A safe and caring child-friendly school is safe, secure, caring and protective of children’s physical wellbeing. It creates safe spaces for girls and boys to learn, and puts in place consistent and effective mechanisms to record, report and address issues related to dangerous objects, drugs, alcohol, bullying, discrimination, theft, and physical and sexually based violence.

A safe, protective and caring school:
- Is a place where learners can learn and educators can teach in a warm and welcoming environment, free from any form of intimidation, violence and fear.
- Has adequate adult supervision, and parent and learner involvement.
- Is based on common expectations for behaviour that are consistently upheld in order to maintain the safety of all learners and educators within a school. Mechanisms such as a code of conduct, early warning processes and disciplinary processes are in place, understood and applied appropriately.
- Has an appropriate system for recording and reporting on criminal and violent activities by staff and learners.
- Is free from abuse, dangerous objects, drugs, alcohol, bullying, discrimination, theft and physical and sexual and gender-based violence.
- Has a non-violent child-based strategy for dealing with disciplinary issues. There is no threat or practice of corporal punishment.

PRACTICAL ACTIVITIES

Practical activities that a school can undertake to become a safe, protective and caring school include:

**Principal**
- Establish partnerships with the community and other government departments to ensure safety and security in and around schools.
- Keep records of incidents and establish clear conflict resolution and disciplinary mechanisms, with the input of learners and the SGB.
- Utilise the disciplinary procedures appropriately and consistently.
- Ensure that the perimeters of the school are secured.
School Management Team (SMT)
- Oversee the establishment of a safe school environment, developing a negotiated school safety procedure in line with existing policy.
- Develop mechanisms and procedures to reduce vulnerability when children travel to and from school.
- Identify infrastructure needs that facilitate safety, support and quality education.
- Identify volunteers that can work with the school on issues of safety, care and support.
- Monitor the safety and risk factors in the school.
- Involve the RCL in decisions on school safety and discipline procedures and ensure that the RCL is trained to represent their fellow students on these issues.

Educators
- Know how to discipline children in an appropriate and empowering manner.
- Have early warning systems in place to identify and report on the potential for violence, crime and other issues.
- Deal appropriately with learners’ and educators’ drug and alcohol use, dangerous objects, bullying, discrimination, physical and sexual and gender-based violence and do not engage in such behaviour.
- Understand, refer and utilise the disciplinary procedures effectively.

Learners
- Complete a mapping exercise of safe and unsafe places in and around the school to feed into safety plans.
- Get involved in the prevention and reduction of violence in the school.
- Understand, refer and utilise the disciplinary procedures appropriately.
- Actively reduce the risk, as much as possible, of becoming victims (for example, by walking in groups and avoiding high-risk areas).
- Do not engage in bullying, harassment or other violent or discriminatory behaviour, and discourage and report such behaviour.
- Do not bring drugs, alcohol, or dangerous objects to school and report those who have done so.

Representative Council of Learners (RCL)
- Support learner initiatives against crime and violence.
- Understand, refer and utilise the disciplinary procedures appropriately and consistently.
- Provide learners with the vital link to the SMT.
- Develop special projects on school safety.
School Governing Body (SGB)

- Support the interventions of the SMT and RCL and establish and ensure links with the community.
- Work with the community to ensure that learners are safe on the way to and from schools and in their homes and community.

District and Provincial Officials

- Provide schools with resource materials on safety, care and protection.
- Provide schools with assistance to measure their level of implementation of safety, protection, care and support to learners against specific indicators. This includes a self-assessment and analysis of their achievements, progress and challenges.
- Provide support through consultation, training and capacity development on safety, protection, care and support issues in the school and the management of the school.
- Assist, where applicable, with the mobilisation of community-based resources.
- Monitor the application of departmental policies.

Examples

1. The school has a constant problem with bullying and other violent activities on the school grounds. The principal and SMT decide to tackle the situation directly with the children. They organise a range of child consultations per grade to ask for thoughts and ideas from the children on the cause of the problem and how it can be solved. This results in a school-based plan and commitment against violence in the school, which is implemented and monitored by the SMT and the learners.

2. The school has a clear and easily understood Code of Conduct for learners in place. There is a disciplinary procedure that can be used by any learner or teacher. Proper procedures are followed when a learner is referred for the procedure, including proper recording, reporting, referral and follow up.

SOUTH AFRICAN LEGAL AND POLICY FRAMEWORK

In creating a safe, protective and caring school, the following South African laws and policies are implemented:

- The Constitution of the Republic of South Africa, No 108 of 1996 is the foundational and supreme law of South Africa. Chapter 2, the Bill of Rights, contains various important human rights that belong to everyone in South Africa including the right to human dignity and the right to personal integrity.
- The South African Schools Act, No 84 of 1996 prohibits corporal punishment at school (section 10); and requires for a Code of Conduct to be developed for learners in consultation with various stakeholders (section 8). South African Schools Act provides Regulations for Safety Measures at all Public Schools, which addresses the prohibition of dangerous weapons (schools declared
dangerous weapon free zones), the possession of illegal substances, access to school property, safety measures for the transport of learners, etc.

- The Child Justice Bill (version approved by Cabinet, November 2007) aims to protect children that come into conflict with the law, ensuring consistency in criminal justice practice in terms of South Africa’s International and Constitutional obligations; ensure that child offenders are held accountable for their actions; and prevent child offenders from committing further offences.

- The Signposts for Safe Schools (2001) deals with security issues at school, such as bullying, gangs and racism. The manual assists learners, educators, parents and the community to deal with various issues related to violence at school.

- The School Safety National Monitoring Strategy: Outlines the monitoring strategy for the DoE’s plan for school safety. The plan for school safety focuses on five main pillars: physical infrastructure, support to management and teachers, learner support, partnerships and curriculum support. The plan also requires the creation of an early warning system and Code of Conduct for Learners to deal with disciplinary matters.

- The Example of a Code of Conduct for a School (2008) provides practical assistance to a school to develop and implement a Code of Conduct for Learners dealing with disciplinary and other matters.
A safe, protective and caring school:

- Is a place where learners can learn and educators can teach in a warm and welcoming environment, free from any form of intimidation, violence and fear.

- Has adequate adult supervision, and parent and learner involvement.

- Is based on common expectations for behaviour that are consistently upheld in order to maintain the safety of all learners and educators within a school. Mechanisms such as a code of conduct, early warning processes and disciplinary processes are in place, understood and applied appropriately.
A health-promoting and health-seeking school:

- Provides school infrastructure that is safe.
- Is not situated close to, and learners are not exposed to, environmental health threats of any nature.
- Supports learners’ access to recreational facilities that encourage play. The right to play includes competitive sport codes and informal recreational time, to keep children active and productive. Learners and educators use this time for fun activities that encourage inter-generational dialogue and combine it with life-skills education, such as goal setting, dealing with disappointment, inter-personal relationships, social skills building, and resilience.
- Encourages self worth and enjoyment of lifelong learning through life-skills development. It encourages and teaches critical thinking skills and allows learners to take responsibility for their own choices and decisions.
- Influences health decisions of learners, educators and the community.
- Promotes school feeding and school gardens in support of children with special needs, such as orphans and vulnerable children.
- Is a haven for peace and addresses issues of physical, mental and emotional abuse. It seeks to provide care and support to all children who are vulnerable and in need.
- Provides for the care and support in a non-discriminatory manner of children who are orphaned and/or made vulnerable due to HIV and AIDS, poverty and/or violence.

PRACTICAL ACTIVITIES

Practical activities that a school can undertake to become a health-promoting and health-seeking school include:

**Principal**

- Develop a locally relevant health promotion programme for the school with the input of all relevant stakeholders.
• Work closely with the SMT and SGB to ensure the health and wellbeing of educators and learners.

• Develop a database of service providers for intervention and general wellbeing of all educators and learners.

• Ensure that educators who receive training on health promotion and life orientation share their knowledge and skills with other educators.

• Develop a monitoring and evaluation plan to continually assess the health situation in the school.

• Ensure that the guidelines for the management of substance abuse in schools are implemented and referral mechanisms are in place for learners and educators who are experiencing problems.

• Ensure that the school nutrition programme is implemented and monitored.

• Ensure that all businesses in close proximity of the school that could potentially interfere negatively with the health and wellbeing of learners are identified and reported to the relevant authorities. These include liquor stores or shebeens and businesses that deal with hazardous chemical materials.

• Oversee the waste management in the school.

• Establish networks with other government departments and community organisations that can provide assistance to the school for orphans and vulnerable children.

• Develop a schools-based resource register for referral and support services.

**School Management Team (SMT)**

• Conduct a health and wellbeing needs analysis for the school that involves all stakeholders.

• Ensure that educators receive relevant training in health promotion at school level, especially Life Orientation educators.

• Monitor the situation of learners in the school and community.

• Identify special learning days for learners that focus on specific health promotion activities such as Sexual Abuse Awareness, HIV and AIDS Awareness, Anti-Smoking, and Substance Abuse Awareness.

• Conduct regular sexual and reproductive health sessions for higher primary and secondary school learners, where appropriate.

• Conduct workshops for parents on drug awareness, HIV and AIDS, life-skills and career opportunities for learners.

• Appoint educators that can serve as school-based support staff for orphans and vulnerable children in the school.

• Have a clear policy in the school on management of HIV and AIDS, which includes the administration of anti-retroviral treatment (ART) for learners at the school.
Educators

- Refer learners who are underperforming and struggling to appropriate services.
- Integrate life-skills in all subjects.
- Work closely with parents/guardians to ensure the health needs of children are met.
- Ensure that all health-related policies are visible and understood by all.
- Understand the needs of children and make appropriate referrals and follow up for children who are vulnerable in the school and community.
- Understand responsibilities in terms of disclosure on suspicion of child abuse and neglect.
- Inform school management about the special needs and circumstances that learners bring to school so that appropriate education and support can be provided.

Learners

- Form peer support groups (for example, for HIV and AIDS education, gender equality, sports for development and arts and culture).
- Implement mentorship programmes for younger learners.
- Support the school nutrition programme by establishing and working in school gardens.
- Seek support, counselling and guidance when necessary.

Representative Council of Learners (RCL)

- Ensure that a school cleanliness programme is developed and implemented.
- Develop awareness programmes incorporating sports, arts and culture.

School Governing Bodies (SGB)

- Monitor the implementation of the health programmes at school.
- Mobilise for additional resources for recreational facilities, sport coaches and fun days.
- Hold community planning workshops that focus on integrated delivery of services.
- Establish a system to support educators and learners living with HIV and AIDS, through a consultative process.

District and Provincial Officials

- Support the implementation of the Draft Health and Wellness Framework in schools.
- Identify, document and disseminate good and emerging practices in schools for scaling up. Identify training opportunities and develop training plans for principals, educators, SGBs and RCLs.
• Conduct annual health assessment of the schools, including infrastructure, health status of learners and educators (excluding HIV status), nutritional needs, participation in recreational activities, mental and social health, and access to health services.

Examples
1. The district and provincial officials, in collaboration with the schools, develop a newsletter that keeps the school community informed on the latest health policy and programme developments. They also review current concepts of health-promoting and health-seeking schools to identify emerging good practices and establish a mechanism for rewarding schools that are showing improvement in health.

2. Educators put up sanitation posters in the classrooms (particularly important for the lower grades) and the RCL, in consultation with the learners, establishes school-based clubs that promote learners’ accountability for the health and wellbeing of fellow pupils and the school as a whole.

3. The school has a special register in which it records the names and situation of all orphans and vulnerable children. The register clearly indicates who the children are and what their specific vulnerabilities are. The register has a column that indicates what follow-up action has been undertaken. The register is kept confidential and only the principal, the class educator and educators who support and counsel vulnerable children have access.

SOUTH AFRICAN LEGAL AND POLICY FRAMEWORK
In creating a health-promoting and health-seeking school, the following South African laws and policies are implemented:

• The Constitution of the Republic of South Africa, No 108 of 1996 is the foundational and supreme law of South Africa. Chapter 2, the Bill of Rights, contains various important human rights that belong to everyone in South Africa. The right to a healthy environment is contained in section 24; section 27 contains the right to health; and section 28 outlines the rights of children.

• The Occupational Health and Safety Act, No 85 of 1993, provides for the health and safety of persons at work.

• The Domestic Violence Act, No 116 of 1998 provides protection to men, women and children in abusive relationships. It defines abuse and relationships very broadly, so as to encompass as many situations as possible.

• The Children’s Act, No 38 of 2005 is comprehensive legislation dealing with various issues related to children’s rights, including aspects related to child protection, children in need of care and protection, and health care, among others.

• The Criminal Law (Sexual Offences and Related Matters) Amendment Act, No 32 of 2007 enacts new, expanded or amended sexual offences against children including offences relating to sexual exploitation or grooming, exposure to or display of child pornography or pornography to children, and the creation of child pornography.
• The HIV and AIDS and STI Strategic Plan for South Africa, 2007–2011 is Government’s response to the HIV and AIDS epidemic in South Africa. It outlines the various roles and responsibilities of all stakeholders in the response to HIV and AIDS.

• The Policy Framework for Orphans and Other Children made Vulnerable by HIV and AIDS in South Africa (2005) provides a framework to ensure coordinated action at national, provincial, district and local levels to realise the rights of orphans and other children made vulnerable by HIV and AIDS, their caregivers, families and communities, among other goals.

• The National Policy on HIV and AIDS for Learners and Educators (1999) addresses issues related to HIV and AIDS at schools.

• The Draft Framework for Health and Wellness (2006) and the Draft Implementation Plan for Health Promotion in Education (2007) outline various important issues for health and wellness promotion at school level, for learners and educators.

• The Drug Abuse Policy Framework (2002) aims to assist educational institutions to manage drug abuse by learners, on a nationally consistent basis. The National Guidelines for the Management of Drug Use and Abuse by Learners in all Public Schools and Public Further Education and Training Institutions (2002) assists schools to manage drug abuse. It helps schools to operationalise the Policy and addresses issues of prevention, intervention and management of specific incidents.

• The manual Opening Our Eyes: Addressing Gender-Based Violence in South African Schools: A Module for Educators (2001) assists educators, parents and learners in reducing and eliminating discrimination and violence. It emphasises the role of educators in identifying abused learners and reporting cases. It gives educators information about the process to report violence and equips them to design interventions that will prevent abuse at school.

• The Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools (2008) aims to assist public schools in maintaining minimum standard procedures when addressing allegations of sexual violence and harassment, and to specifically detail how public schools should treat victims of sexual violence and harassment and those who have, or are alleged to have committed such acts. They are also intended to assist victims of sexual violence and harassment with reporting procedures and in seeking interventions and support.

• The Measures for the Prevention and Management of Learner Pregnancy (2007) provides a framework for: educating and assisting learners to understand and exercise their rights and responsibilities in regard to healthy lifestyles; guiding and supporting vulnerable learners; and involving all relevant role players, and integrating these measures with available systems and structures. The Measures aim to provide an environment in which learners are fully informed about reproductive matters; and to support teachers in managing the effects of learner pregnancy in schools, among others.

• The Integrated Nutrition School Programme aims at serving nutritious and culturally appropriate meals in primary schools. To ensure the sustainability of the programme, the DoE seeks to establish vegetable gardens or other food security initiatives in partnership with non-governmental organisations and communities.
A gender sensitive school:

- Mainstreams gender issues in learning and provides a secure and intellectually challenging educational setting for both boys and girls. This learning encompasses personal empowerment and social responsibility.
- Ensures that the curriculum is gender-responsive and the educators are professionally capable and committed, and able to deal with gender issues.
- Provides all children with an environment that is psychologically supportive, as well as safe and protective.
- Accommodates the needs of pregnant learners.
- Addresses issues of sexual harassment and sexual and gender-based violence against boys and girls.
- Is accepting of lesbian, gay, bisexual, transgendered and inter-sexed children and educators and addresses issues of discrimination and harassment against them.

Gender is related to the cultural, historical and social expectations of people as boys/males or girls/ females. In other words, gender refers to what being a boy/male or girl/female means in a culture and society. Gender is different from sex, which refers to biological differences between boys/men and girls/women.

Gender equity is the process of being fair to girls/women and boys/men. To ensure fairness, strategies and measures must often be available to compensate for girls’/women’s historical and social disadvantages. Equity leads to equality.

Gender equality requires equal enjoyment by girls/women and boys/men of goods, opportunities, resources and rewards. Gender equality does not mean that boys/men and girls/women become the same; only that access to opportunities and life changes is not dependent on or constrained by their sex.

Gender-based violence occurs when someone is abused – physically, sexually or verbally – or discriminated against because she or he is female or male, and often it is related to a society’s version of masculine and feminine behaviour. It includes, for instance, rape, homophobia, and sexual harassment.

Gender sensitivity is the ability to recognise gender issues and girls’ and boys’ different perceptions and interests arising from their different social position and gender roles.
PRACTICAL ACTIVITIES

Practical activities that a school can undertake to become a gender sensitive school include:

Principal
- Ensure staff is trained on gender issues.
- Ensure that the code of conduct is inclusive of policies to address discrimination and gender-based violence and harassment.
- Treat gender-based violence and discrimination seriously.
- Ensure that school has gender responsive management plans.

School Management Team (SMT)
- Ensure gender responsive water and sanitation facilities for boys and girls and monitoring of these facilities.
- Ensure that educators are trained and supported in special/gender education and gender mainstreaming.
- Conduct workshops for communities on gender.

Educators
- Ensure appropriate treatment, interaction and achievement of all children regardless of sex.
- Ensure open and honest dialogue between boys and girls.
- Be responsible and appropriate gender role models for all children. Do not engage in gender stereotyping. Be aware and address own gender stereotypes and myths.
- Provide adequate support, assistance and guidance for girls who are interested in maths, sciences and technology.

Learners
- Form peer support groups for girls and boys that promote empowerment and equality.
- Ensure that learners are aware of gender policies and what to do in the case of gender related incidents.
- Make it clear that bullying, sexual harassment and other gender-based discrimination will not be tolerated by learners at school or in the community.

Representative Council of Learners (RCL)
- Ensure equal representation on the RCL.
- Support peer support clubs in their activities.

School Governing Body (SGB)
- Ensure equal employment opportunities for men and women.
• Ensure appropriate gender representation on the SGB, particularly in leadership roles.

• Conduct campaigns in the community to promote gender awareness and to support gender responsive solutions to challenges.

**District and Provincial Officials**

• Train and support SMTs and SGBs in gender mainstreaming.

• Provide training on the development of a sexual harassment policy.

• Monitor performance of girls and boys, particularly in maths, science and technology.

**Examples**

1. *The school includes diversity training on issues of sexuality, covering homosexuality in the training. Part of this involves getting children to express their attitudes and then addressing issues such as human rights of all people, discrimination, and violence against others.*

2. *The school provides guidance counselling and extra support to girls in maths and sciences.*

**SOUTH AFRICAN LEGAL AND POLICY FRAMEWORK**

In creating a gender sensitive school, the following South African laws and policies are implemented:

• The Constitution of the Republic of South Africa, No 108 of 1996 in section 9 outlines that everyone is equal and cannot be discriminated against on various grounds, including sex and pregnancy.

• The Preamble of the South African Schools Act, No 84 of 1996 undertakes to combat racism, sexism and all other forms of unfair discrimination and intolerance.

• The National Education Policy Act, No 27 of 1996, section 4(c), provides for the achievement of equitable education opportunities, the redressing of past inequalities and the advancement of the status of women.

• The Employment Equity Act, No 55 of 1998 promotes equal opportunity and fair treatment in employment through the elimination of unfair discrimination.

• 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. Learners are to be treated ethically, compassionately and as unique. Any form of humiliation, physical or psychological abuse is to be avoided. Sexual harassment and abuse is a dismissible offence.
The Employment of Educators Act, No 76 of 1998 outlines the various grounds for the termination of services of educators, including misconduct, substance abuse and sexual harassment, among others.

The Promotion of Equality and Prevention of Unfair Discrimination Act, No 4 of 2000, section 8(a–i) prohibits discrimination on the basis of gender, including gender-based violence; female genital cutting; customary, religious or traditional practices which impair the dignity of women and the girl child and undermine equality between and men and women; and practices that limit girls’/women’s access to education.

The Domestic Violence Act, No 116 of 1998 provides protection to men, women and children in abusive relationships. It defines abuse and relationships very broadly, so as to encompass as many situations as possible.

The manual *Opening Our Eyes: Addressing Gender-Based Violence in South African Schools: A Module for Educators* (2001) assists educators, parents and learners in reducing and eliminating discrimination and violence. It emphasises the role of educators in identifying abused learners and reporting cases. It gives educators information about the process to report violence and equips them to design interventions that will prevent abuse at school.

The Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools (2008) aims to assist public schools in maintaining minimum standard procedures when addressing allegations of sexual violence and harassment, and to specifically detail how public schools should treat victims of sexual violence and harassment and those who have, or are alleged to have committed such acts. They are also intended to assist victims of sexual violence and harassment with reporting procedures and in seeking interventions and support.

The Measures for the Prevention and Management of Learner Pregnancy (2007) provide a framework for educating and assisting learners to understand and exercise their rights and responsibilities in regard to healthy lifestyles; guiding and supporting vulnerable learners; and involving all relevant role players, and integrating these measures with available systems and structures. The aims are to provide an environment in which learners are fully informed about reproductive matters; and to support teachers in managing the effects of learner pregnancy in schools, among others.
A gender sensitive school:

• Mainstreams gender issues in learning and provides a secure and intellectually challenging educational setting for both boys and girls. This learning encompasses personal empowerment and social responsibility.

• Ensures that the curriculum is gender-responsive and the educators are professionally capable and committed, and able to deal with gender issues.
A safe and caring child-friendly school establishes relationships with communities and educators. It further builds partnerships that are supportive to achieving the school’s goals. School/community linkages and partnerships are the “key building block” to realising the safe and caring child-friendly school goals.

A school that builds and maintains linkages and partnerships with the community:
- Involves learners, educators, management and the community to deal with various issues such as gender-based violence, security and discipline, health promotion, and rights, among others.
- Involves communities in activities that improve the performance and well-being of the learners. For example, extramural activities or the provision of feeding schemes.
- Has strategic and supportive partnerships with community organisations, service providers and government departments, such as local clinics, and municipal and social welfare organisations, that will assist with orphans and other vulnerable children.
- Has partnerships with other schools, primary schools with secondary schools and vice versa, to ensure optimal progression and continuity of learning.
- Has a vibrant SGB with clear roles and responsibilities outlined and the different capacities and competencies of the parents mapped out and developed.

PRACTICAL ACTIVITIES
Practical activities that a school can undertake to establish linkages and partnerships with the community include:

Principal
- Actively engage and build partnerships with community organisations.
- Establish networks with other government departments and community organisations that can provide assistance to the school for orphans, children affected by HIV and AIDS, violence and poverty.
- Develop a school-based resource register for referral and support to the school.
- Establish a positive and constructive relationship with local municipalities and the ward councillor and traditional leaders.
- Establish a database of support structures/organisations in the community such as local clinics and non-governmental organisations.
School Management Team (SMT)
- Set benchmarks for the involvement of parents in school activities.
- Provide training to educators on how to engage children and parents/caregivers effectively in the decision-making and implementation of school activities.
- Engage with community resources that can be utilised in achieving the goals of the school.
- Establish the possibility of sharing school facilities with the community or the utilisation of community facilities for the school (for example, sport fields, halls, etc).
- Conduct capacity development workshops for parents and caregivers.

Educators
- Visit parents/caregivers of vulnerable children and children in child headed households at home.
- Have parent days at regular intervals at the school to give feedback to parents/caregivers on the progress of their children.
- Involve community members in lessons, as appropriate.
- Have excursions for children to community-based partners (for example, to the library).

Learners
- Be diligent learners.
- Participate in forums and express views.

Representative Council of Learners (RCL)
- Ensure meaningful participation in the SMT and other decision-making fora.
- Create opportunities (such as debates, drama, and poetry events) where learners can express their views without fear or intimidation.

School Governing Body (SGB)
- Ensure representation of all parents/caregivers.
- Encourage and monitor parent/caregiver involvement in the school.
- Support the establishment of partnerships with community organisations and resources.

District and Provincial Officials
- Provide schools with resource materials on partnerships.
- Be a partner with the school.
- Provide schools with assistance to measure their level of implementation of the partnerships with learners, parents and communities. This includes a self-assessment and analysis of their achievements, progress and challenges.
• Provide support through consultation, training and capacity development on partnerships.
• Ensure that the school management know, understand and apply departmental policies and practices coherently.

Examples

1. The school allows for evening adult learning classes to be conducted in two of its classrooms.

2. As the school does not have a library, a special arrangement is made for learners to visit the public library once a week for the completion of homework assignments.

3. The school has a relationship with the municipality. The municipality allows the school to use the municipal soccer field for practice and games.

SOUTH AFRICAN LEGAL AND POLICY FRAMEWORK

In creating a partnership-building school, the following South African laws and policies are implemented:

• The South African Schools Act, No 84 of 1996 establishes SGBs (section 18) and provides for the capacity building of members of the SGB.


• The DoE has published guide books for parents and SGBs to develop actions on HIV and AIDS prevention. HIV & AIDS in your school – what parents need to know (2003) encourages and assists parents to become partners in responding to HIV and AIDS in schools and communities. Similarly, Develop an HIV & AIDS plan for your school – a guide for school governing bodies and management teams (2003) outlines how SGBs, managers, educators and parents can think, plan and act to protect and strengthen schools against the impact of HIV and AIDS.

• The Measures for the Prevention and Management of Learner Pregnancy (2007) provide a framework for educating and assisting learners to understand and exercise their rights and responsibilities in regard to healthy lifestyles; guiding and supporting vulnerable learners; and involving all relevant role players, and integrating these measures with available systems and structures. Role players include parents, learners, educators, communities, NGOs, the South African Police Services (SAPS) and the Departments of Education, Health and Social Development.
Conclusion

This implementation framework and accompanying Toolkit provide a starting point for schools to work towards a SCCFS approach in their schools. The SCCFS framework is based on the implementation of South African education policies and legislation and provides suggestions for activities and means to measure progress.

Working towards a SCCFS is a journey in itself, and not just about the destination!
Annexure: Measurement towards becoming a SCCFS

For any school to progressively measure its achievements in terms of becoming a safe and caring child-friendly school, it will need to rely on the systematic collection of data against a number of indicators. The following is a list of suggestions and their related indicators. This list is non-exhaustive; you will probably have others that you can think of and use.

CHAPTER ONE: A RIGHTS-BASED AND INCLUSIVE SCHOOL

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Outputs</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1. Equal access to and enrolment in school for all children | • Compliance with funding norms and standards  
• Non-discrimination in admissions | • Information about school population profiles (looking at enrolment by age, gender, gender parity index*, disability, orphan status, other vulnerability, nationality, etc.)  
• Number of children who are not in school in the school’s area, disaggregated for relevant criteria*  
• Number of out-of-school children identified and enrolled in school  
• Number and proportion of children exempted from paying school fees, disaggregated by relevant criteria  
• Number and proportion of orphans and vulnerable children, and children from child headed households enrolled in school |
| 2. All children, once in school, assisted to complete schooling | • 100% completion rates for all children  
• Psychosocial care and support systems in place  
• Learning materials and practices inclusive of all children  
• Complementary learning opportunities | • Number and proportion of learners in Grade 1 who complete the primary cycle (by age, gender, gender parity index, race, disability, nationality, vulnerability etc.)  
• Attendance rates (by relevant criteria)  
• Number and types of psychosocial and other systems in place; the use of such systems |
| 3. Quality in learning achievement at all levels for all children | • Improved learning achievements at all levels, with 100% pass rate in all grades | • Pass rates at key intervals (Grade 3, Grade 6, Grade 9 and Grade 12, by relevant criteria)  
• Annual average exam scores by grade and learning area (with relevant criteria) |
| 4. Addressing and eliminating stereotypes | • Consistently addressing inappropriate incidents of discrimination  
• Appropriate and responsive learning and teaching materials and practices in place and used  
• Implementation of relevant government policies | • Adequate representation on SMT, SGB and RCL (by gender, disability, nationality etc.)  
• Number of discriminatory incidents recorded and addressed |
### 5. Existence of child led structures which are recognised and supported

- Functional RCL, where appropriate
- Functional peer support clubs

#### Indicators

- RCL in place and functioning appropriately
- RCL members by relevant criteria
- Percentage of decisions by SGB with RCL involvement
- Peer support clubs in place
- Number of peer support club members/participants by relevant criteria
- Number and percentage of learners participating in peer support clubs
- Frequency of peer support club meetings

### 6. Children and the school community (through its chosen SGB) are involved in establishing a rights-based school

- Rights-based school policies in place and implemented

#### Indicators

- Number of children who participate in decision making structures
- Composition of RCL by relevant criteria
- Composition of the SGB by relevant criteria

---

Please note:

* When talking of relevant criteria, this refers to relevant information such as: age, gender, disability, orphan status, nationality, ethnicity, sexual orientation, health status, other vulnerability etc.

* The Gender Parity Index (GPI) reflects females’ level of access to education compared to that of males’ access. It is calculated by the value for girls divided by that for boys. A value of less than 1 indicates that there are fewer females, in proportion to the appropriate school-age population, than males in the formal education system. A value near one indicates that parity has been more or less achieved (Department of Education 2005).
## CHAPTER TWO: AN EFFECTIVE SCHOOL

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Outputs</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1. Strong and sustained financial investment to support education and related services, as well as an enabling environment, required by all learners and educators | • Annual budget in place and approved by SGB  
• Financial recordkeeping mechanisms in place, with early warning mechanisms for potential budgetary difficulties  
• Fundraising strategy in place and implemented | • Percentage spent on Learning and Teaching Support Material  
• Percentage of school funding (monetary or in-kind) raised through fundraising efforts  
• Percentage of classrooms with quality furniture |
| 2. School management and governance guided by clear goals               | • Leadership development for staff members and SGB  
• Recordkeeping system in place and functional  
• School mission statement developed through participatory approach and in place  
• School development plan developed through participatory approach and in place | • Number of staff (managers and educators, and their levels) participating in development workshops and training annually  
• Frequency of management and staff meetings, per quarter  
• Implementation of decisions taken at management and staff meetings  
• Ongoing continuous assessment of educators, as per DoE policy |
| 3. Strong, motivated and adequate numbers of staff                      | • Properly equipped, trained and supported educators providing quality education to learners | • Educator/learner ratio  
• Educator/learner contact time, in and out of classroom  
• Number of staff by function and level of qualification, by relevant criteria  
• Adequate monitoring and support for educators  
• Appropriate teaching and preparation time for educators |
| 4. Curriculum understood and appropriately implemented                 | • Curriculum taught properly by educators and understood by learners | • Number of curriculum workshops and training annually, attended by educators and management  
• Relevant Learning and Teacher Support Material per educator, per grade and learning area  
• Relevant and adequate learning materials per learner  
• Pass rates of learners |
CHAPTER THREE: A SAFE, PROTECTIVE AND SUPPORTIVE SCHOOL

In line with DoE policy, safety issues include those dealing with safety, dangerous objects, drugs and alcohol, interpersonal behaviour (bullying, verbal abuse, physical violence, discrimination, sexual violence, theft) on school premises and on the journey to and from school. Also see section on a rights-based and inclusive school.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Outputs</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1. Disciplinary mechanisms in place and functioning effectively | • Code of conduct in place and consistently applied  
• School disciplinary team in place  
• Reliable and consistent recording and reporting system on incidents of violence  
• Crisis management plan of action in place and implemented  
• Early warning system in place | • Number of disciplinary hearings related to violent incidents held  
• Number of suspensions or expulsions in line with code of conduct and existing legislation  
• Number of cases of violence, including incidents of gender-based violence (sexual harassment, rape and sexual assault) in and around the school  
• Number of cases resolved |
| 2. Awareness and prevention of crime and violence in and around the school | • Awareness campaign implemented in the school and community | • Number of educators participating in awareness and training programmes to promote safety, security and protection |
| 3. Safety mechanisms in place for children on their way to and from school | • Functional mechanisms in place (such as school safety team) | • Distance from school that children have to walk/travel (minimum, maximum and average) between school and home  
• Number of incidents that occur while children travel to and from school |
| 4. Safety on school premises | • School safety plan based on assessment of crime and violence (school specific) in place and implemented | • Number of buildings with minimum safety requirements on school premises  
• School fencing in place  
• Number of incidents of drugs, alcohol, theft, bullying, discrimination, physical and sexual violence at school |
### CHAPTER FOUR: A HEALTH-PROMOTING AND HEALTH-SEEKING SCHOOL

#### Outcome Outputs Indicators

<table>
<thead>
<tr>
<th>1. Health needs of the whole school community are addressed and support networks for the wellbeing of learners and educators are established</th>
<th>Early and ongoing identification of risks and appropriate referral networks in place and used</th>
<th>Number of learners and educators identified and provided with support for special health needs (by relevant criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Availability of sick bay/area in the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access to counselling services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of first aid kits available and fully stocked</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Functional school based support team in place and used</td>
</tr>
<tr>
<td>2. Focus on HIV and AIDS and the impact on the learners and educators</td>
<td>School level HIV and AIDS policy (that protects and promotes the rights of learners and educators affected by HIV and AIDS) in place and implemented</td>
<td>Number of learners and educators provided with psychosocial care and support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of orphans and vulnerable children identified by the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of orphans and vulnerable children receiving guidance, counselling, referrals or support, and follow up</td>
</tr>
<tr>
<td>3. A clean and healthy school environment</td>
<td>Safe and appropriate water and sanitation facilities</td>
<td>Number of sanitation facilities for boys and girls (permanent, separate, clean)</td>
</tr>
<tr>
<td></td>
<td>Functional waste management plan in place and implemented</td>
<td>Number of hand washing facilities for boys and girls</td>
</tr>
<tr>
<td></td>
<td>Implementation of government no smoking policy</td>
<td>Safe water sources available on school premises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of non-hazardous recreation facilities and play areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate waste storage facilities on school premises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of times that waste is removed from school, weekly/monthly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of cases of learners or educators smoking on school premises</td>
</tr>
<tr>
<td>4. School-based nutrition programmes in place and appropriately implemented and accessed</td>
<td>Proper structures for school-based nutrition in place</td>
<td>Number of learners accessing nutrition or school feeding programmes (by relevant criteria)</td>
</tr>
<tr>
<td></td>
<td>Balanced, nutritious and culturally appropriate food provided through school nutrition programmes</td>
<td>Number of de-worming pills provided to learners per year</td>
</tr>
</tbody>
</table>
CHAPTER FIVE: A GENDER SENSITIVE AND GENDER PROMOTING SCHOOL

Also see sections on health-promoting and health-seeking school and safe and supportive school

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Outputs</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The education environment (for example, teaching methods, language, classrooms and sports grounds etc.) is inclusive, gender responsive and gender sensitive</td>
<td>Non-discriminatory admission and readmission policies in place and implemented</td>
<td>• Number and percentage of learners enrolled in mathematics and sciences by gender</td>
</tr>
<tr>
<td></td>
<td>Gender sensitive environment established</td>
<td>• Matric scores by gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Academic achievement (pass rates, completion rates) of boys and girls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Drop-out rates of girls and boys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of educators (by gender)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of SMT members, total and in leadership positions, by gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of educators trained in gender issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of learner pregnancies reported (annually, by age and grade)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of pregnant girls assisted to stay in and/or return to school</td>
</tr>
<tr>
<td>2. Gender issues taken seriously</td>
<td>Sexual harassment policy in place and appropriately used</td>
<td>• Number of cases against educators and learners of sexual and gender-based violence reported and addressed</td>
</tr>
<tr>
<td></td>
<td>Sexual and gender-based violence not tolerated or excused</td>
<td>• Number of referrals made to police and other support structures for victims/survivors of violence</td>
</tr>
</tbody>
</table>

CHAPTER SIX: A PARTNERSHIP-BUILDING SCHOOL

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Outputs</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parents and community members participate and there are strategic partnerships established with the school</td>
<td>Open days for parents and community members to visit (including sports days)</td>
<td>• The amount and use of annual contributions/support to school by parents, local businesses and community based organisations</td>
</tr>
<tr>
<td></td>
<td>Strategic partnership plan in place and implemented</td>
<td>• Number of parent/educator meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of home visits by educators/school staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of meetings with community based organisations, local businesses etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of professional/social events on school grounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of training and capacity development activities for SGB members and community members</td>
</tr>
</tbody>
</table>
Notes

Photography: All photography © UNICEF/Rebecca Hearfield, with the exception of cover top right (© GCIS), inside cover and pages 6 and 37 (© UNICEF/Karin Schermbrucker) and pages 2, 27, 25, 24 and 33 (© Department of Health).

Design and layout: Handmade Communications; design@handmadecc.co.za.