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## Acronyms and Abbreviations

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<th>Acronym</th>
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<tr>
<td>ACRWC</td>
<td>African Charter on the Rights and Welfare of the Child</td>
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<tr>
<td>ART</td>
<td>Anti-Retroviral Treatment</td>
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<td>AU</td>
<td>African Union</td>
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<td>BEM</td>
<td>Boys’ Education Movement</td>
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<td>CRC</td>
<td>United Nations Convention on the Rights of the Child</td>
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<td>DoE</td>
<td>Department of Education</td>
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<td>GBV</td>
<td>Gender Based Violence</td>
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<td>GEM</td>
<td>Girls’ Education Movement</td>
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<td>LTSM</td>
<td>Learning and Teaching Support Materials</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>RCL</td>
<td>Representative Council of Learners</td>
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<td>SCCFS</td>
<td>Safe and Caring Child-Friendly School</td>
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<td>SGB</td>
<td>School Governing Body</td>
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<td>SMT</td>
<td>School Management Team</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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Foreword

It is my pleasure to introduce these Implementation Guidelines for the Safe, Caring and Child-Friendly Schools (SCCFS) in South Africa. These Guidelines define quality education in an integrated and holistic manner, and provide a practical way for schools to promote the rights and responsibilities of children as enshrined in the Constitution of the Republic of South Africa and in the UN Convention on the Rights of the Child.

In addressing classroom practice and school management, the SCCFS framework contributes to the Millennium Development Goals and the achievement of Education for All.

The SCCFS is part of a comprehensive intervention programme incorporating the Guidelines, a Toolkit for schools and teachers, and a Monitoring and Evaluation Framework. The six pillars of the SCCFS Framework are all aimed at increasing the knowledge and capacity of school communities to build safe, caring and child-friendly schools.

SCCFS schools are rights-based and inclusive in their approaches to management and governance, and in their classroom practices, all of which should result in a safe and protective school environment. These schools advocate healthy lifestyles and promote the values of gender sensitivity, equality and dignity for all. These schools are required to be community-centered and to work through linkages and partnerships with all relevant stakeholders.

I therefore hope that this publication will challenge administrators, teachers, and learners in the education sector, as well as parents and partners in the business sector and civil society, to support our vision of providing quality education in safe and caring environments.

Finally, I wish to express my sincere thanks and appreciation to the United Nations Children’s Fund (UNICEF) for their sponsorhip of this publication, and for their continuing role in supporting education initiatives in South Africa.

Duncan Hindle
Director-General
April 2009
According to the United Nations Convention on the Rights of the Child (CRC), the purpose of education is to foster development of the child’s personality, talent, and mental and physical abilities to their fullest potential to prepare him or her for a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of the sexes, and friendship among all peoples.

The SCCFS framework looks at quality in education in a holistic way. It aims at translating children’s rights in the Constitution of South Africa and other laws and policies into classroom practice and school management.

A SCCFS is:
1. A rights-based and inclusive school.
2. An effective school that provides quality education.
3. A safe, protective and supportive school.
4. A health-promoting and health-seeking school.
5. A gender sensitive school that promotes equity and equality.
6. A school that builds and has linkages and partnerships with the community.

Figure 1
These six characteristics are necessary and interdependent conditions for SCCFS success (See Figure 1). A school is child-friendly when all elements are present and are mutually reinforced.

An integrated approach is needed to become a child-friendly, safe and supportive school. It is important to look at:

- The environment (physical and psychosocial).
- The learners, educators, community, and parents.
- Peer support mechanisms for learners and educators.
- The curriculum, learning materials, norms and standards.
- The school management and the learning processes and structures.
- The outcomes for the learners, the educators, the school and the community.

**Objectives and purpose of this framework**

Essentially, this document is a self-assessment tool for a school to determine how far it has come along the path of becoming a SCCFS, and to provide practical examples, activities, indicators and outcomes to assist the school continue down the path. This document is the manifestation of existing South African laws and policies; in other words, it spells out in simple terms what already exists in South Africa, rather than creating new systems or processes.

This document describes the six characteristics of SCCFS and provides examples of activities that can be undertaken for each characteristic. These are a suggestion only – schools will probably have their own ideas and activities, based on the school and its context.

In the annexure, there are suggested outcomes, outputs and indicators, which can be used to provide a basis for assessing quality and measuring progress at the school.

This guideline is accompanied by a Toolkit which contains materials to run mini-workshops or presentations with staff, management and children; copies of relevant laws and policies; and links to other useful resources for more information.
Essentially, this document is a self assessment tool for a school to determine how far it has come along the path of becoming a SCCFS, and to provide practical examples, activities, indicators and outcomes to assist the school continue down the path. This document is the manifestation of existing South African laws and policies; in other words, it spells out in simple terms what already exists in South Africa, rather than creating new systems or processes.
Chapter One:  
A Rights-Based and Inclusive School

A safe and caring child-friendly school is a rights-based school, which demonstrates, promotes, and helps monitor the rights and wellbeing of all children, regardless of their race, sex, socioeconomic status, national or ethnic origin, physical or health status, sexual orientation, intellectual capacity, emotional level and linguistic background.

A rights-based school:

• Respects and responds to diversity and ensures equal opportunity for all. It treats diversity as an opportunity for quality education.

• Will not discriminate against any child or educator based on gender, race, colour, creed, physical/mental ability, economic status, HIV and AIDS status, health status, sexual orientation, nationality or ethnicity, or culture.

• Will purposely seek out non-attending and non-enrolled children, facilitate their readmission to school and ensure that they attend school regularly and perform optimally.

• Sees children in a broader context. The staff members are concerned about what happens to children before they enter the school (in terms of social challenges, for example), during school, and once they are back home.

• Promotes learners’ rights and responsibilities within the school environment as well as activism within their community by ensuring inclusion, respect and equality of opportunity for all children, and refusing to tolerate stereotyping, exclusion and discrimination.

The use of the term diversity may encompass differences in race, gender, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, nationality, health status or birth.

PRACTICAL ACTIVITIES
Practical activities that a school can undertake to become a rights-based and inclusive school include:

Principal

• Provide leadership and management that reflects respect for human rights and children’s rights.

• Establish mechanisms to encourage the participation of children and all staff at all levels.
• Keep a copy of the South African Constitution, the Bill of Responsibilities, CRC, and the African Charter on the Rights and Welfare of the Child (ACRWC) and know their application in a school-based environment.

• Know and apply departmental policies on inclusion and diversity.

• Facilitate the development and implementation of a code of conduct that is non-discriminatory and that reflects human rights.

School Management Team (SMT)
• Develop special programmes that will actively seek to enrol out-of-school children and provide the needed support when they return to school.

• Train educators, the Representative Council of Learners (RCL) and the School Governing Body (SGB) on human rights and children’s rights and responsibilities, and their application in the school and community.

• Monitor survival and retention rates in the school and institute remedies when and where needed.

• Monitor and report on incidents of violence and discrimination.

Educators
• Integrate rights and responsibilities into lessons.

• Apply non-discriminatory practices in the classroom.

• Teach learners about diversity and the tolerance of diversity.

• Encourage discussions about children’s rights and responsibilities in the classroom.

• Use special days (such as international and regional human rights days, the South African National Human Rights Day or the birthdays of human rights activists) to discuss human rights.

• Bring human rights ‘alive’ in classrooms – through examples, active discussions, debates, critical thinking around the Constitution, Bill of Rights, Bill of Responsibilities etc.

Learners
• Design a poster on children’s rights and responsibilities for each classroom.

• Debate children’s rights and human rights in the classroom and as a school.

• Write and/or perform stage plays on human rights and children’s rights.

Representative Council of Learners (RCL)
• Be inclusive of all learners – in all their diversity.

• Promote and respect the rights and responsibilities of learners in particular and children in general.

• Support special projects on children’s rights in the school.

• Be the fair voice for the learners in the management of the school.
School Governing Body (SGB)
- Be inclusive of all community members – respecting diversity and encouraging tolerance.
- Ensure that the school has a non-discriminatory admission policy and that it is implemented and monitored.
- Implement the policy on exemption of school fees.
- Work closely with communities and learners to ensure that out-of-school children are brought (back) to school and participate in learning.

District and Provincial Officials
- Provide schools with resource materials that will enable them to understand and facilitate human rights and children’s rights and responsibilities in the school and community.
- Provide schools with assistance to measure their level of implementation of rights-based principles. This includes a self-assessment and analysis of their achievements, progress and challenges.
- Provide support through consultation, training and capacity development on rights-based issues in the school and the management of the school.
- Ensure that the school management know, understand and apply relevant departmental policies and practices coherently.
- Monitor the implementation of policies that facilitate human rights and a rights-based school.

Examples
1. **The principal uses each staff meeting to discuss and debate issues with the staff related to children’s rights in the school and how they can improve their practice in this regard. Staff members are encouraged to share examples from their classrooms and their own practices. Equally, they share challenges in the application of this principle and find alternative solutions for the school, which they take back to the RCL and SGB for input.**

2. **Educators review lesson plans to ensure integration of children’s rights and responsibilities into the lessons. For example, educators incorporate various current issues/affairs into their lessons, by bringing in newspapers and magazines and asking learners to select stories and highlight the various human rights issues. This leads to general class discussion and debate on current events and human rights.**
In creating a rights-based and inclusive school, the following South African laws and policies are implemented:

- The Constitution of the Republic of South Africa, No 108 of 1996 contains the Bill of Rights in Chapter 2. The Bill of Rights outlines the rights that belong to everyone in South Africa. Section 28 outlines the rights of children and section 29 speaks to the right to education. The Constitution is the foundational and supreme law of South Africa.

- The South African Schools Act, No 84 of 1996 promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to quality education without discrimination and it makes schooling compulsory for children aged 7 to 14. It also allows for the exemption of school fees.

- The National Education Policy Act, No 27 of 1996 reaffirms that education policy should be geared towards fundamental rights and freedoms, peace and democracy, and that unfair discrimination is prohibited (section 4).

- The White Paper 6 on Inclusive Education (2001) focuses on the inclusion of vulnerable learners at all educational levels by 2020. Government aims to reduce the barriers to learning by targeted support structures and mechanisms.

- The Manifesto on Values, Education and Democracy (2001) identifies ten fundamental values of the Constitution including ‘non-racism and non-sexism’ and ‘social justice and equity’. In order to familiarise young South Africans with the values of the Constitution, sixteen strategies are identified, including ‘freeing the potential of girls as well as boys’, ‘infusing the classroom with a culture of Human Rights’ and ‘making multilingualism happen’.


- The National Curriculum Statement reflects the values of the Manifesto and aims to ‘develop the full potential of each learner as a citizen of a democratic South Africa’.

- The Guidelines for Inclusive Learning Programme (2005) provides guidance to educators, administrators and other staff on how to deal with diversity in classrooms and schools.

- The Strategy for Racial Integration (2006) assists institutions to deal with the challenges of integration. It is based on the values that celebrate and promote diversity, and is rooted in the lessons of the past.

- Educating for our Common Future: Building Schools for an Integrated Society (2001) aims to support principals, school management teams (SMTs), SGBs, and teachers to develop schools which are aligned to the principles of the Constitution, in particular, to the principle of non-racialism.

- A Bill of Responsibilities for the Youth of South Africa (2008) outlines the responsibilities of young people, which accompany their rights. This includes treating others with dignity and respect, and making the most of educational opportunities, among others.
• The No-Fee Schools Policy (2006) means that all children, whether they are able to pay school fees or not, are not denied a basic education.

• The National Guidelines on School Uniforms (2006) aims at reducing costs for parents and to ensure that lack of access to uniforms does not impede learners’ access to education.

• The Ministerial Report on Schools that Work (2007) highlights the various characteristics that make schools successful, including commitment and dedication from educators, principals, SMTs and SGBs; a cognisance of the socio-economic realities faced by the learners; a cognisance of the strain placed on communities due to HIV and AIDS; and dealing with schoolgirl pregnancies, among others.
Chapter Two:  
**An Effective School**

A safe and caring child-friendly school is an academically effective school that provides quality education that is relevant to children’s needs for life, and for livelihood knowledge and skills. It is well resourced and requires a range of enabling conditions, such as: skilled, motivated and well-trained staff supported by good conditions of service; strong leadership and management capability; access to ongoing professional development; understanding and implementation of the curriculum; safe and healthy environment; and a sound relationship with all stakeholders.

An effective school:

- Has high expectations for learners’ performance and behaviour and encourages them to be responsible and accountable for their actions.
- Provides learners with the opportunity to apply knowledge and skills both inside and outside the school. Learners are also supported to deal with new challenges and concepts.
- Has academic programmes that provide learners with the opportunity to master high academic standards and develop skills for sustainable livelihoods, including sound reading skills; functional mathematical abilities; oral, written and electronic communication; and the ability to collect and critically analyse information.
- Manages teaching, learning and assessment effectively, which includes educator competency in planning and managing time and performing tasks adequately.
- Has a principal and educators who understand the curriculum, and are able to manage the implementation of the curriculum in a way that supports all learners, improving their performance and enjoying well structured learning opportunities.
- Has a collaborative vision and mission guided by the principal and supported by the community, which establishes a climate for learners to reach their highest potential. The principal provides leadership and directs all actions towards achieving the vision, including mobilisation of resources needed for effective teaching, learning and assessment.
- Has a principal and SMT who have an understanding of the developmental needs of staff and work towards addressing these needs.
PRACTICAL ACTIVITIES
Practical activities that a school can undertake to become an effective school:

Principal
• Manage curriculum delivery appropriately and effectively.
• Lead the school community in creating and communicating a collective vision and establish a climate for learners to reach their highest level of achievement. Set clear goals and objectives based on this common vision.
• Provide incentives for achievement and performance (for example, an annual prize giving ceremony for educators and learners).
• Mobilise resources and promote collaborative activities among partners to achieve the school’s goals.
• Guide educators in developing and establishing support systems that assist learners at all levels in meeting the nationally set standards, drawing on support from all members of the school community.
• Lead and manage the school democratically and in ways that are grounded in and embrace the principles of Ubuntu.
• Lead the process of establishing a school development/management plan.
• Develop and implement assessment processes that lead to improved teaching and learning.

School Management Team (SMT)
• Support the principal to enhance the quality of teaching and learning and raise the levels of learner achievement.
• Source and provide incentives for educators and learners to increase performance and achievement.
• Support and guide educators (particularly by developing work and training plans for all staff) in elaborating the school's development/management plans.
• Ensure responsibility and accountability – adhere to comprehensive planning to improve the school, use data to understand situations, identify root causes of problems, propose solutions and validate accomplishments by monitoring based on a clear set of indicators.
• Ensure effective and efficient management of resources.
• Ensure the integration of comprehensive services that address the needs of the whole child.

Educators
• Implement the curriculum appropriately and effectively.
• Attend personal development workshops to boost professionalism.
• Use a methodology that is learner-based and learner-paced. Educators should ensure that learners’ interests and abilities should inform curriculum delivery.
• Create an enabling environment in the classroom where learners feel free to participate and share knowledge and experience.

• Hold regular meetings with parents/guardians to monitor the progress of learners.

• Attend training, plan lessons, and support learners, particularly learners with special needs.

• Continuously increase skills, through introspection and reflection, asking questions and seeking answers, familiarisation with latest research and good practice, maintaining a self improvement plan, and balancing of personal and professional lives.

Learners
• Actively participate in the learning process and exercise self-discipline/diligence.

• Respect fellow learners in all their diversity.

• Constructively work towards a positive ethos for the school by developing a learner manifesto or pledge.

• Participate in peer support clubs (such as Girls’ Education Movement [GEM] or Boys’ Education Movement [BEM]).

Representative Council of Learners (RCL)
• Create conditions that allow for active involvement of learners in the decision-making processes that affect their school lives.

• Focus on high learner performance and realisation of the school vision.

• Foster collaboration with staff and exercise leadership.

School Governing Body (SGB)
• Actively and continuously involve parents/caregivers through the SGB to ensure ownership of the education of their children.

District and Provincial Officials
• Encourage and support principals and the SMTs in carrying out their responsibilities.

• Ensure the timely provision of resources to schools.

• Provide capacity development support for the principals, SMTs, SGBs and educators.

• Provide training and interpretation on policies to make implementation easier.

• Monitor the progress of schools on a regular basis.
Examples

1. Set up a learner performance database at school level and measure success by positive learner outcomes. This will provide motivation and encouragement for the learners to perform at their best.

2. Build formal relationships with health, protection and social services. This contributes to the school moving beyond short-term planning and creates an atmosphere that promotes continuous learning and sharing of knowledge.

3. Educators use teaching materials that are based on the reality of children’s lives. Learners are encouraged to think critically, ask questions, express their opinions, and master basic skills. This is ensured by the educators’ understanding the learners’ unique identities and experiences in the school system, their community and their families, in order to promote learning and development of learners.

4. Educators have a development plan in place and are supported to achieve their goals to become better educators.

SOUTH AFRICAN LEGAL AND POLICY FRAMEWORK

In creating an effective school, the following South African laws and policies are implemented:

- The National Education Policy Act, No 27 of 1996 sets out various standards for education policy and educators, including norms and standards; instructional time for school subjects; and criteria for the recognition and evaluation of qualifications for employment in education, among others.

- The South African Schools Act, No 84 of 1996 requires the creation of RCLs at every public school that has Grade 8 and above (section 11). RCLs are to function to: serve the interests of learners at the school; ensure that school management listens to the concerns and interests of learners; and ensure learner participation in governance matters. The goal is to make schools effective and inclusive with respect to decision-making.

- The South African Council for Education Act, No 31 of 2000 establishes the Council for Education, which has, as one of its aims, to set, maintain and protect ethical and professional standards for educators. The Council has developed a Code of Professional Ethics for Educators which outlines the appropriate and ethical conduct for educators when dealing with learners, parents, the community, colleagues, the profession, their employer, and the Council.

- The National Curriculum Statement is an important document for quality and effective education. It outlines various curricula areas and evaluation, and the type of learners and educators that are envisaged in the educational system/process.

- The White Paper 6 on Inclusive Education (2001) outlines the processes that will ensure inclusive education for all learners. It outlines challenges and proposes means by which to begin to address them to ensure quality and effective schools.
The National Policy on Whole School Evaluation (2001) assesses the key areas for school functionality and quality education. Importantly, one of the aims of the Policy is to identify aspects of effective schools and improve the general understanding of what factors create effective schools.

The Draft South African Standards for School Leadership Policy is designed to improve professional standards of leadership and management for the benefit of learners and the quality of the education service as a whole.

The National Policy Framework for Teacher Education and Development in South Africa (2007) is designed to equip the teaching profession to meet the needs of a democratic South Africa in the 21st century. It aims to provide an overall strategy for the successful recruitment, retention and professional development of teachers.

The Norms and Standards Final Policy Statement (2000) outlines seven roles and associated competencies for educators. These roles and competencies form the norms for initial teacher training and any professional development. The seven roles are: Learning mediator; Interpreter and designer of learning programmes and materials; Leader, administrator and manager; Scholar, researcher and lifelong learner; Community, citizenship and pastoral role; Assessor; and Learning area/subject/discipline/phase specialist.


The Ministerial Report of Schools that Work (2007) highlights four dynamics that result in schools that work: schools that are focused on their central tasks of teaching, learning and management with a sense of responsibility, purpose and commitment; schools carrying out their tasks with competence and confidence; schools with organisational cultures or mindsets that support a work ethic, expect achievement and acknowledge success; and schools with strong internal accountability systems in place, which enable them to meet the demands of external accountability.

The Foundations for Learning Campaign 2008–2011 is a four-year campaign to create a national focus to improve the reading, writing and numeracy abilities of all South African children. It seeks to provide energy as well as direction and inspiration across all levels of the education system as well as in homes and the public domain to ensure that by 2011 all learners are able to demonstrate age appropriate levels of literacy and numeracy. The campaign provides teachers and schools with clear directives on the DoE’s expectations of schools and teachers to achieve expected levels of performance.

The Draft Self-Evaluation Guide on School Improvement (2008) provides schools with criteria to undertake a self-evaluation process on their levels of effectiveness.