, weapons in school, sexual violence, bullying, assault, theft and robbery. School violence affects all schools irrespective of location.
- 1.2 In the light of the above, it is imperative for schools to develop a school safety policy, with thorough plans and data collection tools to enable them to pro-actively deal with and better manage threats to school safety.
- 1.3 Through this policy, Laerskool Fochville intends to:
 - a) Place the issue of school safety at the top of the agenda of all stakeholders,
 - b) Adopt a zero-tolerance approach to all perpetrators of any form of school violence, gangsterism, substance abuse and bullying,
 - c) Ensure that all incidences of school violence, gangsterism, substance abuse and bullying must be reported by all stakeholders to school authorities and the police services once they become known,
 - d) Ensure that there is appropriate support for the victim and victim empowerment, and
 - e) Ensure that abuse is managed with care, sensitivity and confidentiality to mitigate against secondary abuse.

2. PURPOSE

This policy is aimed at protecting the learners at school. The overall purpose of the policy is to ensure that the school is safe for all and that effective measures are employed to address issues related to discipline, drugs, dangerous objects, violence, bullying, rape, assault, abuse, theft and robbery.

3. OBJECTIVES OF POLICY

- In Laerskool Fochville each educator is responsible for maintaining discipline inside as well as outside the classroom.
- Educators should at all times be involved in teaching inside the classroom. They should not stroll about during class time.
- Educators should only leave classrooms in an emergency – in such a case another available educator should supervise until the educator is back in the classroom.
- There must be an educator with a SACE certificate present in class at all times.
- Educators should reach their classrooms as soon as possible after the bell has rung, before school, during changing of classes and after break.
- Learners should not be disciplined by means of corporal punishment, alternative measures should be taken.

- Learners should not be allowed to work alone at school after hours. There should be supervision at all times. Learners who stay after school to work must be part of the after care.
- Learners should be supervised at all times at sports events.
- Educators should move about during breaks in order to be visible and near places where most of the learners play. A timetable is given to each educator. Educator's duty is compulsory; if an educator can't do his/her duty, an arrangement needs to be made with another teacher to stand in for them.
- Educators should reprimand learners immediately when they play in an irresponsible manner or place where they shouldn't be.
- Educators should immediately investigate injuries that happen during intervals, take down statements and record them in the injury book. An incident report is compulsory.
- The school's first aid case should be kept in the sick bay in order to be available to all educators.
- No learners should leave the school grounds without permission from the parents. Learners must be signed out in the office.
- People who collect learners during class time should be able to identify themselves to the principal. There is a list in the office of certain people that's not allowed to see pupils as by a court interdict.
- No unauthorized persons should be allowed onto the school grounds.
- The school's gates should be locked during the school day and the Deputy Principal and Principal should unlock gates if necessary. The entrance to the office is also access controlled.
- Any visitors should first report to the secretary to receive permission, as well as sign the visitor's register.

4. LEGISLATIVE FRAMEWORK

- 4.1 The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), as amended.
- 4.2 The South African Schools Act, 1996(Act No. 84 of 1996), as amended. (Regulations for the Safety Measures at Public Schools, Government Notice No. 1040 October 2001 as amended).
- 4.3 Employment of Educators Act, 1998 (Act No 76 of 1998), as amended.
- 4.4 South African Council of Educators, 2000 (Act No 31 of 2000), as amended.
- 4.5 Control of Access to Public Premises and Vehicles, 1985 (Act No 53 of 1985).
- 4.6 Fire Arms Control Act, 2000(Act No 60 of 2000).
- 4.7 Child Care Amendment Act, 1996 (Act No. 96 of 1996).
- 4.8 Children's Act, 2005 (Act No 38 of 2005)

- 4.9 Children's Amendment Act, 2007 (Act No 41 of 2007)
- 4.10 Sexual Offences Act, 2007 (Act No 32 of 2007).
- 4.11 Public Service Act, 1994 (Act No of 103 of 1994), as amended.
- 4.12 Drugs and drugs trafficking Act, 1992 (Act No 140 of 1992).
- 4.13 Guidelines for the Prevention and Management of Sexual Violence & Harassment in Public Schools, 2008.
- 4.14 Guidelines and Procedure for Dealing with Suspected and Confirmed Cases of Child Abuse.

5. CREATE A SAFE SCHOOL ENVIRONMENT

5.1 Access to Public School premises

- a) The SGB will ensure that clear signage is present throughout the school property, indicating that:
 - (i) anyone entering the school does so at their own risk,
 - (ii) anyone entering the school may be subjected to search,
 - (iii) no drugs, alcohol, guns or weapons permitted, and
 - (iv) unlicensed drivers will not be permitted to drive vehicles on the school property.
- b) During the school day school gates must be locked and access to the school must be controlled.
- c) Parents have a right to visit the school attended by their child, provided that the visit does not disrupt any school activities and is done with the permission of the Principal. Except for emergency situation Si it is preferred that parents visit schools on an appointment basis.
- d) According to the "Regulations for Safety Measures at Public Schools, 2001," "No person shall without the permission of the principal or HOD, enter into any public school premises. The HOD or Principal of any public school may take such steps that he or she may consider necessary for the safeguarding of the public school, as well as for the protection therein.
- e) Any visitor to the school, including parents, may be required to:
 - (i) Furnish his or her name, address and any other relevant information required by the principal or HOD;
 - (ii) Produce proof of his or her identity to the satisfaction of the principal or HOD if necessary;
 - (iii) Declare whether he or she has any dangerous object or illegal drugs in his or her possession or custody or under his or her control;
 - (iv) Declare and show what the contents are of any vehicle, suitcase, attaché case, bag, handbag, folder, envelope, parcel or container of any nature which he /she has in his / her possession or custody or under his / her control;
 - (v) subject himself or herself and anything which he or she has in his or her possession or custody or under his or her control to a search by a person of the same gender, an examination by an electronic device, sniffer dogs or other apparatus in order to determine the presence of any dangerous object or illegal drug; and
 - (vi) Hand to the principal or HOD anything which he or she has in his or her possession or custody or under his or her control for examination or custody until he or she leaves the premises.

- f) The "Regulations for Safety Measures at Public Schools, 2001" allows the principal or HOD to remove any person, any time from any public school premises if:
 - (i) That person enters the public school premises concerned without the permission of the Principal, and
 - (ii) The principal, SGB or HOD considers it necessary for the safeguarding of the public school premises concerned or for the protection of the people thereon.
- g) Any person who contravenes the above mentioned measures may be removed from the public school premises, with the assistance of SAPS.

5.2 Buildings, Grounds and Infrastructure

- a) The SGB, SMT and Staff will regularly monitor its environment (inside and outside the school) with a view to identifying the potential dangers and take all reasonable measures to safeguard learners and staff.
- b) The SGB and SMT will make a concerted effort to ensure that a preventative maintenance plan is put in place to take care of major and minor maintenance.
- c) The SGB, SMT and staff will take all the necessary steps to ensure that a clean, safe and hygienic environment is provided to the learners at all times.
- d) The SGB and SMT will ensure that all minor maintenance such as broken window panes, doors, etc are attended to as they occur. They will further ensure that major maintenance of the schools will be attended to through written submissions to the Department.
- e) The SGB and SMT will ensure that:
 - (i) Any unused furniture/steel frame or broken furniture will be properly stored or disposed off,
 - (ii) The school grounds will be maintained by cutting and trimming the grass and trees on a regular basis,
 - (iii) Rubbish and litter is properly stored or disposed off, and
 - (iv) The school swimming pool is properly secured by a fence and gate or net when not in use.
- f) No learner is allowed near the swimming pool without the supervision of an educator.

6. ASSAULT

Assault is an attack on a person. There are many variations; it may be provoked or unprovoked, premeditated or spontaneous, minor or major. One person or many may carry out assault and weapons may or may not be used.

Immediate action

Each incident is unique and there can be no standard response. Nevertheless, there are some actions that should be carried out as soon as possible, as soon as it is safe to do so:

(do not be too preoccupied with the cause at this stage!):

- ensure that there is no continuing threat to the safety of the parties involved and to the safety of others.

- separate the parties who are involved so that they can no longer see each other.
- calm them and provide medical assistance if needed.
- call in outside assistance if required, for example, medical assistance or the Police.

Only when things have calmed down, should one try to determine the cause of the assault.

Preventative action

Management should always be aware of what is happening in the school. This will build the confidence of stakeholders in the management's ability to know what is happening and to act on information accordingly.

Being aware of developing tensions and making efforts to defuse them before they blow up into major incidents is an important management skill.

When one develops conflict resolution abilities in all stakeholders, but especially in members of the management team, those involved in disputes will have alternative strategies for coping with disagreements.

7. BULLYING

- a) Bullying is outlawed at Laerskool Fochville.
- b) The school adopts a zero tolerance approach to bullying in accordance with the Bill of Rights to protect children from maltreatment, neglect, abuse or degradation;
- c) The school will train learners, educators and the support staff that bullying is everyone's responsibility and that any Incidents of bullying in the school need to be reported, recorded and investigated;
- d) The training will include strategies that can be used to prevent or stop bullying such as interaction between learners, discussion groups, peer mediation, one-on-one mentoring or the "buddy system" where older children look after younger children, bystander or spectator support;
- e) The school safety committee will select and train monitors on how to identify and monitor incidents of bullying and on how to implement the intervention strategies to address the problem such as Installing cam coders and telephones in every classroom. This will assist the school with viewing any suspicious activity and making emergency calls to the police if necessary;
- f) Every incident of bullying will be dealt with through the Code of Conduct, and
- g) The school will conduct background checks with SACE to check the suitability of educators and in the case of former teachers check with the GDE.

8. CHILD ABUSE

Child abuse is any undermining of a child's rights but in the context of this manual it refers to:

- physical abuse
 - sexual abuse
 - emotional abuse.
- **Physical abuse** is any non-accidental injury either inflicted on the child, or sustained by the child, through an adult's intentional omission to protect the child from physical harm or injury.
 - **Sexual abuse** is the exploitation of a child for the sexual gratification of another person. It may include, for example, fondling, inappropriate remarks, exposing the child to sexual behaviour or pornography, exhibitionism, sodomy, rape or attempted rape. Incest may include any of these behaviours but is perpetrated by a family member.

Sexual assault is any intentional, forced, undesired sexual contact perpetrated without the consent of the victim, who is usually, but not exclusively, female.

Our Constitution gives everyone the right to dignity and privacy. Sexual assaults are an intrusion on both those rights. Such assaults can have long-term physical and mental consequences for the victims. Instances of sexual assault occur in our schools, but they are not often publicised either by the victim, who does not want to add to his or her embarrassment and humiliation, or by the school, which shuns the bad publicity. The result is that perpetrators often go unpunished and uncounselled. These assaults are more common where women have a lower status than men, are not treated with dignity and where women are expected to be submissive and sexually available. Such assaults are more common in a society where violence of all types is prevalent and where sexual abuse is not subject to determined condemnation.

Immediate action

Victims of sexual assaults will be traumatised and in need of support and sympathetic professional assistance. They are often not in a state to allow for detailed questioning, and the first priority is to ensure that the victim receives support and medical attention. Sexual assault victims are often battered as well. Parents must be contacted immediately. Counselling is necessary, and the school may have to call on outside expertise such as People Opposing Women Abuse (POWA). State hospitals and clinics are now more aware of how to deal with cases of sexual abuse and they can arrange for counselling and for the police to come and take statements. For females, a female police officer must be available to do this. They can also contact the district attorney on behalf of the victim. Sexual assault is a crime and the police must be informed. The victim can lay a charge against the perpetrator when he or she is in a position to do so. This can be done at the local police station. The police are obliged to treat such cases very seriously and a failure to do so must be discussed with the station commander.

Preventative action

Above all, attitudes have to be changed. There has to be a collective mindset of respect for all people, especially against seeing women as submissive and obliged to be available for gratuitous sex. There must also be a wholesale rejection of violent crime. Schools are ideal institutions in which to begin to change attitudes but there has to be a commitment on the part of all role players to a concerted programme of action. It must be understood that such changes take time; thus the sooner schools commit to the process the better.

In addition, learners should be better informed about risks and avoidance. They should be advised on reasonable precautions, such as attempting to avoid places and circumstances where they may be at risk. Every person should devise a 'personal safety plan' for which the person has examined his or her particular circumstances and worked out how to cope in each possible situation. This plan should be shared and discussed with his or her family and friends. The school must have a policy detailing how sexual assault should be dealt with. Such a policy must include all necessary contact names and telephone numbers.

- **Emotional abuse** is an attack on the child's emotions and feeling of self-worth via, for example, criticism, belittling and insulting remarks, rejection, withdrawal or withholding of love, support and guidance.

There are various indicators of possible abuse but be careful and do not jump to conclusions.

Indicators of physical abuse include . . .

- physical indicators such as unexplained bruises and burns
- behavioural indicators such as withdrawal, or fear of going home or to a particular place.

Indicators of emotional abuse include . . .

- high levels of anxiety
- depression and apathy.

Indicators of sexual abuse include . . .

- discomfort when going to the toilet
- difficulty in walking and sitting
- bizarre, sophisticated, unusual or age-inappropriate sexual knowledge.

Immediate action

If a child takes an educator into her or his confidence the educator should follow these ten steps:

- Write down verbatim what the child has said, if possible ascertaining when, where, by whom, and the period of the alleged abuse.

- Note and record the appearance of the child and any other relevant circumstances; the educator's own inferences should not be recorded.
- Sign, date and keep the record in a secure place.
- Ascertain and take appropriate action to ensure the child's immediate need for safety by asking these questions: when, where, by whom, over what period?
- Discuss the problem only with the principal or the counsellor. (Decide jointly on the next step. Do not attempt to handle the case without specialist help.)
- Contact and consult with the relevant Department of Education regional office social worker. (Involving the police must be left to the social worker.)
- Think through the potential consequences, such as the effect on the child and on the parents.
- Plan together with the principal, social worker, community nurse and, if appropriate, the parents, what steps are to be taken.
- Take steps to help the child; for example, by giving support and referring the child for specialist assistance; a programme to improve self-esteem and to clarify values is of the utmost importance.
- Follow up at a later date.

If the child has not confided in the educator but abuse is suspected, the educator should follow the last nine steps above.

When the police or social workers bring a case to the school's attention these officials cannot be refused permission to conduct an investigation or an interview with the learner on school premises as they are authorised to investigate any incidents. But the parents or guardians (if they are not accused) must be notified before the investigation or the interview. They have a right to be present during the interview. However, the rights of the child to privacy and protection are paramount. The question should always be: What is in the best interests of the child? If a parent or guardian cannot be present, a member of the school staff who is selected by the child could be present at an interview.

If a learner is the alleged perpetrator of abuse the police must, on presentation of a warrant, be allowed to question and/or arrest the learner. No person, including a police officer, may force the learner to submit to questioning.

If parents or guardians are prevented from being present during an interview or investigation it is usually because they may be implicated. Principals must ensure that they receive notice in writing from the SAPS or other investigating agency as to why the interview or investigation is both necessary and unavoidable without prior notification of the parents or guardians.

In cases where both parents are prevented from being present, should the learner wish, it remains his or her legal right to have an assistance officer present. This can be a member of the family, a school staff member or a member of the Education Psychological Services who is selected by the child.

If there is a request to remove the child from the school for the purpose of a medical examination and if the child is under the age of fourteen, a police officer, social worker or other authorised person must produce proof of parental consent. If, in the bona fide interests of the child, the matter is considered urgent and the person who seeks that the child is removed requests it, the principal may choose to agree to this. However, such action would not absolve the officers who are involved from informing the principal in writing of the reasons for the child to be taken away.

If a police officer, social worker or authorised officer removes a learner from the school to a place of safety in terms of the Child Care Act, No. 74 of 1983, the principal cannot be held responsible for the child being taken away.

Preventative action

For learners awareness is the keynote. Using appropriate aspects of the curriculum and the expertise of both departmental officials and outside individuals or agencies, a school can ensure that its learners realise . . .

- what constitutes abuse
- that abuse is wrong
- that anyone can be abused, anywhere
- that being abused is not the fault of the victim
- there are ways to prevent and stop abuse
- that the child will be protected by law.

A multi-dimensional approach is suggested. This means that discussion on abuse is encouraged, and games, art, music and stories may be used to draw out and encourage the learners to express their ideas. The school can embark on a programme to help improve and strengthen family life and children's feelings of self-worth. The Life Skills component of the curriculum should incorporate aspects that are designed to prevent abuse by increasing child awareness. One such method is by selecting learners for groups carefully so that they may support and help each other.

For educators apart from being involved in the programmes mentioned earlier, they must develop awareness of and expertise in . . .

- recognising indicators of possible abuse
- giving support to abused children.

Confidentiality

The stakeholders must ensure that reported cases and acts of intimidation, maltreatment, rape, abuse, neglect, degradation or exploitation will be treated with confidentiality.

Occupational Health and Safety

- (a) Laerskool Fochville will provide for the health and safety of learners in connection with the activities of learners in the school premises.
- (b) The School Safety Team will advise on the emergency evacuation procedures, which must be displayed in all offices, classrooms and amenities,
- (c) The school safety officer must ensure that fire extinguishers are installed and maintained regularly, (maintenance certificates to be filed)
- (d) Rules for the safe use of the laboratory and workshop including the storage of chemicals, tools and equipment must be displayed in the laboratory,
- (e) The school will ensure that first aid kits are fully equipped, utilized and maintained on a regular basis.
- (f) There should be First Aid Kit boxes in all the classrooms and sickbay.
- (g) The following list of contents should be kept in the first aid kit and used to ensure that the first aid kit is always replenished:

Minimum Contents of Emergency First Aid Box

No.	Item	No.	Item
1	Wound Cleaner / antiseptic (100 ml)	11	1 roll of elastic adhesive (25mm x 3 m)
2	Swabs for cleaning wounds	12	1 non-allergenic adhesives strips (25 x 3 m)
3	Cotton wool for padding	13	1 non-allergenic adhesives dressing strips (25mm x 3m)
4	Sterile gauze – minimum quantity 10	14	4 first aid dressings (75 mm x 100 mm)
5	1 pair of forceps (for splinters)	15	4 first aid dressings (150 mm x 200 mm)
6	1 pair of scissors (minimum size 100mm)	16	2 straight splints
7	1 set of safety pins	17	2 pairs large and 2 pairs medium disposable latex gloves
8	4 triangular bandages	18	2 CPR mouth pieces or similar devices
9	4 roller bandages (75 x 5 m)	19	1 Space blanket
10	4 roller bandages (100 mm x 5m)		

Allocation of Duty to Educators

- * In keeping with the requirements of PAM Chapter A Para 3.1 (i)(dd), all educators are expected to perform pastoral duties and therefore be on duty points to monitor learners in toilets, hallways, empty classrooms, at the school gates, in the school grounds as well as scholar patrol.

- * A roster will be developed to facilitate daily monitoring of areas around the school where any form of violence, bullying, substance abuse may take place, and
- * An incidence book (Refer to Annexure D) must be maintained daily for the purpose of reporting whether or not anything occurred or not as well as what action was taken in cases where incidents were observed.

9. **PARENTLESS CHILDREN**

The phenomenon of children who do not have parents is becoming ever more common. Both parents may have died, often from HIV/Aids, and there are no relatives who are capable of caring for the youngsters. The community usually helps where it can, but there are many cases where older children are left to fend for their younger siblings. Thus, at a very young age these children assume all the responsibilities of adulthood and parenthood. Amazingly, some of these children-carers still manage to attend school themselves although attendance is irregular and the dropout rate is high.

Immediate action

Once the school is aware of the situation . . .

- talk to the child and try to understand the circumstances
- provide ongoing moral and emotional support until a solution is found
- make contact with appropriate family and/or support organisations to obtain assistance for the child. (Try the Department of Social Welfare's social security section – which has local service offices – or the local children's society.)

Often a school's first inkling of a crisis is when the child is absent frequently and is no longer able to cope. Whilst it can be argued that such cases are beyond the school's responsibility, the special relationship that exists between a school and its learners cannot simply cease to exist at the gate of the school.

The case must be investigated and a report compiled.

The following grants are available:

- Child Support Grant (for children from birth to seven years of age); apply directly to the Department of Social Welfare (refer Annexure D)
- Foster Care Grant (for children who are placed in foster care by the Children's Court)
- Care Dependency Grant (for care-givers who take care of children who are mentally or physically disabled); apply to the Department of Social Welfare
- disability grant (for persons over the age of eighteen years who are physically or mentally disabled). The following documents are needed when application for any grant is made:
 - the child's thirteen-digit birth certificate
 - the adult's bar-coded identity document

- proof of the adult's legal status in relation to the child

In the interim, other organisations such as local faith-based organisations and community-based organisations could be approached for assistance.

Preventative action

While the school cannot prevent children from losing their parents it must take measures to assist the children. The school should know the circumstances of its learners and encourage them to seek its assistance if required. It should also encourage other learners to speak out for learners who are struggling but are reluctant to request assistance. It may also be possible to concentrate the school's efforts on providing food and other assistance to particularly needy child-headed households, and to encourage other organisations to assist as well.

10. COORDINATING STRUCTURE FOR SCHOOL SAFETY AT SCHOOL LEVEL

The School Safety Officer together with a School Safety Team shall co-ordinate the following:

- (a) All school safety programmes, including campaigns at the school and the displaying of safety signs, including the rights to admission to the school;
- (b) Develop a Safety Plan that will outline action plans to counter threats of violence; (Refer to Annexure B)
- (c) Forge partnerships with all relevant government departments at school level, including community - based organisations and the school community;
- (d) Support learners/educators that are experiencing serious safety issues;
- (e) Advise DSSC on training programmes to empower stakeholders on safety issues in the District,
- (f) Represent the School on matters relating to safety and give feedback to the school safety committee;
- (g) Monitor the implementation of the safety policy and plans, through:
 - (i) Observation,
 - (ii) Collecting and analysing data and reports on issues that impact on School Safety, and
 - (iii) Reporting timeously to SMT and DSSC on progress with plans, challenges, trends and action taken.
- h) Together with the SBST:
 - (i) Identify learners at risk and keep their profile, and
 - (ii) Inform the parents of the above learners about the risks facing their children and what actions will be taken by the committee.

- i) Identify the hot spot areas in the school for frequent monitoring; and
- j) Make the necessary referrals to the relevant stakeholders according to the nature of the violence and crime
- k) Organise quarterly information sharing meetings with the relevant stakeholders.

10.2 Roles and Responsibilities

10.2.1 Principal

- (a) Must engage in advocacy campaigns to communicate to the public the status of the school safety,
- (b) Oversee Safety matters in the school,
- (c) Maintain and update the Register of misconduct (Refer to Annexure C),
- (d) Report incidents of violence and crime to the relevant stakeholders (i.e. Parent/s, SAPS, District Office and the SGB),
- (e) Make referrals of incidents of violence and crime to the relevant stakeholders,
- (f) Serve on the School Safety Team, and
- (g) Encourage governing body members and parents to participate in community policing forums.

10.2.2 School Governing Body Rep

- (a) Chair all meetings of the School Safety Team and in his/her absence delegate the chairpersonship to another member of the team
- (b) Develop the school safety policy together with the School Safety Team.
- (c) Promote school-community partnerships.
- (d) Ensure that the School Safety Team is functional.
- (e) Ensure that the School Safety Team is headed by the Safety Officer.
- (f) The chairperson should ensure that the SGB receives activity reports from the Safety Team

10.2.3 School Safety Officer

- (a) An officer at school level who co-ordinates the activities of the School Safety Committee,
- (b) Monitor the implementation of the Safety Plan and report to the principal weekly basis,
- (c) Maintain and update the incident report (Refer to Annexure D),
- (d) Co -ordinate with the permission of the Principal, Searches and Seizures as contemplated in section 4(3) of GG No. 22754 of October 2001,

- (e) Keep records of all visitors to the school,
- (f) Organise School Safety meetings as determined by the School Safety Team,
- (g) Mobilise Community structures to assist the school to be Violence free, Drug free, Gun free and Crime free, and
- (h) To co-operate with police stations to ensure visible policing during all sporting and cultural events at the school.

10.2.4 Educator Rep

- (a) Safeguard the safety of learners at all times,
- (b) Ensuring that the Safety Policy is implemented on a daily basis in the classroom/school,
- (c) Report all Safety issues to the Safety Officer, and
- (d) Attend/represent the Safety Team in external meetings as requested by the School Safety Team.

10.2.6 Peer Mediators

- (a) Form peer support groups that promote empowerment to safety issues for learners;
- (b) Ensure that learners are aware of the safety policy & what to do in the case of safety related incidents;
- (c) Assist the peers in settling disputes in a manner satisfying to all parties (keep many minor incidents from escalating over time into more serious incidents);

10.2.7 Support Staff

- (a) Ensure that school gates are locked and controlled during school hours and unlocked after school,
- (b) Report school maintenance and threatening issues to the Principal and School Safety Officer, and
- (c) Attend/represent Safety Team in external meetings as requested by the Safety Team.

11. REPORTING AND ACCOUNTABILITY

- (a) All incidents that take place at the school must be reported to the Principal (if not the Perpetrator). In cases where the Principal is the perpetrator, the incident must be reported to the IDSO of the school.
- (b) Once incidents are reported, the Principal or IDSO should follow the steps set out in Annexure A.

This **SAFETY AND SECURITY OF LEARNERS POLICY** has been approved by the School Governing Body of Laerskool Fochville during the SGB meeting of ____/____/2024.

P. J. du Toit
CHAIRPERSON OF SGB

Date: 30/07/2024

[Signature]
Signature

U. Dippencor
SCHOOL PRINCIPAL

Date: 30/7/2024

[Signature]
Signature

M. Bhana
IDSO

Date: 8/8/2024

[Signature]
Signature

CIRCUIT MANAGER: MR. E. DITSI

Date: 17/09/2024

[Signature]
Signature

DISTRICT DIRECTOR: MR. V. RAJUILE

Date: 19/09/2024

[Signature]
Signature

Date of next revision:

REVISION HISTORY:

As amended on: (Specify dates)
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Policy amendment

The Governing Body of Laerskool Fochville may amend/revise this policy from time to time as it may be necessary.