National School Safety Framework: Trainer's Manual

2015

CJCP
CENTRE FOR JUSTICE
AND CRIME PREVENTION

Safety has no boundaries

TABLE OF CONTENTS

National School Safety Framework Trainers Manual

INTRODUCTION

This document sets out the training instructions for facilitating a workshop on the National School Safety Framework (NSSF).

ABOUT THE CJCP

The CJCP is a South African research NGO working in the field of violence prevention and safety, in South Africa and the region, with a particular focus on children and youth. The organisation has extensive experience in the field of child protection and safety; child and youth victimization; online child protection, risks and opportunities; and school violence. The organisation works both nationally in South Africa, and regionally, and consults internationally.

Since its establishment in 2005, the CJCP has worked with a number of National and Provincial government departments in South Africa, including the Departments of Basic Education, Communications and Social Development, as well as the Presidency, to formulate evidence-based policy on issues of child safety, both online and offline, and to develop appropriate implementation frameworks and mechanisms for national and provincial policies and strategies. The organisation has also worked with a number of regional governments and international agencies on issues of violence against children, child safety and protection, and specifically child online safety. Specific examples include the current development of a child online safety strategy for UNICEF Namibia, development of a National Schools Safety Framework in 2014/15, and the development of a Children's Empowerment and ICT strategy with the South African Department of Communications. Further, the CJCP is the South African implementation partner of Global Kids Online, an international extension of the EU Kids Online project, in partnership with UNICEF Office of Research at Innocenti, and the London School of Economics and Political Sciences (LSE). The CJCP is also leading a team of experts undertaking a child online protection scoping and mapping study in five countries in the MENA region: Tunisia, Algeria, Morocco, Egypt and Jordan; is providing technical assistance to UNICEF Namibia and the Namibian University of Technology in exploratory research into child online protection and ICT opportunities in Namibia; and is undertaking a scoping exercise on child online protection in Uganda.

The organisation has extensive experience in conducting both large scale epidemiological studies on violence relating to children, best evidenced through the National Optimus Foundation Study on Child Abuse, Violence and Neglect, a study of 10,000 children and adolescents; as well as smaller scale qualitative and policy-oriented studies, including a comprehensive desktop study on violence against children, undertaken for UNICEF South Africa and the national Department of Social Development, in 2011.

The organisation also designs and delivers intervention and training material for both government and civil society, and regularly presents research on children and online safety at national and international fora. The organisation has undertaken work in South Africa, the Democratic Republic of Congo, Mozambique, Namibia, Kenya, South Sudan and Ethiopia.

ABBREVIATIONS

CJCP	Centre for Justice & Crime Prevention
CSL	Community Safety & Liaison
DBE	Department of Basic Education
DOH	Department of Health
DSD	Department of Social Development
NSSF	National School Safety Framework
SAPS	South African Police Service
SGB	School Governing Body
SMT	School Management Team
SSC	School Safety Committee

INTRODUCTION TO THE NSSF

The National School Safety Framework (NSSF) was developed by CJCP and the Department of Basic Education (DBE) as in order to provide an all-inclusive strategy to guide the national department as well as the provincial education departments in a coordinated effort to address the violence occurring within schools. The NSSF has been designed specifically to focus on the levels of violence in schools by:

1.   Managing the school to be a safer place

2.   Making sure the appropriate structures, policies and enabling environment is in place, and

3.   Directing school management and all within the school towards appropriate remedial and preventative interventions.

This training manual is suitable for training of the following:

- ▸ Principals

- ▸ School staff

- ▸ School governing bodies

- ▸ Parents' associations

- ▸ Learner bodies

- ▸ Community policing forums

- ▸ School safety committees

- ▸ Non-governmental organisations.

The NSSF is suitable for implementation in the following settings:

- ▸ Schools

- ▸ Special schools

- ▸ Early childhood development centres (formal and informal)

- ▸ Crèche and playgroups

- ▸ Children's homes and shelters.

Implementation of the NSSF in non-educational settings, such as a children's home or shelter will simply require the substitution of terminology, as follows:

- ▸ Educators   =   staff

- ▸ Learners   =   children

- ▸ School   =   centre / facility.

TRAINING OVERVIEW

PURPOSE OF THE MANUAL

This manual is intended to equip trainees with the knowledge and skills to implement the NSSF at their school. After having completed this training, the trainees will be able to:

1. Implement the NSSF at their school

2. Use the tools that forms the NSSF toolkit

3. Evaluate the data collected from the tools

4. Effectively address safety and security issues affecting their school.

TRAINING OUTCOMES

Session	Content
One	■ Training programme overview
Two	■ Background to the NSSF ■ Why is the NSSF important ■ The goal of the NSSF

Session	Content
	■ The objectives of the NSSF ■ The four pillars of the NSSF ■ The eight indicators of school safety ■ The five NSSF principles ■ The NSSF role-players ■ NSSF resources
Three	■ The different categories of violence ■ The different types of violence ■ Positive discipline
Four	■ Planning and implementing the NSSF ■ The four building blocks ■ The nine implementation steps
Five	■ The seven NSSF tools
Six	■ Monitoring and evaluating the NSSF ■ The NSSF M&E Logic ■ The three NSSF M&E tools

TRAINERS' INSTRUCTIONS

TRAINERS

This training programme requires two trainers to be present at all times.

USING THIS MANUAL

This manual contains the instructions for facilitating each training session. The instructions are there to guide the trainers and assist with providing structure to the training workshop. The trainers' manual contains a lot of text that the trainers should be familiar with.

The trainers should not read the trainers' manual to the trainees.

The trainers should refer to the trainers' manual for guidance and talk to the PowerPoint slides while referencing the NSSF manual. The trainees will have their own copy of the NSSF manual.

Where numbers are included in square brackets, these refer to the page number in the NSSF Manual (e.g.: [48].

EQUIPMENT & RESOURCES

This training programme requires the following equipment and resources.

Equipment & Resources	# of Items
PowerPoint presentation	1
Data projector	1
Laptop	1
Extension cord and adaptor	1
Flipchart paper	1
Flipchart pens	7
Prestik	1
Spare pens	10
Training evaluation forms	35

The trainees must bring the following with them:

‣ Pens

‣ Notebook / exam pad

GROUP SIZE AND COMPOSITION

It is recommended that the trainees not exceed 35 in number. The group can consist of the staff from more than one school. The targeted participants are as follows:

‣ Principals

‣ School staff

‣ School governing bodies

‣ Parents' associations

‣ Learner bodies

‣ Community policing forums

‣ School safety committees

‣ Non-governmental organisations.

LANGUAGE

This training programme is facilitated in English. The trainers must assess the language skills of the group, and translate as and when necessary.

DELIVERY

This training programme is designed to run over two full days.

ICE-BREAKERS & ENERGISERS

The NSSF does not include any instructions for implementing ice-breakers or energizers. The trainers can include their own, as and when the need arises.

ADAPTATION

The trainers are welcome to adapt the training programme in any way they see fit, so long as the training outcomes remains the same.

NSSF RESOURCE PAGE

CJCP has created an online resource page to support the roll-out of the NSSF at schools. The resource page contains the following:

1. The NSSF manual in PDF

2. Templates in PDF and Word

3. An online sampling tool that will assist schools in determining how many learners need to be sampled in order to be representative of the whole school

4. Programme manuals for implementing the following programmes in schools as part of the school safety strategy:

    a. Addressing bullying

    b. Addressing xenophobia

    c. Positive discipline and classroom management

5. PDF downloads providing resources for school administration, school governance and education.

http://www.cjcp.org.za/national-school-safety-framework-resources.html

SESSION ONE: WELCOME

OVERVIEW

This session introduces the trainers to the group, addresses housekeeping issues and reviews the content of the training programme.

INTRODUCTION

The trainers introduce themselves to the group.

HOUSEKEEPING ISSUES

The trainers must mention the following:

▸ Cell phones must be switched off

▸ Location of the toilets

▸ Arrangements for refreshments

▸ Any other relevant housekeeping issues

TRAINING PROGRAMME OVERVIEW

Review the training programme on **page 5** Allow for questions from the group regarding training outcomes and content.

CLOSURE

▸ Recap the main learning points from this session.

▸ Introduce the topics of the next session.

SESSION TWO: INTRODUCTION TO THE NSSF

OVERVIEW

This session introduces the trainees to the NSSF.

INTRODUCTION

▸ Introduce the topic of this session.

▸ Ask the participants whether any of them had ever received any training on school violence prevention, and if so, to describe this training. Allow some time for feedback from the participants.

▸ Ascertain whether any of the participants had previously been trained on the **Hlayiseka Early Warning System**.

▸ If they have, inform the group that the NSSF builds upon the learning that emerged from the **Hlayiseka Early Warning System**, and is the updated and revised version of the **Hlayiseka Early Warning System.**

BACKGROUND TO THE NSSF

▸ Explain the following content to the group.

The NSSF is the revised and updated version of the Hlayiseka school safety programme

The **Hlayiseka Early Warning System** was evaluated and the feedback from implementing schools was incorporated into the NSSF

The NSSF was signed off by the Minister of DBE (May 2015) and has been formally adopted by the DBE

The NSSF is in the process of being rolled out to all South African schools.

WHY IS THE NSSF IMPORTANT?

Ask the group why they think schools are important for violence prevention

Explain that there are a number of factors that explain why schools are **important for violence prevention**, such as:

1. The school environment provides an already established infrastructure and resources to aid and contain interventions with a captive audience;

2. Interventions located in schools help to cultivate the schools' own internal resources;

3. Helps to enhance the status of schools in the community within which it is situated;

4. Helps to rebuild a positive institutional culture; and

5. Schools are occupied by children and youth who are at critical developmental points in their lives. Carefully targeted interventions can positively influence their

developmental trajectories and develop the young people into becoming potential agents of social change

Important

The trainers must emphasise:

▸ That the NSSF **consolidates** existing documents, strategies and approaches and provides the thread that links them all together.

▸ The NSSF is designed to **"fit"** with other departmental policies and strategies addressing these issues.

IMPACT OF VIOLENCE ON LEARNERS AND EDUCATORS

Ask the group why they think the impact of violence is on learners and educators?

Explain that the impact of violence on learners and educators as follows:

▸ Physical injuries

▸ Stress & anxiety

▸ Mental health issues

▸ Depression

▸ Poor performance

▸ Social isolation

▸ Damage to school resources

THE GOAL OF THE NSSF

The overall goal of the framework is to create a safe, violence and threat-free, supportive learning environment for learners, educators, principals, school governing bodies and administration, and in so doing, retain learners in schools.

The Three Objectives of the NSSF

▸ There are **3** objectives of the NSSF.

1. Ensure that schools are safe environments that promote teaching and learning

2. Increase knowledge, life skills and confidence amongst all stakeholders

3. Effectively manage school safety enhance learning outcomes and learner retention.

THE FOUR PILLARS OF THE NSSF

▸ The NSSF is supported by **4** pillars

Be prepared	Be aware	Take action	Take care

▸ Be prepared – to prevent and manage problems

▸ Be aware – of what is happening in their school

▸ Take action – when something happens

▸ Take care – to build a caring school

THE EIGHT INDICATORS OF SCHOOL SAFETY

Ask the group for their ideas on what the indicators of school safety are. For example, a safe school would have………

▸ The NSSF has **8** indicators of school safety

Policies and procedures	Annual safety audits	Safety plans	Consistent engagement	School safety committees	Codes of conduct
		Reporting systems	Referral systems		
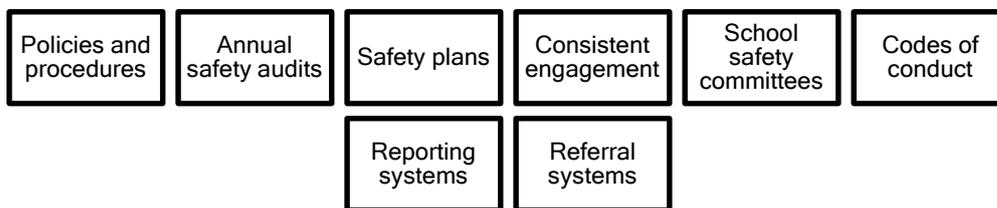
The **8** indicators of school safety include:

1. School policies and procedures are implemented and enforced

2. Safety audits are undertaken annually

3. Safety plans are formulated, adopted, submitted and revised annually

4. Consistent engagement with community structures and actors

5. School safety committees are established and functional

6. Codes of conduct have been formulated and adopted

7. Reporting and response systems are developed, utilised, and reviewed continuously

8. Referral systems are established and functional.

THE FIVE PRINCIPLES OF THE NSSF

Ask the group what they think the term "principle" means? Ask them for another word that means the same thing. (Synonyms: belief, value, idea, standards etc.)

▸ The NSSF has **5** principles

1. Using a whole school approach

2. All are involved

3. Learners have a voice

4. Emphasises proactive rather than punitive responses

5. Supported by school-specific data and analysis

IMPORTANT

The trainers must explain the meaning of the term "**whole school approach**":

▸ A whole school approach means:

  o Ongoing communication with all internal and external stakeholders

  o Making sure everyone understands what is being done to improve school safety

  o Making sure everyone has a role to play and makes a contribution to the efforts to make the school a safer place for all

  o Instilling a positive culture of respect for human rights in the school, from the top to the bottom

  o Modelling the behaviour you want to see in others

  o Identifying and establishing linkages and engaging with internal & external stakeholders

  o Integration safety and safety-related behaviours into the curriculum (i.e.: life orientation)

  o Creating an environment conducive to learning

THE ROLE-PLAYERS IN THE NSSF

Ask the group to list all the different role-players they can think of who would participate in the NSSF

▸ The NSSF will only be effective if the 'whole school approach' is used

▸ In addition to using the whole-school approach, external stakeholders must also be integrally involved in school safety initiatives.

▸ Both internal and external stakeholders must be involved in the NSSF.

▸ The diagram that follows indicates some of the internal and external stakeholders who have a role to play in the implementation of the NSSF at school level.
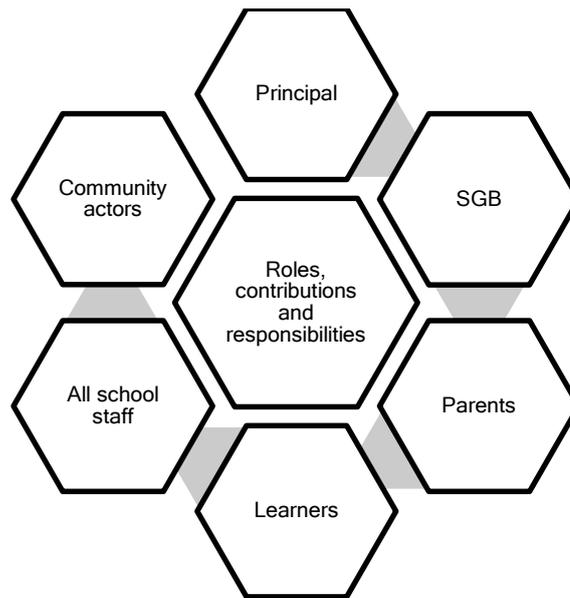
▶ The below table sets out some of the possible contributions external stakeholders can make to school safety

DBE	DSD

▶ Situational prevention
 	
    o Identify hotspots at each school
 	
    o Roll out security infrastructure
 	
    o Maintain safe physical environment within schools
 	
▶ Classroom and school management
 	
    o Training in early warning and identification of violent incidents
 	
    o Positive discipline
 	
    o Conflict resolution
 	
    o Educator/principal accountability
 	
    o Appropriate after-school programmes
 	
▶ ECD programmes
 	
    o Development of pro-social behaviours
 	
▶ Monitoring framework
 	
    o Baseline
	▶ Parenting and home-based interventions
	
	▶ Training in alternatives to physical punishment
	
	▶ Intensified domestic-violence programmes
	
	▶ Targeted substance-abuse programmes for learners
	
	▶ Resiliency-focused, evidence-based programmes that are environmentally and individually oriented
	
	▶ ECD programmes
	
	▶ Coherent, integrated and targeted public safety strategies and programmes
	
	▶ Long-term poverty relief and quality-of-life programmes

Local Government & Community Safety	Community-Based Structures
o Learner safety surveillance system	
Local Government & Community Safety	Community-Based Structures
▸ Clean up localities surrounding schools	▸ Support schools and hold schools accountable for implementing safety strategies and upgrades.
▸ Environmental prevention through safe physical environments,	▸ CPFs to assist the police in generating safety at the school
▸ Create alcohol-free and drug-free zones in neighbourhoods	▸ Collaborate to introduce programmes in the community which:
▸ surrounding schools (in partnership with SAPS)	o Promote non-violent parenting and family relationships
▸ Facilitation of targeted DoE/DSD programmes through schools and homes	o Teach parenting skills
▸ Coherent social crime prevention strategies and	o Keep learners constructively engaged with after-school activities, preferably with good role models and educational enrichment
▸ Programmes	o Connect young people with employment opportunities
	o Prevent gangsterism, substance abuse, bullying, vandalism, sexual harassment, racism and xenophobia

NSSF RESOURCE PAGE

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REFLECTION AND REVIEW

▸ Ask the group the following self-reflection questions:

  o What was the most useful thing you learnt from this session?

  o Based on what you have learnt from this session, what changes, if any, will you make to the way you do things? What will you start doing? What will you stop doing?

CLOSURE

▸ Recap the main learning points from this session.

▸ Introduce the topics of the next session.

SESSION THREE: VIOLENCE IN SCHOOLS

OVERVIEW

This session focuses on the phenomenon of violence in schools, and contains a brief review of the factors contributing towards violence in schools.

INTRODUCTION

Introduce the topic of this session.

Explain that the NSSF facilitates a common understanding of violence in schools by:

1. Defining violence, crime and safety

2. Describing the school as a site of violence

3. Highlighting the risk and protective factors for school violence

4. Reporting on the impact of violence on educators, learners, and the school in general.

Group Activity: School Violence Key Words

1. Instruct the participants to form small groups of 4 to 5 people.

2. Each group should be given a piece of flipchart paper and asked to write the words "School Violence" across the top of the paper.

3. The trainers should ask each group to think about the words "school violence" and then draw as many images or words that come to mind.

4. Once done, ask each group to come to the front of the room, and present what they have drawn or written to the larger group.

Ask the group for their ideas on the different categories of violence.

DIFFERENT CATEGORIES OF VIOLENCE

There are three main types of categories of violence.

Physical	Psychological / emotional	Sexual
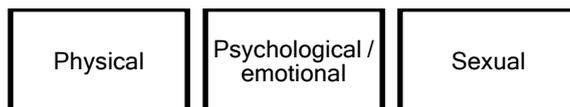
GROUP ACTIVITY: DIFFERENT CATEGORIES AND TYPES OF VIOLENCE

Ask the groups to look at their flipchart papers and place each example in one of the three categories of violence. They do not need to report back to the larger group after this activity has been completed.

Examples of Different Categories and Types of Violence

1. **Physical violence** includes (but is not limited to):

    ‣ Hitting (including hitting with an object)

    ‣ Slapping

    ‣ Caning

    ‣ Punching

    ‣ Shaking

    ‣ Choking

    ‣ Shoving

    ‣ Throwing something at someone

    ‣ Kicking

2. **Psychological and emotional violence** includes:

    ‣ Making threats

    ‣ Insulting someone

    ‣ Teasing

    ‣ Intimidation

    ‣ Humiliation

    ‣ Ignoring

    ‣ Intentionally excluding someone from an activity

3. **Sexual violence** includes:

    ‣ Indecent touching and exposure

    ‣ Rape

    ‣ Defilement

    ‣ Aiming sexually explicit language at someone

    ‣ Exposing someone to nude or sexually explicit material, videos, or images

    ‣ Forcing someone to engage in sexual behaviour against their will

Ask the group for their ideas on definitions of their following terms: (i) bullying, (ii) cyber-bullying, (iii) xenophobia / ethnophobia, (iv) homophobia, (v) assault, (vi) gang violence, and (vii) sexual / gender-based violence. Refer to the definitions contains in the text below to check and correct the definitions provided by the group, if necessary.

DEFINITIONS OF VIOLENCE

The following definitions can be used to guide the discussion with the participants and to provide clarity:

1. **Bullying** involves one or more people singling out and deliberately and repeatedly hurting or harming physically or mentally another person or group of people. Bullies have more power than the person being bullied and this power can stem from differences in age, physical strength, status or popularity. Bullying may be physical, emotional or sexual in nature.

2. **Cyber-bullying** and other forms of online violence, includes the sending or posting of harmful material online or via social media, including mobile platforms such as mobile phones, or engaging in other forms of social aggression using the internet or other digital technologies. It is important for the trainers to stress that cyber-bullying can happen in ANY environment, and transgresses the school boundaries.

3. **Xenophobia / ethnophobia:** is a fear of what is foreign, including people from other countries or areas or cultural groups. Can be defined as the attitudes, prejudices and behaviours that reject, exclude and vilify people because they are outsiders. This can be applied to a community, society or national identity.

4. **Sexual and gender-based violence** includes acts of rape and sexual harassment, and involves any form of unwanted touching of genitals or any other part of the body, that makes a learner feel uncomfortable. It also includes one person forcing another to touch them, or anyone else, in a sexual way against their will, as well as including forcing someone to watch them, or others, having sex or engaging in sexual activity, or exposing a learner to sexual activity.

5. **Assault and fighting** consists of unlawfully and intentionally applying force to another person with the intention of causing harm or injury. A weapon may or may not be used during such fights.

6. **Gang-related violence** refers to any form of violence (including assault, gender-based violence and bullying) that is related to involvement in, or related to a formalised or informal collective of young people. Gang-related violence is often related to issues of "turf" or the physical boundaries owned by a gang, or to drugs, weapons or alcohol.

7. **Homophobia** refers to an irrational fear, aversion to, or discrimination against homosexuality or learners who are perceived as homosexuals.

IMPORTANT

▸ Emphasise that learners who engage in one form of violence are usually more likely to engage in other forms of violence.

▸ All these types of violence are not mutually-exclusive, and it is important that educators and learners can identify and report all these forms of violent behaviour.

- Importantly, learners who engage in what adults often perceive as less important harmful activities, often escalate their behaviour to more physical forms of violence.

- THUS, no one form of violence should be considered more or less important than the other. Since minor incidents evolve into more serious forms, it is important to nip the minor incidents in the bud!

GROUP ACTIVITY: TRUE OR FALSE

- Divide the trainees into four groups

- Each group is a team, Number 1-4

- Copy the following chart on flipchart paper

Team 1	Team 2	Team 3	Team 4
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
Score: _____	Score: _____	Score: _____	Score: _____

- Explain that the teams will take a "true or false" quiz

- There are 5 statements in the quiz

- Each team must write down their answers on paper and not share the results with other groups

- Take the group through the five statements below.

- After each statement, pause to give the teams time to discuss and record their answer

- When all five statements have been read, have each team come up and write their answers on the flipchart.

- When this has been done and everyone is seated again, go through each statement by reading out the statement and then the correct answer in turn and mark either a tick or a cross next to each team's answer

- Add up the final score

- The team with the highest score is the winner.

- You can choose to have sweets as a prizes, or not prizes at all.

Statement	Answers
You are more likely to be bullied on line than in person at schools	**False** Face-to-face bullying is roughly twice as common than cyberbullying
School violence only occurs in communities which are economically and socially disadvantaged	**False** School violence occurs in all communities
Children who come from problem homes are the ones causing school violence	**False** There are many cases of children who come from stable homes that commit acts of violence against others
Bullies are looking for attention. If the school ignores them, the bullying will stop	**False** If unaddressed, bullying will simply continue. In addition, unaddressed bullying may create a climate of impunity in the schools, where learners believe nothing is being done to protect them.
Being bullied toughens you up.	**False** Bullying is in the same league as harassment, discrimination, racism, violence, assault, stalking, physical abuse, sexual abuse, molestation and rape. It causes trauma and psychiatric injury and can, if untreated, cause a psychiatric injury of sufficient seriousness to blight a person for life, resulting in a lower standard of educational achievement, and preventing them realising their potential.

POSITIVE DISCIPLINE

Ask the group for the ideas on what positive discipline is. Ask for some examples of positive discipline.

▸ Explain the following to the trainees:

o   All efforts to prevent school violence MUST include a plan to address disciplinary infractions when they occur.

o   In some cases, the infractions will be serious enough to pose a significant danger to the school.

o   In those cases, the school policies will dictate the appropriate response and may require suspension or expulsion for certain violations (e.g. gun possession, serious vandalism, and serious physical or sexual assault).

GROUP ACTIVITY: DISCIPLINE – POSITIVE OR NEGATIVE?

▸   Divide the trainees into 3-4 groups

▸   Hand out a piece of flipchart paper to each group

- Each group must write the following titles on their flipchart paper

  - Paper # 1: Punishments

  - Paper # 2: Penalties

  - Paper # 3: Positive discipline

- Ask the group **"Do you remember when you were a child, and you did something wrong at school? How did your educators usually respond?"**

- The trainees must allocate each example to one of the three categories.

- Ask the trainees **"What differences do you see among these three pieces of paper?"**

- Read out the following descriptions of each of the three categories:

  - Paper # 1: Punishments:

    - Uses direct or indirect violence

    - The punishments tend to be physical or psychological in nature

  - Paper # 2: Penalties:

    - Non-violent

    - Tends to be a withdrawal of privileges or participation or a curtailment of movement

    - Involves coercion

    - Little or no emphasis on learning from the experience, except to avoid the penalty in future

  - Paper # 3: Positive discipline:

    - Emphasises explanation, reasoning and problem-solving

    - Emphasises learning and comprehension

    - Positive discipline is carried out from the perspective of teaching, not punishing, the child.

    - Punishments may be seen to be implemented hastily and without thinking. Positive discipline, on the other hand, takes some forethought, consideration and reflection. Education takes time.

IMPORTANT

The trainers must ensure that the following are discussed with the trainees:

- Emphasise that the key is dignity. That is, violence harms a person's self-esteem and feelings, it humiliates them, or makes them feel angry or sad. The trainers links this with the child's right to respect for their physical integrity and dignity and their right not to experience violence.

- Encourage the participants to recognise the difference between education and certain methods of punishment. The point is very important.

- The aim of positive discipline is not to prevent educators from educating their children and setting limits that are necessary for the learners' development and safety.

- The aim of positive discipline is to realise that violence and certain methods of punishment are in opposition to education.

- Educators have a responsibility and a right to establish norms and limits, and a learner has a right to be guided by appropriate norms and limits because their healthy development rests on their reference points and recognition of limits.

- This does not require violence and is most effectively taught through positive discipline.

CJCP has uploaded several resources for educators on positive discipline on the CJCP website. The URL is

http://www.cjcp.org.za/national-school-safety-framework-resources.html

FACTORS CONTRIBUTING TOWARDS VIOLENCE

- Refer the group to page 7 of their NSSF manuals

- Explain that the table lists the different factors that are known to contribute towards crime and violence

- Point out that different factors exist on different levels, such as:

  o The individual level

  o The relationship level (normally the family)

  o The community level(for example, the school)

  o The social level.

- Point out that, in addition to risk factors, there are also protectives factors which makes people, families and communities stronger and better able to stay away from crime and violence

- These also exist at the same levels as risk factors.

- Look at the risk factors and protective factors for the Community / School level.

- Read these out.

- Ask the group if they agree with these risk factors and protective factors

- Emphasise that a sound school safety strategy must take both the risk factors and the protective factors into account.

REFLECTION AND REVIEW

- Ask the group the following self-reflection questions:

  o What was the most useful thing you learnt from this session?

o   Based on what you have learnt from this session, what changes, if any, will you make to the way you do things? What will you start doing? What will you stop doing?

CLOSURE

▸ Recap the main learning points from this session.

▸ Introduce the topics of the next session.

SESSION FOUR: IMPLEMENTING THE NSSF

OVERVIEW

This session introduces the group to the practical steps to follow when implementing the NSSF at their school.

INTRODUCTION

Introduce the topic of this session.

PLANNING AND IMPLEMENTING THE NSSF

▸ Explain that the NSSF is based on a simple logical model that consist of five basic steps:

1. Identifying the problem

2. Analysing the problem

3. Developing a plan to respond to the problem

4. Implementing the plan

5. Evaluating the plan

Identifying the problem	→	Analysing the problem	→	Developing a plan to respond to the problem	→	Implementing the plan	→	Evaluating the plan
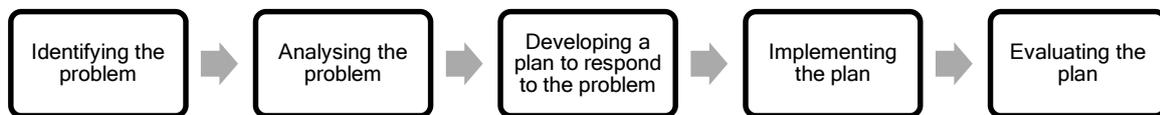
THE FOUR BUILDING BLOCKS

▸ Explain that there are **4** basic building blocks to implementing the NSSF

▸ These are:

1. Be Prepared

2. Be Aware

3. Take Action

4. Take Care
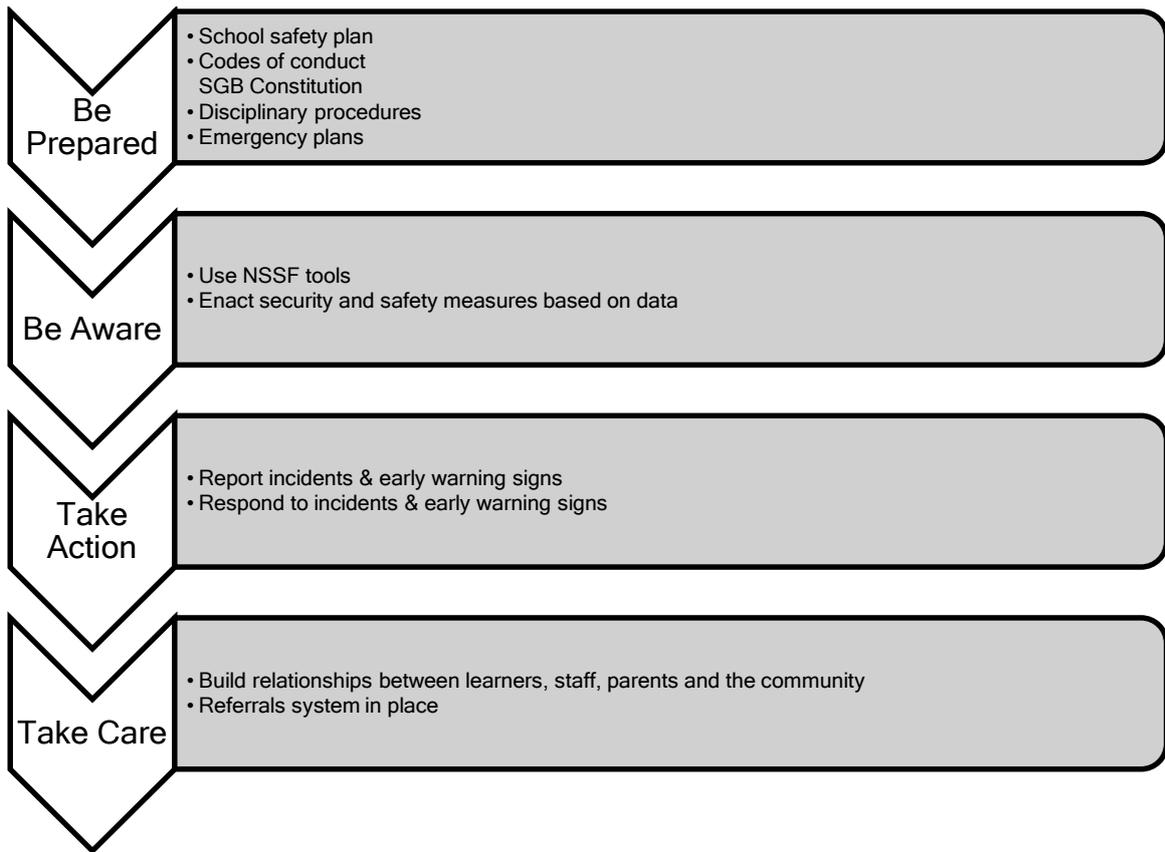
THE NINE IMPLEMENTATION STEPS OF THE NSSF

Explain that there are **9** steps to be followed when implementing the NSSF.

The text below provides more detail on what each of the 9 steps entails.

- **Step 1: Read the manual**

- **Step2: Use the School Safety Diagnostic and School Safety Audit Checklist**
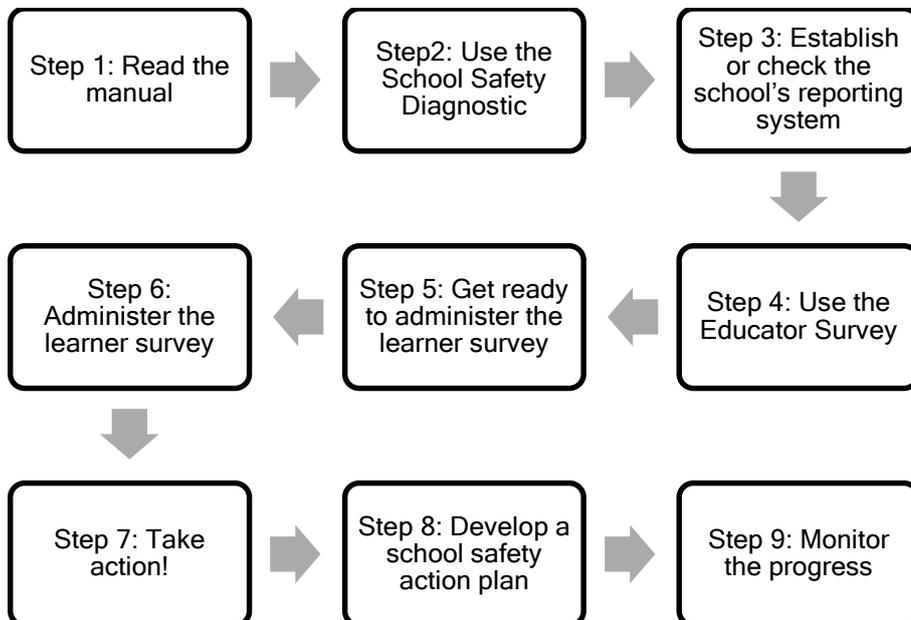
  - The diagnostic tool assesses the safety procedures and policies in place at the school, educator and learner knowledge of appropriate responses to safety and violence-related threats, the network of support services available to the school, and finally the identification of early warning signs.

  - It is recommended that along with the School Safety Diagnostic, that schools use the School Safety Audit Checklist. Together these two tools provide a snapshot of:

    - The safety policies, procedures in place at the school,

    - The physical infrastructure of the school.

    - Provides information on the context in which violence occurs at the school and how the context contributes to the violence and the disciplinary procedures.

- **Step 3: Establish or check the school's reporting system**

  - It is very important that learners are able to report threats and incidents to an educator, the principal or the school safety officer or team. It is important because:

    - Learners' experiences are different to that of educators;

    - Learners may see things happening in school, including possession of drugs, dangerous objects and weapons which are early warning signs that should be heeded;

    - If an incident occurs, the school will be able to take immediate action and manage the aftermath of the incident.

  - The trainers needs to stress that this will show learners that the school is serious about school safety, serious about implementing the Code of Conduct for learners, and serious about creating a safe environment for teaching and learning.

  - If the school is already recording incidents, or has a reporting system, check that it is collecting the type of information needed to inform school safety. Use the examples provided for Reporting and Recording incidents in the manual.

  - If the school does not have reporting system in place, or a method of recording incidents, TAKE ACTION, and establish this system.

- **Step 4: Use the Educator Survey**

  - The educator survey recognises that educators and other non-educator staff are also affected by school-based crime and violence. Information gathered from this tool will provide insight into:

    - Where educators feel safe and unsafe in school

    - Their exposure to safety threats and incidents

    - Their knowledge of school safety policies and procedures

- How they rate their relationships with learners

- Their ideas on how safety can be improved at their school

o Once the survey has been administered, the survey marking report template in the manual should be used to find out the results of the survey. It is important to give feedback to the educators on the results of the survey! This provides an important opportunity to gain their support for school safety.

▸ **Step 5: Get ready to administer the learner survey**

o Select the survey to meet your needs from the different categories provided. REMEMBER you do not have to implement all the sections in the survey.

▸ **Step 6: Administer the learner survey**

o This survey provides learners with the opportunity to inform the school about their experiences of crime and violence. The survey is intended to gather information, assess feelings, and understand experiences about specific safety incidents that happen at school as well as on the way to and from school. The learner survey addresses the following categories:

- Dangerous objects

- Drugs and alcohol

- Bullying

- Verbal abuse

- Physical violence

- Discrimination

- Sexual violence

- The journey to and from school

o Once the learner survey has been administered, the relevant survey marking template can be used to discover the results. Again, providing feedback to the learners is important.

▸ **Step 7: Take action!**

o In this step, schools respond to the results emerging from the school diagnostic, educator survey as well as learner survey/s. Schools should utilise the School Safety Action Framework in the NSSF manual to guide the actions to be taken.

o The action the school will take, will depend on understanding the problem.

o The Action Framework asks schools to respond to key questions to determine the actions required. These questions are:

- Are there rules?

  - Is everyone familiar with these rules?

- Are their consequences for those who break the rules?

- Are these rules fairly and consistently implemented in line with school policies?

  - Do learners report incidents and threats?

    - Does reporting make the situation better?

    - Is there follow-up on reported incidents and is feedback provided to learners who report?

  - Does the school respond to reported incidents and threats?

    - Are the causes for these incidents understood?

    - Are there interventions in place to deal with these causes?

  - Does the school record learner and educator experiences?

  - Is the situation improving?

    - How can the school strengthen and maintain school safety?

- Following the questions and answers proposed in the School Safety Action Framework, the School Safety Team then draws up a School Safety Action Plan.

▸ **Step 8: Develop a school safety action plan**

- This plan has to outline the school's safety objectives, activities, who does what and by when.

- Overall, the School Safety Action Plan clearly states the safety-related problem/s the school is looking to address, what the school would like to achieve with regard to safety, and how the school intends on achieving the outlined objectives (as well as who will be responsible for the activities and by when it should be implemented).

▸ **Step 9: Monitor the progress**

- Check how the reporting system is working, track what changes are taking place in the school, and monitor if any progress is being made.

- To monitor progress, it is necessary to do the same survey with the same grade and number of learners.

- Compare the results of the two surveys using the Comparative Marking Sheet provided in the manual.

REFLECTION AND REVIEW

▸ Ask the group the following self-reflection questions:

- What was the most useful thing you learnt from this session?

- Based on what you have learnt from this session, what changes, if any, will you make to the way you do things? What will you start doing? What will you stop doing?

CLOSURE

‣ Recap the main learning points from this session.

‣ Introduce the topics of the next session.

SESSION FIVE: THE NSSF TOOLS

OVERVIEW

This session reviews the tools that comprise the NSSF. Note that this session is arguable the most important session of the training. It is essential that the trainees fully understand the tools, how they work and how to use them.

INTRODUCTION

Introduce the topic of this session.

BRIEF OVERVIEW OF THE SEVEN NSSF TOOLS

Briefly take the group through the overview of the tools below.

▸ There are **7** tools that are used by the NSSF

▸ The purpose of the different tools are as follows.

#	Tool Name	Purpose
1.	The school safety diagnostic tool	Assesses how prepared the school is to implement the NSSF. It provides a snapshot overview of what is already in place and what needs to be developed.
2.	School safety audit checklist	Assesses the schools safety strengths and weaknesses, and identifies areas that require urgent attention.
3.	Incident reporting and recording	Templates for the school to use for reporting, recording and analysing incidents of violence.
4.	Staff survey	Assesses the staff's experience of safety and security at the school.
5.	Learner survey	Assesses the learners' experience of safety and security at the school.
6.	School safety action framework	Provides a logical framework to identity what actions the school needs to follow and lays the foundation for the school safety plan.
7.	School safety plan	Template for the school to use for addressing safety and security issues.

THE SCHOOL SAFETY DIAGNOSTIC TOOL

▸ Refer the group to the sample in their manuals.

▸ Explain to the group what the primary purpose of this tool is for

▸ Take the group through the basic components of the tool.

‣ Ask if there are any questions about usage of the tool.

IMPORTANT

The school safety diagnostic tool is completed by:

‣ The principal

‣ School management team (SMT)

‣ School safety committee (SSC)

SCHOOL SAFETY AUDIT CHECKLIST

‣ Refer the group to the sample in their manuals.

‣ Explain to the group what the primary purpose of this tool is for

‣ Take the group through the basic components of the tool.

‣ Ask if there are any questions about usage of the tool.

IMPORTANT

The school safety audit checklist tool is completed by:

‣ School safety committee (SSC)

INCIDENT REPORTING AND RECORDING

‣ The NSSF manual contains samples of the following:

○ Learners code of conduct

○ School rules

‣ These samples are intended to guide those schools who do not have these items in place

‣ The NSSF has **4** incident reporting and recording samples:

○ Individual record of learner misconduct [48]

○ Incident report sample 1 [49-50]

○ Incident report sample 2 [51]

○ Summary of school record of incidents [52]

‣ Refer the group to the samples in their manuals.

‣ Explain to the group what the primary purpose of these tools are

‣ Take the group through the basic components of these tools

‣ Ask if there are any questions about usage of these tools

IMPORTANT

▸ The **South African School Administration and Management System** (SA-SAMS) and the **Learner Unit Tracking Systems** (lurits) have been developed to support the annual performance plan of different programmes in the education sector.

▸ The SA-SAMS system will be used for the reporting of violent incidents occurring at school. The required data fields will be completed and signed off by the principal.

▸ The incident reporting tools do not replace SA SAMS.

▸ If the schools are using SA-SAMS, then that is what they must continue with.

▸ The NSSF incident reporting and recording tools are for those schools who, for whatever reason, are NOT using SA-SAMS.

▸ Schools may adjust the incident reporting and recording template as they see fit.

▸ The NSSF is not being prescriptive in this matter

▸ The NSSF incident reporting and recording tools are intended to assist those school who do not have systems in place, or wish to add value to the systems already in place.
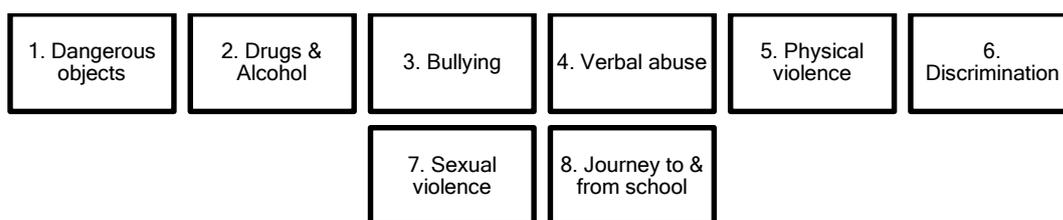
STAFF TOOL (SURVEY)

▸ Refer the group to the sample in their manuals.

▸ Explain to the group what the primary purpose of this tool is for

▸ Take the group through the basic components of the tool.

▸ Ask if there are any questions about usage of the tool.

IMPORTANT

▸ The school safety diagnostic tool is completed by: SMT

▸ How often? Beginning and end of year (before and after)

▸ How many staff? All

▸ How? Single session (this reduces the possibility that staff may be influenced by others)

▸ Length: 20 -30 mins

▸ Must include an orientation session before handing out the surveys, that covers:

   o Purpose of the survey

   o The survey has changing questions & answers structure

   o The survey is anonymous

   o When feedback on the survey results will be given

▸ Ensure that trainees understand that the survey will be conducted TWICE and the results compared in order to assess if the school's safety strategy is having an impact.

LEARNER TOOLS

▸ The learners have two tools:

  ○ Safety mapping exercise [66]

  ○ Learner survey consisting of 8 sub-surveys [70-77]

▸ Refer the group to the samples in their manuals.

▸ Explain to the group what the primary purpose of this tool is for

▸ Explain that there are 8 sub-surveys

1. Dangerous objects	2. Drugs & Alcohol	3. Bullying	4. Verbal abuse	5. Physical violence	6. Discrimination

7. Sexual violence	8. Journey to & from school

▸ It is recommended that all 8 sub-surveys be done

▸ However, if the school wishes to make a selected of a few sub-surveys, then they must remember to **copy the first page** with the demographic details and attach it to the sub-surveys that that want to do [70]

▸ Each sub-survey takes about 10 minutes to complete

▸ Take the group through the basic components of the tool.

▸ Ask if there are any questions about usage of the tool.

IMPORTANT

▸ Who is responsible? Principal & SSC

▸ How often? Beginning & end of year

▸ With Whom? Grade 5 - 11

▸ How many learners?

  ○ Ideal : all

  ○ Practical:

    ▪ Select a sample across the grades and classes.

    ▪ The CJCP NSSF resource page contains a link to an online sampling tool that will assist in determining how many learners need to be sampled in order to be representative of the school

▸ Length: Depends on how many sub-surveys are conducted (estimate 10-15 minutes per sub-survey)

▸ Must include an orientation session before handing out the surveys, that covers:

- Purpose of the survey

- The survey has changing questions & answers structure

- The survey is anonymous

- When feedback on the survey results will be given

- The survey deals with sensitive information. Therefore, the children must be informed before beginning the survey where they can go if they want to talk to someone. An adult must be clearly identified as the designated contact person.

▶ Ensure that trainees understand that the survey will be conducted TWICE and the results compared in order to assess if the school's safety strategy is having an impact.

SCHOOL SAFETY ACTION FRAMEWORK

▶ The school safety action framework is a basic logic process that assist the school is taking the data they have collected so far, and integrating it into the school safety plan.

▶ Refer the group to the sample in their manuals.

▶ Explain to the group what the primary purpose of this tool is for

▶ Take the group through the basic components of the tool.

▶ Ask if there are any questions about usage of the tool.

OUR SCHOOL SAFETY ACTION PLAN

▶ The school safety action plan is a simple template the school can use when developing a safety plan for the school.

▶ Refer the group to the sample in their manuals.

▶ Explain to the group what the primary purpose of this tool is for

▶ Divide the group into smaller groups, hand out flipchart papers and instruct the groups to:

- Select one safety issue as an example

- Copy the headings from the template in the NSSF manual on to the flipchart paper

- Complete a rough school safety plan using the safety issue as an example.

- Have each group present their rough school safety plan.

▶ Ask if there are any questions about usage of the tool.

REFLECTION AND REVIEW

▶ Ask the group the following self-reflection questions:

- What was the most useful thing you learnt from this session?

- Based on what you have learnt from this session, what changes, if any, will you make to the way you do things? What will you start doing? What will you stop doing?

CLOSURE

▸ Recap the main learning points from this session.

▸ Introduce the topics of the next session.

SESSION SIX: MONITORING AND EVALUATING THE NSSF

OVERVIEW

This session provides the group with an overview of the important of monitoring and evaluation (M&E) of the NSSF, and the primary steps and tools to use when doing so. This is also the final session in the training programme, and contains the training evaluation.

INTRODUCTION

Introduce the topic of this session.

Ask the group for they ideas on what they understand the term "monitoring and evaluation" to mean. Ask them for examples.

WHAT IS M&E?

▸ **Monitoring helps a school to:**

- Keep track of its progress towards creating a conducive learning environment;

- To learn from the experience or managing incidents;

- To check that the measures put in place to prevent incidents are working; and

- To confirm that the systems in place for reporting are working.

▸ **The NSSF is designed to monitor the following:**

- The number of violent and safety-related incidents reported over time;

- How well the school's reporting system is working;

- Learners' and educators' feelings of safety; and

- Monitoring and learning from what works and what doesn't work in school violence prevention.

## HOW TO MONITOR AND EVALUATE THE NSSF AT YOUR SCHOOL

There are 6 steps key to monitoring progress.
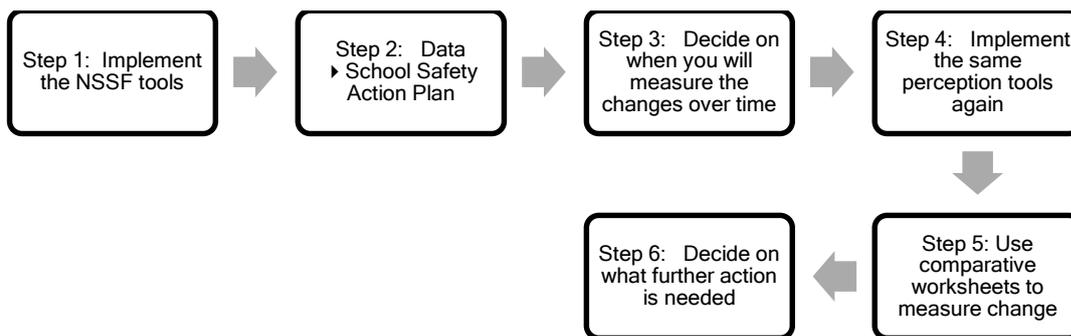
1. **Step 1:** Implement the NSSF tools. For the learner and educator survey in particular, use the marking template. Provide feedback to the school and report back on the findings of the surveys.

2. **Step 2:** Take the necessary action, as detailed in your School Safety Action Plan Template.

3. **Step 3:** Decide on when you will measure the changes over time. This will depend on your timeframes in your School Safety Action Plan. This could be the next term, later in the year, or the same term the following year.

4. **Step 4:** Implement the same survey with the same Grade of learners in the agreed time. For example, the same Grade and Class of learners in the first term will need to complete the survey in the third term, or the same Grade will complete the survey the next year (depending on the time intervals you have selected). It is recommended that you use the same number of learners for all sweeps. Use the marking template and report the results back to the learners.

5. **Step 5:** Use the comparative survey templates to measure changes over time. Report these findings to the learners, educators and school safety team.

6. **Step 6:** Based on these results, decide on what further action is needed.

THE NSSF M&E LOGIC

▸ Ensure that the trainees understand that the M&E logic of the NSSF is based on:

o Comparing the results from the first and second surveys

o Assessing impact of the school safety strategy

o Adjusting the school safety strategy, as and when needed.
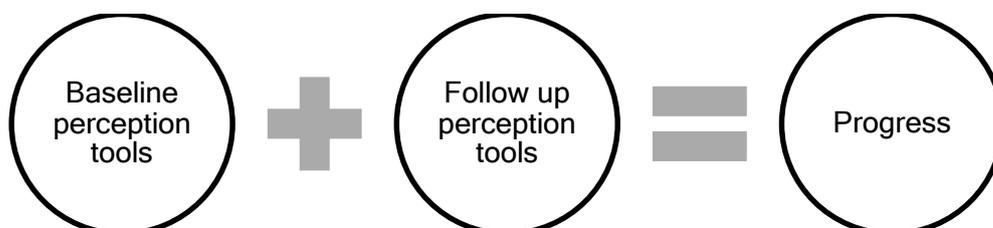
THE THREE M&E TOOLS

▸ Explain that the NSSF provides **3** tools that will assist in M&E.

o Staff comparative worksheet [90-93]

- o Learner comparative worksheet [94 – 107]
- o School safety report [108 – 109]
- ▶ For each of the three tools:
  - o Refer the group to the samples in their manuals.
  - o Explain to the group what the primary purpose of this tool is for
  - o Take the group through the basic components of the tool.
  - o Ask if there are any questions about usage of the tool.

REFLECTION AND REVIEW

- ▶ Ask the group the following self-reflection questions:
  - o What was the most useful thing you learnt from this session?
  - o Based on what you have learnt from this session, what changes, if any, will you make to the way you do things? What will you start doing? What will you stop doing?

CLOSURE

- ▶ Recap the main learning points from this session.
- ▶ Explain that the training programme has been completed
- ▶ Hand out training evaluation forms.
- ▶ Collect the completed training evaluation forms.
- ▶ Thank the group for their attention and participation.
- ▶ Close the workshop.