

TEACHERS' RIGHTS, RESPONSIBILITIES AND SAFETY:
RESEARCH REPORT

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Acronyms and abbreviations

DBE	Department of Basic Education
NSVS	National School Violence Study
LRA	Labour Relations Act (LRA)
L.O	Life Orientation
OECD	Organisation for Economic Co-operation and Development
PTSD	Post-Traumatic Stress Disorder
RCL	Representative Council of Learners
SACE	South African Council for Educators
SGB	School Governing Body
TALIS	Teaching and Learning International Survey
CHH	Child Headed Households
CPF	Community Policing Forum

1. Executive summary

The concerning increase in violent cases in South African schools is alarming. Teachers' and learners often find themselves in situations at school where their safety is compromised. There are many mitigating factors which contribute to the plague of violence experienced by teachers and learners, such as poverty, presence of drugs and alcohol in the community, gangsterism, discipline models in the school environment, unclear management roles and the vast inequality evident in South Africa to name a few. Understanding the causes of violence in schools is important, so much as prevention in order to ensure the safety of all. Violence in schools is a community problem, it is vital that safe schools are created. In creating safe schools, it is needed that teachers are aware of the rights of the learner and themselves in order to be in a position where they are able to respond with the right cause of action should they encounter an unfavourable situation, but in order to protect themselves they need to ensure that they are also aware of their rights and responsibilities. It is important that teachers are aware of their rights, responsibilities and safety within schools as this ensures that they also provide a safe and conducive learning environment for their learners' and themselves. This research report details the issue of violence in schools, how the safety of teachers' and learners is at risk on a daily basis.

2. Introduction

The reported high rate of violence in South African schools is of great concern. The school environment is supposed to be a place for mental and physical stimulation for children, but most importantly a safe environment for all parties involved in the schooling system. Teachers play a major role in ensuring that children are provided with a safe and conducive learning environment at school but more often than not also find themselves in uncomfortable and dangerous situations in and outside the classroom. As much as children should be provided with a safe learning environment, teachers also need to be provided with a safe work environment, so that they can carry out their duties with confidence. For example, Section 12 (1) of the constitution states that:

Everyone has the right to freedom and security of the person, which includes the right not to be tortured in any way; and not to be treated or punished in a cruel, inhuman or degrading way (Republic of South Africa, 1996b:7).

This section of the constitution speaks to what should not happen in schools and classrooms. The gross violence happening in schools make teaching and learning in a safe environment difficult. In the first quarter of 2018, the Western Cape alone reported 60 attacks on teachers, these attacks included threats, insults, sexual abuse, criminal assault and robbery. Furthermore, 28 cases were reported which saw learners attacking teachers (Cape Argus, 2018). Learner on teacher violence is one of many violent cases that take place in schools. The TALIS report (2018) revealed that one out of three principals (34%) reported that acts of violence among their students occur at least weekly, which showed to be more than double the Organisation for Economic Co-operation and Development (OECD) average of (14%). It would be wrong to insinuate that the only violence teachers face is from learners and also wrong to insinuate that it is only learners who attack teachers. There are many other cases of violence such as workplace bullying, Gender-based violence, HIV/AIDS discrimination, stigma and abuse of Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) communities and sexual assault which teachers face.

The Department of Basic Education (DBE) emphasises the importance of creating safe schools that encourage respect for human rights and dignity. Students have a responsibility to respect

education and their teachers, co-operate fully with teachers, and adhere to rules and the school's code of conduct. In the same breath, teachers also have the responsibility of promoting social cohesion through education for their learners (Mail & Guardian, 2016). There are many documents that support teachers engaging in teaching in safe and secure environments but what is good on paper may not necessarily always translate in practice. For example, the Department of Basic Education (DBE) has provided a framework for a whole-school approach, a strategy advocated for in the 2008 National School Violence Study (NSVS) following the recognition that a school comprises of several interdependent components. According to this framework, principals and educators are held accountable for school safety, and schools need to develop and maintain a safe, welcoming, violence-free learning environment. It is then essential that Educators are properly guided and given clear directives on how to handle violent incidents in schools but most importantly ensuring their own safety as well. For teachers to understand and be equipped on how to handle violent incidents and be in a safe working environment, it is crucial that they know and understand their rights and responsibilities as educators. This report deliberately deals with only one aspect of violence, student violence against teachers. Other materials will be developed by relevant sectors dealing with other forms of violence.

3. Literature Review

3.1 Factors affecting violence in South African schools

It would not be wise to view schools' as an island, an institution operating on its own with no external factors at play. Schools are part of the wider community, "a school is often a mirror image of the community and the families it services", a reflection of its community. The National Professional Teachers' Organisation of South Africa (NAPTOSA) has identified the crucial role the communities play in supporting schools to maintain good behaviour in the classroom. If schools can assist in shielding its learners from bad behaviour and exposure to gangsterism, drug and alcohol usage then they are able to ensure that even in the classroom learners and teachers can respect each other and work harmoniously. There are external factors (e.g., gangsterism) and internal factors (e.g., school leadership and management) that affect the safety of teachers in a school environment. Internal school factors may play a role in why young people join gangs. These factors have significant implications for the ways in which schools are organized and managed, and the ways in which learners do or do not see themselves as part of a genuine school community. Government has also attempted to create safe school environment. The Tirisano Plan in which the Department of Basic Education issued its Call to Action: Mobilising Citizens to build a South African Education and Training System for the 21st Century. This initiative encouraged schools to become centres of community life. By stating that schools should be the centres of community life, meant that curbing schools from violence not only became a responsibility of the Department of Basic Education, but the school's stakeholders as well. The Development Bank of South Africa (DBSA) warned of this approach of making schools the centres of community life stating that this approach may lead to Educators being overburdened if the required resources to carry out this approach are not provided.

3.2 External factors

A qualitative study done in six provinces of South Africa (Gauteng, North West, Limpopo, Western Cape, KwaZulu-Natal and Mpumalanga) Mncube and Madikizela-Madiya (2014) explored the perceptions and experiences of school stakeholders on school violence and the nature of violence that takes place in South African schools. This was prompted by the scourge of violence (i.e., high levels of violence, physical and sexual abuse, and gang related activities)

taking place in South African schools reported daily in the written and electronic media. The study concluded that gangsterism is of serious concern and is one of the external factors that exacerbate violence in schools. This is particularly so in the Western Cape and Limpopo. Crawage (2005) contends that gangs in schools should be seen as a community problem in South Africa since schools are a part of the community; they reflect the problems of that community. Learners are often challenging and dismissive of legitimate authority; they form groups with the aim of committing violence and crime, and to defend themselves physically against violence of other groups. Musick (1995) classified gangs into three different categories namely scavenger gangs, territorial gangs and corporate gangs, who see themselves as losers in the academic setting. Learners can be easily approached by a gang and be recruited into the organisation. Last (2001) explained this well that they become “someone”, part of an organisation of kids just like themselves; they have a new “family” whom they tend to spend more and more time with. The gang leaders recruit younger members who are unhappy and struggling. They lure them with the promise of fraternity and brotherhood. The young members are told that the worst that can happen to them if they commit a serious crime is two years in a juvenile facility, which is a small price to pay for the belonging (Last, 2001).

Several initiatives have been undertaken by the South African government to try and curb violence in schools and in general. For example, there is currently an initiative on gun free society where the fire-arm holders are required to re-apply for the issue of firearm licenses. Education Laws Amendment Act 31, 2007 has also been legislated, which deals with search and seizure of illegal drugs and dangerous weapons from students attending school (Department of Basic Education, 2007). The law also states that the governing body of a public school must adopt a code of conduct for the learners, after consultation with the learners, parents and educators of the school. It is advisable that research is undertaken on its impact, and to find out whether there should be a parallel code of conduct for teachers. Conceptually, this relates to whether more democratic schools are more preventive of violence coming in from the outside and the less chance of it being generated inside (Harber, 2001). Harber (2001) recommended that there is need to support current efforts aimed at increasing basic levels of good management, school effectiveness and teacher professionalism in South African schools because a well-ordered school is also a less violent school. Research has found that schools

that experience problems of violence need an active safety and security committee that monitors violence, which also recommends violence prevention measures and oversees its implementation.

A key factor in the extent to which schools can resist violence in the broader society is the extent to which the school is, and sees itself as, a well-organized and managed community with a determination to protect and care for its staff and learners by means of a clear approach to safety and security. Research suggests that the more effectively the school is run, the less chance of violence coming in from the outside and the less chance of it being generated inside (Harber, 2001). Further, a well-run school with a more inclusive, democratic environment helps to foster a climate of openness and a sense of ownership, commitment, and responsibility amongst all members and therefore strengthens its determination to resist external violence and minimize internal violence (Mncube & Harber, 2012). Well run schools serve as role models in the fight against violence in schools, they stopped using corporal punishment in line with the law, therefore both reducing an internal climate of violence and improving relationships between staff and learners. Instead, through codes of conduct, clear implementation of the rules and alternative forms of punishment, such as clearing up litter in the schools, are used to provide an ordered, safe, and essentially peaceful environment where both internal and external crime and violence are reduced to a minimum (Harber, 2001).

In South Africa, there are many effective and well-organised schools, which are achieving good examination results even though some of them are situated in areas affected by poverty and poor resources (Harber, 2001 & Bloch 2009). In such successful schools there is a detailed set of planning processes and systems to ensure success, and there is no magic formula. The role of the principal is important as “teachers need the administrative efficiency and ordered predictability of a well-run school” (Bloch, 2009). The problem of disorganised schools has been recognised as a serious issue in post-apartheid South Africa for some time. This might have prompted the former State President of South Africa, Jacob Zuma, to call on teachers to be “in class, on time and teaching” and to spend the rest of the day on preparation and marking (Hindle, 2011), a theme he returned to in his 2012 State of the Nation Address. Hindle (2011)

also confirmed that violence mainly occurs in classes which are unattended by teachers, and it is also during this time that learners feel unsafe at school.

In South Africa, urbanization has been characterized by a history of repression and poverty, especially of people living in townships, informal settlements and single-sex migrant hostels. This confinement, according to Crawage (2005), could create an opportunity to form gangs along racial lines. He argues further that what often happens is that when families become dysfunctional and discordant many children choose to leave the family home, opting to spend their time on the streets where they are gradually drawn into gang-related and criminal activities. The sad fact of the current situation in South Africa is that gang violence is often born out of need and a socially disadvantaged situation (Donald et al., 2002).

Thompkins (2000) states that sometimes innocent learners are drawn or forced into violent behaviour, alcohol and drug abuse by joining gangs, as this provides them with a sense of belonging. Furthermore, Thompkins points out that one of the reasons that learners for instance, easily identify with street gangs is that they believe that such associations fulfill the need for the transition from childhood to adolescence and adulthood. They are also made to feel accepted by and important in a society that is ruled by gang leaders. Barbarin and Richter (2001) argued that youngsters may, on the other hand, suffer psychological trauma and encounter social alienation, resentment and suspicion from their families and community because of their involvement in gang-related activities. It is therefore important that teachers understand the nature of all these feelings of aggression when developing a disciplinary plan for their schools. It is normally argued that gangs in schools are a community problem in South Africa and, since schools are a microcosm of its community; hence, schools reflect the problems of the communities in which they are located. The Western Cape Education Department (WCED 2003) said that gangs appear to choose the arrival and departure times of educators and learners deliberately, and they wait for learners at the school gate, bringing a terrorising "fear factor" which traumatises educators, learners and parents. Similarly, in KwaZulu-Natal, lack of proper fencing of the school provides access for criminals, latecomers and those learners who are absconding from classes; and by entering the school through this opening, the gangs are able to access the school to sell drugs to the learners; intimidate

learners and teachers; and take their valuables like cell phones, money and school bags. Therefore, lack of adequate fencing leads to lack of safety of most schools in KwaZulu-Natal and in many other provinces. Learners and teachers feel very much unsafe because of the lack of security in the school.

A 2012 National School Violence Study found that educators are often victims of verbal violence (52.1%), physical violence (12.4%) and sexual violence (3.3%) perpetrated by learners. Alcohol, drugs and weapons are easily accessible for many learners: one in seven learners reported easy access to alcohol, one in ten reported easy access to drugs, nearly a tenth of the respondents asserted that it would be easy for them to obtain a firearm at school, and one in five learners claimed having easy access to knives or other weapons at their school. The ease of access to weapons and substances is facilitated by personal knowledge of individuals who are involved in various drug-related activities at school. It was also found that nearly a quarter of the sample knew people who had brought weapons to school with them, one in six knew people at school who were involved in criminal activities, and nearly a tenth knew people at their school who sold or dealt in drugs.

School violence affects not only those who are directly victimised but also those who witness the violence occurring at schools. This creates an atmosphere of fear and apprehension, which interferes with one's ability to learn. More than a tenth of learners claimed that there was an area at school where they usually experienced fear (specifically toilets), while for one in six learners, fear was associated with the journey to and from school. The study highlighted the extent to which family and community factors intersect with the levels of violence occurring at schools. The results also showed that by the time young people enter secondary school many of them have already been exposed to violence, either as victims or witnesses, in their homes or communities. About 64% of learners who had experienced violence at school claimed to have witnessed a fight in their neighbourhood, compared to 44.4% of non-victims who had witnessed a fight in their community. This scenario was exacerbated by the presence of family and neighbourhood adults in the lives of these young people who had been incarcerated or involved in drug-related or other criminal activities. Some 23.7% of learners had siblings who had been incarcerated for criminal offences, while 9.4% of learners reported that one of their

parents or caregivers had ever been imprisoned. Given the proximity of young people to potential offenders, one can expect their risk of violence to be enhanced. These statistics highlight the importance of safe communities and safe home environments as prerequisites for safe schools.

Burton (2008) found that learners become aggressive towards their teachers for various reasons but mostly due to underlying factors like poverty, drug abuse, and dysfunctional families to name a few; and Martin, Mackenzie and Healy (2013) mentioned that violence is so endemic that exclusions for assaulting teachers are now more common in primary schools than in secondary schools. They argued that as many teachers continue to teach in unsafe situations, many have reached a point of teaching fatigue, which could be attributed to the lack of support from government.

Research shows that primary schools are becoming a common place for learner violence and the availability of alcohol and drugs is seemingly the most common cause for the increase in blatant violence levelled against authority (Burton, 2008). In Joyce's (2013) study, principals indicated that teacher-targeted bullying disrupts classrooms and that educators face difficulties when it comes to controlling their classrooms. This type of environment is not conducive to teaching and learning, as teachers need to feel safe when teaching (see Reckson & Becker, 2005). Rickson and Becker (2005) found that pupils with violent tendencies have no interest in education; the teacher is then, more at risk trying to improve the classroom situation without any sort of intervention for disruptive pupils. According to Mncube & Nattuvangam (2014), learners seem to lack tolerance, which then results in negative and disruptive behaviour. In a report on school-based violence in South Africa, SACE (2011) noted a shift from conventional learning space to a space of widespread violence.

Just like other studies, the National School Violence Study (Burton & Leoschut, 2012) found that the risk for school violence is often compounded by community level factors, such as alcohol and drug availability as well as access to weapons. Pahad (2011) highlighted the importance of healthy parenting styles when raising children. Parental involvement was found to be crucial in preventing acts of violence perpetrated by learners. The author found that

individuals who were exposed to domestic violence were also at a risk of enacting violence themselves. Parental involvement is a vital factor as seen in aggression of young children. In South Africa, many children are brought up in homes with single parents or no parent at all and such circumstances impact drastically on the child's wellbeing and behavioural development. Dysfunctional families and poverty are common trends in the country. De Wet (2007) found that females and younger educators were more prone to violence than their male and older colleagues were. In a National School Violence study done by Burton and Leoschut (2012), only 70% of teachers indicated that they felt safe when teaching. Research has found that children are getting aggressive at a very young age. For example, a male learner at Sasolberg High School in Grade 9 shot his teacher (eNCA News, 2013) and Glenvista High reported a pupil in Grade 8 kicking his teacher to retrieve his school bag from her (Molosankwe, 2014).

3.3 Internal factors

Research reveals that classroom management is one of the key factors that reduce aggressive behaviour amongst learners, and relate with programmes that facilitate effective classroom management, as well as social and emotional learning. It can also enhance academic engagement and achievement, and reduce violence in the classroom (Wilson & Lipsey, 2007). Several studies indicate that managing the classroom or lack of it may ultimately lead to this violence (Espelage, et al, 2013). "Communication between learner and teacher plays a significant role in aggression" (Novotney, 2009). Research suggests that teachers should engage in deliberate evidence-based practices to reduce the likelihood of violence in the classroom. According to McMahon and Watts (2002), teachers can build on students' strengths, such as ethnic identity rather than focusing on weaknesses or using punitive methods as these efforts play a pivotal role in preventing school violence. They may implement social/behavioural programmes (such as violence prevention, antibullying, conflict resolution and classroom management programmes) to provide students with clear expectations and appropriate social and behavioural skills to manage anger, resolve conflict and improve classroom norms and environment (Henry, Guerra, Huesmann & Tolan, 2000).

Govender (2015) found that primary school teachers experienced a higher incidence of verbal aggression, including back chatting and swearing than physical aggression. The effects of physical violence targeted at teachers varies, for example, poor performance in the classroom, fear for safety, a rethink of careers and so on. There is no doubt, fear may have negative implications such as lack of commitment to school and poor attendance thereby influencing the quality of teaching. Govender (2015) used the ecological systems theory to conclude that violent behaviour from young learners happen because of the interplay between individual, familial, school, community, and societal factors. Intersect oral collaboration was found to be an essential intervention strategy as a way forward. Involvement and the collaborative action of parents, community, school management, and the Department of Basic Education were outlined as a strategy to curb violence against teachers and thus, bring about change with regards to the behaviour and attitude of learners towards their teachers. In addition, implementing skills training within classrooms would prove to be an effective strategy that would enable both teacher and learner to react to possible threatening situations in the appropriate manner.

3.4. Teacher Protection within School-Based Violence Context

School violence is affected by individual, school, family and broader community- level risk factors. For this reason, any attempt to solve and reduce the level of this problem needs to extend beyond the school itself. According to Walker, Ramsey & Gresham (2004), school safety programmes and interventions can address a wide range of the violence related issues within both the school and community, including behaviours, attitudes, patterns and forms of communication, policies and norms (see also Lane & Beebe-Frankenberger, 2004; Massey, Boroughs & Armstrong, 2007; Walker, Ramsey & Gresham, 2004; Wilson & Lipsey, 2007). However, this needs the partnership with local partners including local government, the police and other stakeholders. The law also states that the governing body of a public school should adopt a code of conduct for the learners, after consultation with the learners, parents and educators of the school. In addition, a tailored violence prevention policy can be formulated which should be consistently implemented (Espelage & De La Rue, 2011; Howard, Flora & Griffin, 1999). This should contain clear plans for responding to students who show signs of behaviour issues as well as a plan for students who have violated behavioural expectations.

Students should be taught to be knowledgeable, responsible, socially skilled, healthy, caring, and contributing citizens by the growing number of school-based prevention and youth development programs (Weissberg & O'Brien, 2004). Educators must also be taught about the challenges facing students today, which include poverty, stress, etc; and non-violent and conflict resolution skills. The trauma induced by violence needs to be dealt with and addressed as the safety and security of a teacher is of utmost importance. A school may for e.g. hold workshops and counselling sessions and teach learners as well as educators how to deal with it. Hence there must be school violence intervention programmes that are designed to educate and protect teachers from violence. For example, in the United States of America, a multi-systems approach is best was adopted for attaining a comprehensive understanding, which would include violence prevention programmes at all levels, that is, Student level, Teacher level, Classroom level and School level. All stakeholders including community or traditional leaders, parents, local government, NGOs, police, security, social workers, psychologists, educators, and any other concerned person should come on board (Huang, et al., 2005; O'Farrell & Morrison, 2003; Maehr & Midgley, 1991).

According to the 2012 National School Violence Study, schools and the school body – comprising learners, administrators, management and educators – are all an integral part of safety, more generally at a community level. As the role of communities and local level crime and violence prevention is increasingly recognised, so too is the role of safe schools as a central component of these strategies. The creation and maintenance of a safe school environment can be an essential component in shifting the societal values and norms associated with community violence, particularly where schools are located within communities characterised by violence. School safety programmes and interventions can address a wide range of issues that reinforce violence within both the school and community, including behaviours, attitudes, patterns and forms of communication, policies and norms. Examples might include conflict mediation and resolution approaches, programmes that embrace cultural diversity, or healthy masculinity interventions. Furthermore, through participation in local safety forums and structures, schools can play an important role in steering communities towards safety. Schools that drive school safety programmes, in partnership with local partners (e.g. local government, the police and other stakeholders), can reap tangible benefits for community-level safety

beyond the immediate confines of their school, with positive safety outcomes for their own learners and educators, and the community in general. Simple examples of this would be engaging with relevant authorities to tackle immediate dangers, such as alcohol and drug sale points in school vicinities, or environmental barriers (e.g. long grass, broken street lights) relating to safety to and from school. This last point is of even greater importance in countries or localities characterised by high levels of youth violence in particular. Many of these risk and protective factors lie at the school level. By building resilience at this level, a synergistic impact on other spheres of protective factors can be affected. School-level risk factors include truancy and drop-out, poor educator–learner bonds, academic motivation and success, school discipline and clear rules, non-deviant friends and peers, and involvement in structured pro-social activities bonds and relationships, disorderly school environments, association with delinquent peers, and a negative or harmful school climate. Conversely, school level protective factors include positive educator–learner bonds, academic motivation and success, school discipline and clear rules, non-deviant friends and peers, and involvement in structured pro-social activities.

3.5 Teachers' Rights

Teachers enjoy a number of rights, including recognition of certain freedoms, prohibition against any form of discrimination, and significant protections against dismissal from their positions. These rights are derived from the South African constitution and teachers' regulations. In South Africa, the majority of teachers were deprived of many rights under the previous Apartheid regime and all teachers instantaneously got access to all the fundamental rights entrenched in the Bill of Rights in chapter 2 of the Constitution, including the labour rights (Beckmann & Füssel, 1990). Section 23 of the Constitution provides that: (1) everyone has the right to fair labour practices and (2) every worker has the right- (a) to form and join a trade union; (b) to participate in the activities and programmes of a trade union; and (c) to strike. Educators also have the right to work in a safe environment, an environment in which they feel valued and respected, where they may actively support learner's development and learning and where they are free from fear, threat, and harm. This is entrenched in the South African Bill of Rights (De Wet, 2007c). Chapter Two of the South African Constitution (RSA

1996). Section 12 (RSA, 1996) states that everyone has the right “to be free from all forms of violence... not to be treated or punished in a cruel, inhumane, or degrading way”.

3.6 Right to dignity and the right to life

Dignity plays a very important part in the South African Constitution; that the right to dignity forms the foundation of many of the other constitutional rights, since the fundamental rights in the Constitution are derived from the dignity inherent in every person. Historically, the consequences of not respecting the dignity of others are well known in South Africa. This implies that dignity should play an important part in informing and shaping our schools, and school discipline in particular. Another important right is the right to life.

3.7 Labour rights of South African teachers-Labour Relations Act

The Labour Relations Act (LRA) was promulgated among others to give effect to the public international law obligations of the Republic relating to labour relations, to give effect to section 23 of the Constitution purposely: to promote and facilitate collective bargaining at the workplace and at sectoral level; to promote employee participation in decision-making through the establishment of workplace forums; and to provide simple procedures for the resolution of labour disputes through statutory conciliation, mediation and arbitration (for which purpose the Commission for Conciliation, Mediation and Arbitration (CCMA) is established), and through independent alternative dispute resolution services accredited for that purpose. The LRA specifically protects employees against unfair dismissals.

Teachers therefore have access to collective bargaining, to participation in decision making and to conciliation, mediation and arbitration for the resolution of labour disputes. In terms of Item 3(2) of Schedule 1 to the LRA, the Education Labour Relations Council (ELRC) (established by section 6(1) of the Education Labour Relations Act) is deemed to be a bargaining council established in terms of section 37(3)(b) of the LRA. The agreements adopted by this council are binding on employers and employees.

3.8 Employment of Educators Act

For discipline, retirement and the discharge of educators refer to The Employment of Educators Act (EEA) which provides for the employment of educators by the State, for the regulation of their conditions of service. The EEA defines who educators and employers are and it is thus very clear to whom the rights contained in this law accrue. A number of regulations have been published under the EEA including: conditions of service of educators, determination of salary adjustments for educators, personnel administration measures (PAM), regulations to provide for interim measures according to rationalisation in education in terms of resolution 3 of 1996, the role of managers prior to strike action, regulations regarding the staffing of rationalised educational institutions, and other related agreements of the education labour relations council. All of these create enforceable rights and obligations of teachers.

Section 2 of the EEA provides that the EEA applies to the employment of educators at (a) public schools; (b) further education and training institutions; (c) departmental offices; and (d) adult basic education centres. Section 3 spells out who the employers of specific categories of employees are for all purposes of employment as well as for the purposes of determining the salaries and other conditions of service of educators and for the purposes of creating posts. For the appointments, promotions and transfers of educators the reader is referred to Chapter 3 of the EEA and section 6 which provides for the powers of employers.

3.9 Teachers' Safety

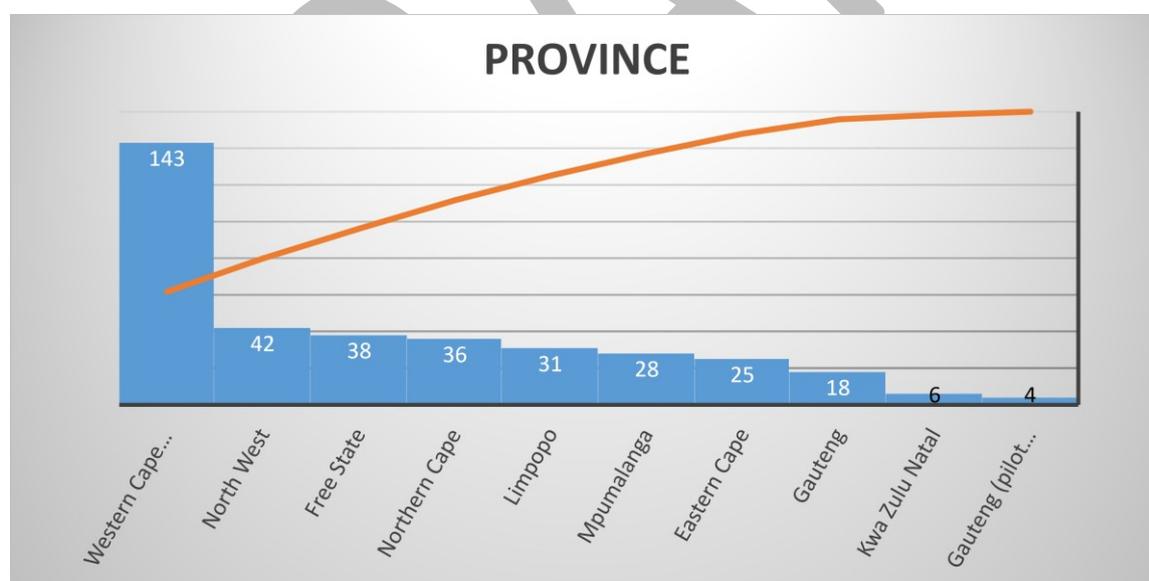
According to the 2012 national school violence study, schools and the school body – comprising learners, administrators, management and educators – are all an integral part of safety, more generally at a community level. School safety programmes and interventions can address a wide range of issues that reinforce violence within both the school and community, including behaviours, attitudes, patterns and forms of communication, policies and norms. Schools that drive school safety programmes, in partnership with local partners (e.g. local government, the police and other stakeholders), can reap tangible benefits for community-level safety beyond the immediate confines of their school, with positive safety outcomes for learners and educators, and the community in general. Simple examples of this would be engaging with

relevant authorities to tackle immediate dangers, such as alcohol and drug sale points in school vicinities, or environmental barriers (e.g. long grass, broken street lights) relating to safety to and from school.

A comprehensive mission for schools is to educate students to be knowledgeable, responsible, socially skilled, healthy, caring, and contributing citizens. This mission should be supported by a growing number of school-based prevention and youth development programs. Yet, the current impact of these programmes is limited because of insufficient coordination with other components of school operations and inaction to implementation and evaluation factors necessary for strong programme impact and sustainability. Widespread implementation of beneficial prevention programming requires further development of research-based, comprehensive school reform models that improve social, health, and academic outcomes; educational policies that demand accountability for fostering children's full development; professional development that prepares and supports educators to implement programs effectively; and systematic monitoring and evaluation to guide school improvement.

4. Methodology

Empirical research was done by LeadAfrica Consulting to solicit educators' views on learner on teacher school-based violence in South Africa by holding focus group discussions in all the nine provinces of the country. The study was qualitative in nature in order to understand phenomenon in its context. This study looked to gain insights into teachers experiences on learner on teacher violence. Qualitative data were collected on views, feelings and attitudes concerning the issue under investigation. Convenience sampling was used for this study. The sample included teachers, district directors, union members and officials from each province. A total of 367 participants across the nine provinces of South Africa took part. Focus group discussions were the source of data collection in the study. Focus groups allowed for in-depth discussion of the issue. Questions were drawn up by the researchers to guide and direct the discussions. Data was analysed using a combination of a qualitative analysis software, NVIVO and manual analysis.



This figure shows the number of participants present in the focus groups

The above graph shows the 9 provinces' response. This shows that the Western Cape had a larger number of respondents. However, the Western Cape TRRS Provincial Launch was used to get inputs from the province. During the launch in Western Cape there were 3 commissions which were divided as follows: responsibility; Safety; and Rights. The recordings

to these three commissions were utilised for inputs on the handbook and the report. Kwa Zulu Natal was the least attended focus group. The focus group was the 23 April 2019, as during the time there were floods in and around Durban were roads and bridges were washed away by the storm around the area.

5. Key Research Findings

5.1 The state of affairs: Factors facilitating violence in schools

Schools no longer provide a safe teaching and learning environment due to violence committed. A participant summarised the children of today that, *"...the youngsters of today have a bit more arrogance/ attitude within the classrooms, they think they 'own' the classroom. They have no respect for teachers, and they don't value learning. They attend school just for the sake of it. Teachers feel disheartened, as they put in a lot of effort and learners don't want to listen"*, and another put it *"We have a broken generation of children"*. In general, teachers are of the view that the children of today are spoiled. Learners (even some parents) do not have morals and respect for teachers and parents. A teacher told a boy to take off his jacket because it was not school uniform. The boy responded, *"I used a lot of money to buy this."* Parents do not have time for their children; some even don't come to school when called, leaving all their responsibility to the teachers. Seemingly, there is no balance of emphasis between rights and rules; unlike rights, rules and human dignity (as a free basic value) are not normally emphasised as they are in the constitution.

A participant said, *"The Department of Education whenever you attend any of their meetings their first slide and it irritates me ...is always 'every child matters' but it never says what about the educators"*. There is a school of thought that violence in schools is because of the transition from the traditional way of punishing and disciplining a child into the new system of disciplining whereby children are treated like adults, and hence, their treating teachers as equals. In the past, it was easy for teachers to discipline them because the method (e.g., corporal punishment) was immediate, but it is now a process, which sometimes takes up to 3 years. It was claimed that there are many empty promises; the department does not give full support to educators but instead, they concentrate on paper work, not attending to the real issues on the ground. This creates a big burden to them for they do not have time to teach children,

hence a backlog. For e.g., science teachers do not have time for to do practicals, which encroaches on the curriculum. Teachers are left on their own devices; they are pressed from all corners, as one participant said, *"... must deliver, results are needed so they care about results they work with those that are willing to work,and as a result of that those that are neglected, think that they have won the battle now they must rule, so they rule through violence ..., the language they understand is violenceand they know that there is social media, 'if the teacher punishes me, I will destroy his life at the press of a button no matter how educated, devoted he is I can destroy his life', so children tend to have powers"*. It seems that teachers' rights are limited or suppressed, according to participants.

According to another participant, a learner stole money from her handbag, but the learner was acquitted. *"We had an incident where money was stolen from a teacher's handbag. The teacher was advised to go to the police (we work at a special need school). The teacher then went to the police station and the office told her that the student can't be held accountable if it happened in school, however if something goes wrong then the student testimony can be held against the teacher"*, the participant said. *"Teachers are being depicted to be bad"*, another one added. It is hypothesized that teachers' rights are oppressed and not realized they are just on paper or that children's rights are stronger than those of teachers, which would have to do with the law itself and institutions. There is too much pressure on the teacher, and then the teacher puts it on the learners. Nowadays, teachers, apart from doing their job of teaching and training, they are supposedly doing the job of a parent, security guard, police, social worker, psychologist, etc, unfortunately, learners are not respecting them and are not adequately supported. They therefore do not have enough time to do their job as educators.

Some main points shared by participants include:

- Learners allegedly no longer show respect to teachers and do not value the learning environment.
- Some learners have a negative attitude towards teachers and question the teacher's authority.
- Learners' come to school carrying knives, posing a risk to teachers and other learners.
- The media plays a role in how learners behave. The videos and programmes that they have excess to influences their violent behaviour and how they react to situations.

- Learners' family background and socio-economic problems plays a vital role in student behaviour while at school. Some poverty-stricken learners will come to school hungry and this has a negative effect on their behaviour in the classroom.
- A lot of violence emanates in urban areas, especially in townships, especially where there are taverns around the school, then that violence is brought inside the school.
- Gang violence and drug/substance abuse are a huge problem. Gangs are formed outside the school and thereafter move into the school. The use of drugs such as dagga in the classroom poses a huge barrier to learning and increases the risk of violence in the classroom.
- Young teachers (e.g., 21 to 25 years of age), are perceived as young by learners and this causes learners to disrespect and undermine them.
- Poor Management by principals and teachers, if a teacher does not go to class on time, or even when he/she cannot manage the classroom, that usually emanates into chaos.
- Gender dynamics in the classroom are a big factor. Boys over-rule, they fight for dominance. Normally, boys will instigate or retaliate to a situation.
- Outside of the school learners know their behaviour will lead to consequences, within the school environment the learners know that the teacher does not have the power to do anything to them.
- Lack of parents' involvement:
 - Parents are called in and are often shocked at their children's behaviours and fail to assist the teachers in disciplining their children.
 - Some parents will even defend their children and reprimand the teacher in front of their child.
- Absenteeism of teachers, lack of proper teaching in the classroom and lack of supervision during break – teachers confining themselves in the staff room.
- Socio-economic factors including poverty and unemployment. Socio-economic factors cause learners to come to school with anger and end up taking out their frustrations on someone at school.
- There are older learners that can't cope in the systems. The problem is worse where you have age disparity between learners in the same grade.
- Lack of knowledge (information) and communication of school rules, regulations, policies, code of conduct, etc.

- Learners don't understand the concepts of rights and responsibility.
- Peer pressure and dangerous gangs who fight during weekends, put pressure on learners to continue fighting at school.
- Broken families and orphans. No one is guiding the children and so they get involved in violence.
- Teachers - student ratio is problematic. For example, having 50 learners in class is chaotic, especially when there are struggling learners and the teacher cannot give individual attention. These learners become frustrated and become angry with all the children and teachers around them.

5.2 Barriers faced by teachers in the classroom

- Subjects such as Life Orientation (L.O) aimed at equipping learners to make better informed decisions about their life and preparing them for their future (L.O) are not taken seriously – because they do not have external examinations.
- Children are not afraid to say whatever they want to say or do whatever they want to do to teachers because they know, the only thing that teachers will do is to call their parents.
- If a teacher is trying to discipline a learner in front of others, the learner becomes angry – because this embarrasses and dehumanises them. A misbehaving learner may want to take revenge.
- Learners are aware of their rights and consequences for their behaviour in school. Learners know that a teacher can only go so far and so they keep misbehaving. Educators end up feeling frustrated and traumatised thus decide to resign.
- Female teachers are more affected and become more traumatized than male teachers. Some learners, especially boys don't respect female teachers, as different cultures deal with women differently. Some boys in the school are not afraid to undermine female teachers.
- Because of the negative reports and decline of respect for teachers, parents and learners think they can abuse teacher's communities and indoctrinate the learners to believe that teachers are not valued in our society.
- Legislation seemingly favours the learner. Educators wait for a long time for cases to be finalized. Teachers can wait for 7 months and receive no response.

- The Department of basic Education does not give clear direction on issues such as corporal punishment, which was abolished. Educators complain that they are not given documents or written information for reference. They do not know exactly what they should do instead of corporal punishment. Corporate punishment was abolished, and educators were never workshopped on what should be used instead to discipline the learner. To them, detaining a learner means detaining themselves because they must, be at school with the learner until 17:00. Consistent implementation of the legislation and laws is also lacking.
- Some learners think that they can bully teachers and use obscene language and are aware that there will be no repercussion.
- Older learners in lower grades do not respect their teachers.
- Educators are expected to play multiple roles, that of teacher, parent/guardian and or psychologist. Some educators feel unequipped to handle all these multiple roles at once.
- As a result of the turmoil faced by teachers in classrooms, some choose to teach classrooms that they know will not give the problems. This in turn causes an adverse effect because “troubled” learners are neglected leading to frustration and an increase in violence.
- Overall, morale is low amongst teachers and do not feel the need to give off their best.

5.3 Learner characteristics, school demographic characteristics, school disorder characteristics and administrative practices associated with crime and violence

Learners from Child headed household’s (CHH) and orphans tend to engage in acts of violence more compared to others. For e.g., a principal was chased and hit with a brick by an orphan (possibly because he was psychologically and emotionally challenged). Schools with no school safety and disciplinary committees, no effective School Governing Body (SGB) and parents’ support cannot deal with problems. The years of service of SGB’s in many cases, is too short (3 years) and there is no time for them to train and acquire skills. As a result, they are taken for ride by principals. Public schools can’t afford extra SGB personnel. The way SGB’s are elected is also not right; some are elected not as representatives of parents but for government or to support the principal; they don’t exercise their powers (because they are subservient to the principal). Because of illiteracy, SGB’s lack the necessary knowledge to discipline learners and skills (/e.g., legal skills). A school should have a support system which also includes social workers and police.

There must be policies in place so that if something goes wrong there is a protocol that the school must follow and a chain of command, etc. There are schools with good support systems. In one school, the system is implemented right from January onwards. The principal or someone from the management reads *the learner code of conduct* every day at the assembly for 10 minutes for a whole month. A boys' and girls' indaba can also help, where learners are told about how they must behave, and the respect for women and children, etc. In some schools, they do not have good parent cooperation; for e.g., where when a learner is suspended say for 3 days, the parent will phone the circuit manager, instead of phoning the school principal. The circuit manager comes to the school and scolds the principal because there is nothing the principle can do (and learners know it). Code of conduct must address such issues and must be signed by every learner and parent. The Department needs it to back up an educator if anything happens such as having a suspension. Corrupt relationships exist in schools; for e.g., the parent may be close to somebody high in the region or the department. Educators receive phone calls from such people. A school may have a social work, who can conduct home visits, where there are suspicions of possible abuse or neglect. For e.g., a school child was coming from a home where his mother was tying him to a chair. The school social worker took the child out of the situation and placed him in a foster family.

5.4 Type of violence or kind of physical aggression mostly experienced in schools

Violence starts in classrooms where for e.g., a boy wants to be a bully and shows off that he can make things happen. The learner waits for the teacher outside the school. In such situations, the teacher must be escorted and must not stay alone at the school. Sometimes, the Community Policing Forum (CPF) assists; learners are afraid of them because it consists of community members. Educators must be guided and protected by the legislative framework and everyone must be aware of it. The types of violence are (1) physical abuse (including (i) physical fights (normally over small things like a chair, a pen, or a book) and (ii) physical aggression, mostly from girls where they use mirrors to stab people. For e.g., a principal was hit with a brick); and (2) verbal abuse.

5.5 Where does violence mostly happen?

Fights happen everywhere including inside the classroom; violence happens inside and outside the school; but mostly outside the school but brought in the school. It is worse when a teacher enters the classroom when he/she is not well prepared to teach the lesson. Normally teachers get into classroom not well prepared to teach because they know learners are not also not prepared to listen. A participant said, *"...one of the learners one day tried to beat me and said Ma'am I will beat you, I will beat you. The other one said come and beat me I will beat you. At the toilets. I was waiting for you, come and join us. What are you talking to me, I will beat you---showing fists"*. Another one added, *"...sometimes they will tell you not to teach because they are busy. We are busy doing something please we will tell you to come"*.

Learners fight over food, boyfriends, girlfriends, etc especially on Fridays. One day a teacher intervened, and they poured rice on him/her. A participant said, *"... during the examinations, one of my colleagues was invigilating in the hall so he confiscated the crib notes, so the boy took the duster and threw it to the teacher and went out. It hit him at the back"*. They also fight in the school bus. Sometimes, violence continues after school. Learners should be monitored especially during break. A learner died of stab wounds. A participant narrated, *"last year they went to rob someone, and they end up killing, two individuals, as I speak now they are still in jail. ... these learners are unpredictable. You can't predict what will happen next."*

5.6 What are the effects of violence against teachers? What short- and long-term impacts do these experiences have on teachers and teaching?

Short-term effect is teacher absenteeism, which leads to no teaching and learning occurring. Long term effects might be the emotional impact it has on teachers and they may become frustrated, ill and eventually might lose their jobs or leave the teaching profession. Young people do not want to study education. Main points are:

- Worried, threatened and scared to work extra hours. They do not feel safe entering the school yard because anything can happen to them and no one will protect them. *"...some of these kids have ties to certain criminal organizations and can actually threaten your life outside school. And so certain kids will tell you my uncle is this and then you really do research and they are*

really that and then what are you doing now? You really have to worry that,". Teachers do not know what's coming next. Teachers feel that learners have more rights than them, and that the learners do not understand their rights – especially, the right to teach in a safe environment. Teachers lives are in danger! Learners know where they live, and they target them. According to a participant, in Rustenburg, for e.g., there are gangs called "the SVK", who get away with murder; teachers fear them to the extent of backing off. A participant said, "I have had instances where a couple of teachers were actually at their homes; ...learners ... vandalized the outside of their homes and at the end of the day they knew who it was, but the learners knew that nothing was going to be done about it. They came back to school, sat in the class as normal. So that tie with criminal organizations outside of school is alarming often when you have meetings and you call in parents, the parents are not coming in. ... Instead of parents, gangster friends come to attend the meetings". Sometimes a learner can just go to the street and bring anyone promising to buy him a beer or something else.

- Loss of passion and interest in the profession because teachers are not respected by the learners. New teachers come into the profession as the last choice.
- Demoralized. *"...there was an incident with a learner, grade 8 learner, who came late and was reprimanded by this teacher. The teacher said, just leave my class. So, he was trying to coax him out of the class. The learner turned around, grabbed the educator's hand and wanted to hit him and the learners instead of saying stop and trying to assist the teacher, they were clapping, and they took their cell phones out and wanted to film this. he did not expect this at all you know, and he crumbled. He is an old guy. He is depressed now. You often hear teachers say I will come to school teach and go home".*
- No motivation, dormancy and withdraw. Teachers no longer go extra mile; The job has become simply a job not a calling like before – hanging in there just to secure the pension. The issue of "the child has to pass" is another problem.
- Loss of passion for teaching and for children.
- Stressed and depressed, hence the high numbers of absenteeism. Teachers go to the doctor and ask for a sick note.
- Demotivated
- Angry and tension created among teachers.
- Loss of confidence.

- Frustration, traumatized, low morale leading to resignation and staying at home; “feeling that everyone is against them”.
- Teachers resort to drinking liquor to cope with the situation.

The feeling on the ground is that the teacher must change and conform to the prevailing situation. Unlike the teacher of the past who was able to give a spank to a child and was able to discipline; and was respected by the learners. The teachers of today must conform for if they become too harsh to the learner, they will become a target. Hence, sometimes they just turn a blind eye.

A teacher relies solely on the constitution and policies: (1) human rights: to be respected as an individual, the learner has a right to listen to what I am saying or do what I am saying and (2) Legislation. Teachers’ rights include:

- Right to be respected in class,
- Right to always to be in class on time.
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- Right to always to be in class on time.
- Right to teach in a conducive situation. Teachers have the right to work in a safe working environment and ensured by the Employer.
- Right to be free.
- Right not to be discriminated against race and gender
- Right to dignity
- Humanity
- Right to be treated reasonably and fairly.
- Right for voice and opinion to be heard at our institutions and be taken seriously.
- Right to be empowered/educated and made aware of their rights.
- Educators/Principals have the right to be advocated with their rights, and to know the recourse when their rights have been violated.
- The right not to be victimised.
- Right not to be physically attacked.
- Right to have intervals.
- Right for their voice not be silenced, i.e. Health and safety at the Schools.

- Right to be paid on time.
- Right to teach what they know, and what they trained for.
- Right to develop/study further.
- Right to inclusivity i.e. special people at the School.

Who must campaign and implement these rights?

- Educators must be vigilant about their rights.
- Advocacy/support should be done by SACE years ago.
- Develop protocol for Teachers safety, to lead by the Teacher unions and the Department of Education, i.e. circulars that speaks to the Teachers rights.
- Individual Teachers also responsible to implement these rights, i.e. mentoring each other at the School.

How can they be enforced?

- Have independent person and separate unit to intervene and link up with the Department to mediate their concerns.
- The gap between the Teachers and the Principals to be bridged.
- To have support service at Schools, i.e. Psychologists to deal with the learners and teachers with problems.

Where are these rights applicable? Classroom, the School, at Home?

- Broader Community to be part of the School systems.
- School environment.
- Classroom environment.
- Teachers are Teachers at the School and outside the premises.
- Teachers conduct shown at School must also be shown outside the School environment.

5.7. Teachers' Responsibilities

For details, the reader is referred to Section 5: SACE Act 31 of 2000, Page E-17. There is demarcation between the role of the principal, or SMT, the SGB and the teacher. The role of the SGB is to support the curriculum. The principal is the executive manager of the school. There is a committee that is set up, called Fit to Teach where teachers can appeal for unfair dismissals. So, teachers have the right to appeal. The core business of the teacher is to teach, and must create a learning environment, and the core business of the student is to learn.

What constitutes a responsible teacher?

- Teacher who is equipped to deal with challenges, in various forms- the teacher will know what to when learners are fighting over alcohol and when learners are abusing substances such as drugs.
- Teacher who does not shy away from playing a parental role. And who get to understand and bond with learners.
- A teacher that is always present, punctual and prepared, in that way you will develop respect from the learner.
- Know the learners, know their challenges, in that way the teacher will treat each learner's incident on merit.
- Teacher who is equipped to deal with learners who are different, who are vulnerable and struggling, who are bullied etc.
- Teacher who is able to deal with diversity.
- Teacher who can identify challenges and deal with them appropriately.
- Safety action plan – lessons learned must be documented and referred to in the future.

Main Responsibilities

According to the SACE code of conduct for teachers, the main responsibilities are:

- Plans, prepares and delivers lessons.
- Teaches according to the educational needs, abilities and attainment of the individual pupils and groups of students.
- Assigns work, corrects and marks regularly work carried out by his/her students.

- Assesses, records and reports on the development, progress and attainment and behaviour of his/her students.
- Provides or contributes to oral and written assignments, reports and references relating to individual students or groups of students.
- Participates in arrangements within an agreed national framework for the appraisal of the student's performance.
- Promotes the general progress and well-being of individual students, groups of students or class/es entrusted to him/her.
- Provides guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice.
- Communicates, consults and co-operates with other members of the school staff, including those having posts of special responsibility and parents in the interest of pupils.
- Participates during school time in meetings held in the interest of the students.
- Reviews and evaluates his/her methods of teaching and learning and the teaching and learning programme/s within the National Minimum Curriculum.
- Advises and co-operates with the College's Principal, Head of School, Assistant Head, other teachers and Education Officers in the preparations and development of courses of study, teaching material, teaching programmes, methods of teaching and assessment and pastoral care arrangements.
- Participates in further personal training and professional development as a teacher, including the attendance to in-service education and training courses prescribed by the Education Division authorities and agreed upon with the relevant trade union.
- Maintains good order and discipline among pupils and safeguards their health and safety at any time and place when students are under his/her care.
- Participates in staff, group or other meetings for the better organisation and administration of the school or related to the school curriculum or pastoral care arrangements.
- Contributes to the professional development of new teachers and student teachers according to arrangements agreed upon with the Head of School.
- Provides the necessary information and advice and makes the necessary requisitions and arrangements in connection with the teaching of the subject/s assigned to him/her.

- Ensures the safe custody of equipment normally used by him/her during lessons and sees to its regular servicing and maintenance.
- Attends school assemblies.
- Registers the attendance of students under his/her care.
- Shares in any possible and reasonable way in the proper management, organisation, order and discipline of the school.

Overall Purpose of Position

According to the SACE code of conduct for teachers, the overall purpose of position is:

- To teach and educate according to the prescriptions of the National Minimum Curriculum and the directives of the competent authority; and
- To teach and educate pupils according to the educational needs, abilities and attainment of individual students entrusted to his/her care by the Head of School.

Absences (see SACE code of conduct for teachers)

If you are unable to attend to your duties due to illness, you are to keep your school informed. A medical certificate (NI 46) is to be drawn up by your doctor on the first day of illness.

Accountability (as provided in SACE code of conduct for teachers)

As a teacher you are expected to:

- be punctual and give a full day's work;
- be prepared for all lessons;
- keep all students occupied and interested;
- mark all work constructively;
- monitor students' progress and keep an accurate record of it;
- Access the Ministry of Education website (www.education.gov.mt) and other relevant websites regularly as this keeps you informed about latest developments taking place.

A support service for teachers is being offered to those teachers that are:

- finding difficulties related to managing behaviour in class;
- having personal emotional difficulties that affect their performance in class;

- encountering hardship in integrating in the school system;
- passing through difficult times due to events that have happened
- in school which are leaving a negative impact on their life;
- in need of advice on administrative issues.

Usually, the service is offered in the form of one-to-one sessions. Any personal and non-personal information divulged during the sessions with the counsellor will be kept under strict confidentiality unless consent is given by the person receiving the service. No information will be used for reporting issues neither verbally nor in writing.

For disciplinary procedures, the reader is referred to section 5: SACE Act 31 of 2000, page e-13. staff handbooks or a generic handbook compiling all circulars and procedures concerning schools can be accessed through the website of the department of education.

5.8 What makes a school a safe place? What can be done?

- Funds. For e.g., there should be enough funds to hire good security systems including hiring well trained security guards, metal detectors, etc. ay be, they should be hired by government.
- Learners should have proper documentation when they are admitted.
- Teacher's involvement, the way he/she cares for learners and the extra effort he/she takes to look after the learners. Creating a friendly environment that makes them want to come to school where they make them comfortable helps.
- Collective responsibility from parents, educators and learners, police, social worker, psychologist, nurse, etc - working together and guided by well accepted policies by all stakeholders. Parents should always speak the same language as teachers in an attempt to groom the child. If for e.g., a teacher punishes the child for bad behaviour the parent needs to look at the holistic situation and properly understand what occurred before taking the learners side. Parents need to be workshopped and SGB should always be involved.
- Nearby/local community should be involved in the wellbeing of the school. They should protect both the teacher and learner coming to school, which is very important.
- School management is important.
- Effective disciplinary committee

- “Adopt a cop” initiative
- Good environment for e.g., without a tavern nearby; it should be conducive for learning and teaching.
- Having children of the right age in a class, not for e.g., having a 21-year learner doing grade 8 with the 13 -14 year; mingling together will be difficult and the environment will not be safe for teaching and learning. In some schools, the majority of learners are over age.
- Instilling values in children. Know the background children come from and improve teacher – learner interaction. If teachers interact with learners, it may be easier for them to approach you, otherwise, learners will find it difficult to approach the teacher to ask for help or explain the situation at home, etc.
- Implementation of effective safety programmes (with safety committees, safety policy, code of conduct etc).
- Social worker engagement – to increase peace and harmony at school.
- Strong Representative Council of Learners (RCL), a governance structure of learners as stipulated in the SA Schools Act, 1996 (Act 84 of 1996).
- Have one entrance. People who are entering the school should be known and may be, also searched. Entering and exiting the school must be controlled.
- Code of conduct. It must be revised every year to cater for new developments. For e.g., nowadays, learners come with weapons to school.
- During breaks there should be a teacher who controls and monitors the movement of the learners because this is the time when selling of drugs is mostly taking place. Learners go to the fence and buy drugs from people coming from outside. *“When learners are coming from the break you can figure out that there is something wrong with this learner - red eyes looking different. They talk to you anyhow”, a participant said.* Learners are fond of taking teachers to the circuit office; and then, the circuit manager phones the teacher, *“I have a learner with the parent here what’s the matter. ...in most cases the manager sides with the parents”,* the participant added. Matters should end with the SGB and the safety and security committee.
- Every classroom should have rules to guide learners. For e.g., a learner should not go out in and out; because, sometimes, learners move from class to class to sell drugs. The situation is worse where a teacher is based in his/her classroom and children have to move from one classroom to another for the different subjects.

- School safety system (where all stakeholders, i.e., hospital, clinic, community, social worker, psychologist/councillor, parents, police, school disciplinarian (who refers matters to /the disciplinary committee), principal, HOD, SGB, security (– must be well trained), NGOs, etc get involved.
- Learners should not only know their rights but also teachers’ rights and their responsibilities as learners.
- Acts: Act to protect educators’ rights, children’s Act, laws, etc.
- School must be run like a company.
- An educator focused on the development of a learner academically.
- Male teachers should not have sexual relations or fall in love with learners. Learners see female teachers as threats to their boyfriends. For e.g., a learner attacked a female teacher, thinking that she loved her boyfriend. Sexual relations put teachers in a situation where they cannot discipline children and learners will never respect them. The affected learners never keep it a secret but will always be excited that “I know Mr so and so from the toes to the head”. The teachers then become a target for violence outside the school, especially in the township.
- Teachers should not bring weapons (e.g., guns) to school. The problem is that teachers protect each other – and do not report those who come with weapons.
- Understand the learners/children’s rights. Parents cannot discipline their children because they think they will be against their rights as children; and children seem to think nowadays that they have more rights than their parents and teachers.
- Learner discipline. Stick to the code of conduct. The Code of Conduct must be subservient to the school’s act and the constitution.
- We need to deal with differences or diversity (i.e., racial, gender, tribal, cultural, religious, etc) and the overcrowding at schools.
- Issues of infrastructure and school structure of the buildings which are too small should be dealt with.
- Broadly the support structure from the Department of Education is needed.
- Everybody must take responsibility.
- There should be more than one security officer/guard at school. Security should be visible at the school.

- The Department must play its rightful role and make sure each school have one social worker, one psychologist, and security.
- The security committee must be nearer to the school.
- The manager of the school must report violent incidents at schools to the authorities in the proper way.
- The root causes of a problem must be dealt with.
- The school must report violent incidents to the security committee.
- The schools must have strategies and methods of promoting safety.
- The community must also be empowered to deal with gangsterism and other socio-economic problems like poverty for e.g., by coming up with poverty alleviation initiatives.
- WCD and WDBE must have a protocol for the teacher's safety
- Educators must change their mind-set and look at the mind-set of the people around the school and within the schools.
- Educators should keep record of the violence at the schools.
- Principals should know how to deal or resolve violence problems.
- Educators should not be embarrassed to report violent incidents.
- If SACE could help, they must come up with a database of email addresses for educators to send the violence reports.
- Security cameras should be installed at the school.

How do you deal with or what would be the viable strategies to tackle this problem in South Africa?

- Draw a protocol
- Make a TV programme that involves the school/education.
- Educators should report violence incidences to the principals.
- Implement the school policies with the assistance of the DBE.

Roles of educators, HODs, principals, community leaders and parents in the local level crime and violence prevention in the school.

Reaction units or NGOs should work closely with the police; and there must be a good partnership between the school and police. From time to time (may be three times a year), police can go to schools to give talks and tell the learners that if they engage in drugs there will

be consequences, that it is their choice; sometimes the police come and teach learners about safety measures. This can be arranged with the authorities. Sometimes, learners should be searched by police. It was reported that, especially in the townships, learners are not afraid of the police. A participant said, *"... from townships –they ended up aiming water cannons and you know it had to go right to that extent because the police were of no help and the kids made that known - neither can the reaction unit help. It took the riot unit to attend to the problem at our school that was the only time the kids left the premises."*

These are important points to consider:

- Communities or local leaders must be involved in security initiatives. A participant said, *"...in my village when we are going to write exam we call these tavern owners, we ask them we are about to write the exam. We are requesting that you may be close your business at 10. Please, the learners, check the age"*.
- Parents should cooperate with the educators and effectively engage themselves in school activities. For e.g., they must sign the code of conduct.
- Drug testing policy. Schools are allowed to test any learner based on suspicion that he/she may be under the influence or may have taken something. Even random drug testing can be done. A student is asked to provide a urine sample if they have a "reasonable suspicion" to believe the student has violated the **school's drug** and alcohol policy.
- Security guards. Learners should be searched every morning before they enter the school premises. The challenge though, is that having security at the gate in the morning may not help because during break, there are boys from outside who bring drugs to the learners through the fence. So, security must be alert; at the gate and around the school fence.
- Awareness campaign – e.g., by Adopt A Cop.
- A social worker must be involved.
- Have a policy for safety which should be signed by all stakeholders including parents.

5.9 The school safety programmes and interventions initiatives, local safety forums and structures

The Department of Education together with the police have a project where a police officer is linked in each school. Police comes, may be, once a month to talk to the learners. They can for e.g., take the learners to the prison and talk with the juveniles so that they can understand what is happening there. According to one participant, during the period when he/she was working under the provincial services, together with the department of justice, they would visit schools so that learners must be aware of crime – taking with them a fully guarded dangerous prisoner (handcuffed) to the schools”. The SGB – should be invited in the safety forum where there are different stakeholders from various schools where violence is discussed. The usage of local police and/or adopt a cope engagement is very important.

5.10 The Department of Basic Education (DBE)'s framework for a whole-school approach

This framework is available at schools, but it is not well communicated to stakeholders, and its implementation is difficult. In schools there are:

- Policies but implementation is a challenge
- The SMT, which meets every year with the school governing body to discuss the new policies and during this time, the SMT holds workshops on how to deal with issues.
- ADHD - Learners on medication may be affected by stuff like Ritalin. This must be checked.
- All stakeholders (not only the teachers) should be well equipped with skills and informed about how to deal with the different types of behaviour and learners. DBE should champion it.
- Workshops on safety and security should be held regularly in schools.
- A Fit to Teach committee should be set.

School systems: a system, to ensure that principals and educators are held accountable for classroom safety.

The system tells who is responsible for the classroom safety. For the School Safety Policy, the following are important:

- A need to have a full-time safety and security officer at the school to make sure that all plans are in place.

- Code of conduct. It should be categorized according to type of offence or behaviour. It should be clearly written so that educators will know what to do in a particular situation. It should be edited every year and be implemented and applied consistently to avoid a situation where a teacher is trying to discipline a learner, but another is condoning what the learner is doing.
- School policies for the accountability of an educator.
- School safety committee to comprise: the police, social workers, psychologists and other important stakeholders that are concerned with safety. The committee members must be trained and ensure accountability. Schools should report incidences of violence on paper. Sometimes people hear about cases only from the media when a learner (since they have access to cell phone) or parent reported it. As soon as you see that there is something going wrong with a child you need to alert the disciplinary personnel. They will take him/her out of class to be tested; and if tested positive to be taken out of the school.
- EDO can visit the school and conduct a mini training session/meeting for e.g., to explain the rules against cooperate punishment, etc. and for each teacher to sign for the rules which would hold him/her accountable for any action taken.

The police are blamed for not cooperating with schools. For e.g., a participant reported that, *"... I phoned the police last week and I said that you remember we were battling since January. the lady said to me sorry now, we are very busy now and I can't help you. I said I will report you. she said please do and put the phone down"*.

Why are principals not reporting school violent incidences to the department.

- They report using the internet or telephone to the circuit manager. The problem is that the circuit manager can easily forget a phone call. There is a form that must be filled in and sent to the circuit office. If the principal does that there will be evidence.
- Sometimes, the reason why not to report, is because the principal himself or herself is the one who is guilty; and so, he/she fears suspension. Sometimes they protect each other.
- Sometimes, the social media post a case faster and then it circulates.

It should be noted that the social media play a huge role in these issues because today, children are good with technology. They are able to capture events on their phones and send it very

faster even before it gets to the principal. It was reported that communities are abusing these social media; they tend to exaggerate things and not to portray a school in the correct way. So, the Department must also check and verify the information.

A teacher-friendly reporting mechanism

This is called the incidents report. Violence is immediately reported (may be by the tutor) to the SBMT; the principal and the team immediately get together, and it goes to the internal safety security officer.

- The tutoring system works, where a senior learner will tutor a child.
- The school is divided into departments or houses. So, if there are issues to be addressed, the concerned department or house reports and forwards them to the SMT or the principal. Some schools use “what’s app”, then, the whole school including the police and security would be on “what’s app”.
- Each school department may have a teacher aid, so if anything happens, they would report it. Alternatively, a teacher may be relieved of his/her duty to enable him/her to do the reporting of incidents.
- Intercom systems can also of great help.
- There should be an incident book that records all reports.
- The school may also have suggestion box.

Is there a support structure in place to assist teachers when reporting incidents violating the rights of teacher?

- At schools, there should be wellness programs to support teachers sufficiently. For e.g., a sick teacher can only be substituted after 15 days of absence, which impacts on Occupational health and safety of the Teacher and compromises the quality of teaching and learning.
- There must be a policy in place and the policy must be sympathetic.
- Principals must assume their rightful responsibility of principals.

A social/behavioural programme to provide students with clear expectations and appropriate social and behavioural skills to manage anger, resolve conflict and improve classroom norms and environment.

- There are school-based support teams who are supposed to deal with behavioural problems. Somebody is nominated from the staff (not employed). Nurses and social workers are part of this.
- Schools which do not have it call people to talk to parent and learners (for e.g. about anger), basically, a responsibility of an educator, the form teacher/class teacher that is responsible.
- NGOs. For e.g., some participant explained about a group of people from the USA, who are linked to the Local Home-Based Care. They normally teach learners about low self-esteem and all the dangers of violence and drugs abuse.
- The department can appoint a psychiatrist in the school to work with the social worker on the staff.
- There is a unit called transformation, which has programmes – called Boy, Girls Education Movement (BGEM), where they involve learners - both boys and girls on how to build their self-esteem and how to take care of each other; and how to be proactive on ensuring that they protect their learning activities to take place in schools. It is however not a compulsory programme where each school is supposed to participate.
- A social worker and a psychologist should be part of this programme. The social worker as a staff member, can run workshops or the training programme.
- A school may have a guide guardian, a social worker, a discipline person, and a deputy principal who get involved. Parents get involved as soon as possible if there are any issues. This is mainly conducted by teachers who are dealing with the L.O subject.
- A bill of rights put up on classroom walls, explaining the rights to children and trying to hold them accountable is useful.
- Each teacher must try to enforce his/her own classroom rules which should be kept visible on the class walls for them to see and know what is expected of them.
- a staff member can also run a leadership training programme with senior learners.
- The school may also have a bully box as well.

Clear plans and procedures for responding to students who show signs of behaviour issues as well as a plan for students who have violated behavioural expectations.

Plans exist in some schools, but implementation is a challenge. In some schools, the L.O teacher assumes the responsibility. The plans involve the code of conduct. If for e.g., stakeholders

signed for testing learners for drug abuse (in the code of conduct), it becomes legal. Schools are allowed to do it as the department purchases drug testing devices and metal detectors, which can detect things like a knife. Specialists who are contracted by DBE conduct the training thereby authorising the trained teachers to do it. Some schools work together with the police and Department of Community Safety, Security and Liaison whereby they come and do random searches to ensure that learners (i.e., from grade 8 to 12) stop bringing drugs and weapons (e.g., knives) in their bags to schools. The correct procedure must be followed. Once a learner is suspected, they test him/her in the presence of a witness and if found positive, the learner is sent to places like SANTA. Then, the learner must submit a test to the school once a month from SANTA.

A school-based support team consisting of the HODs, psychologists and social worker, etc should establish the plan, which can also involve the Emergency Management Services (EMS) in the area. The plan should be discussed with the parents and learners so that they are held accountable. Also, the educational psychologist can work out a programme, where a book is given to learners in which the teacher can report/write comments/note on the learner's behaviour and at the end of the week the book is sent home with the learner for the parents to sign, so that the parent can see the child's progress.

Violence training programmes for educators, HODs and principles for e.g., to teach about how to identify behaviour issues and how to respond to and de-escalate aggressive behaviours or designed to educate or protect teachers from violence

In general, schools do not have a violence training programme for educators, HODs and principles, yet they need to be trained how to deal with violence. This would require: the sub directorate from the district. Schools offer workshops to capacitate educators. Self - defence training should also be done. Other suggested skills by the participants are: boxing skills, Judo skills, life coaching skills, military skills, martial arts, taekwondo, wellness programme, first aid skills, legal skills, and other necessary support comes from social workers, educational psychologist, SAPS and so on. Employee Assistance People (EAP) in the district and use of Medical Aid can also assist. Teachers must use a specific training programme depending on the kind of learners they are receiving in the school and kind of problem, e.g., drug abuse. In some schools, a teacher like that of L.O does the training. The skills the teachers who work in difficult

schools should have in order to help minimize violence against teachers are good communication skills and motivational talking skills. Teacher need to undergo violence control training. Schools need to be given more powers for e.g., to take children to the clinic/hospital when they are sick. The government policy instructs that both teachers and parents of the learners should also be educated about substance abuse.

An emergency preparedness plan

This should include an escape route, which should be practiced. When the alarm rings, there should be someone, a safety person, who will shout and indicate where people must go. Every school should have an emergency plan, by which the school uses an adopt-a-cop programme. Quality Learning and Teaching Change (QLTC) can be established. Parents and the entire society must be involved using voluntarism (in the absence of security). NGO's may also bring people to monitor in the absence of the security. There is a need to teach the teachers and learners what to do during emergencies. Schools experience the funding problem and most of them fail to hire security guards because the SGB can't raise the funds to pay for security services. Schools need:

- Fire drills,
- heightened security and
- more funding allocated to security to be able to prepare for emergencies.
- finance and the structures are a big problem. Some school buildings are outdated/dilapidated, if there is a fire, there can be great trouble. One of the problems is that government is allocating money to the big schools and according to the number of learners, so, small schools suffer.
- Parents should not be allowed to go through the classes during the school time
- Build evidence

A violence prevention plan and crisis management teams

Most schools do not have crisis management teams. Schools must have a safety plan. On a regular basis, a fire drill is conducted whereby in the case of emergency, the learners should know where to run. Learners should be told on the assembly that when there are issues they should gather at a specific point for them to exit. Learners may be told that, on hearing the

siren, they must immediately leave everything and run to a particular spot that is indicated. A kind of cage can be used – where a classroom is divided with a cage so that the learners are on one side and the teacher is on the other side. The cage forms a barrier so that learners cannot approach the teacher. The social worker must have a programme drawn by the school Safety Committee for which community members must be consulted. Some schools employ a security company, but funds are a problem.

The following must also be put in place:

- a violence protection plan
- a crisis management team
- The discipline safety and security committee must be comprised of SMT members, CPF members, SAPS members and the SGB people
- Crisis management plan. A participant reported, *“..... we were caught off guard and bricks were thrown at teachers, windows were broken, and we did not expect that level of violence. The gates were closed, and we did not know where to go. We reported to the District Office and they chased us from there and said go back to school when we went to SAPS they said you have to go back to school. So, we had to go back to school with those kids still toyi-toying and burning stuff. You are at school, but you cannot control them, the community members were there ‘the EFF and other political parties were there’.* There should be a clear plan of action, explaining what to do in the case of an emergency like a riot, from step one to step two.
- Workshops and meetings about safety for educators are essential.
- Social workers should be involved.
- Wellness programme.
- Churches or Christian groups and NGOs. For e.g., churches can be invited to come to school and share the word with learners and motivate them. For e.g., Youth Management Foundation (YMF) is trying to inculcate leadership skills in students. The programme is running for three years now; it has a positive effect on all learners. Many learners are given the support, in terms of what to do, how to behave, how it is working, etc.
- SAPS
- Legal involvement. Local government can implement bylaws to deal with problems.

- Security. Beware of the fact that because they are underpaid, some of them collect money from the learners to let them pass through the gate - to make ends meet.

Take note that some teachers also influence learners especially those who befriend them (including troublesome learners); they also become disinterested in disciplining the learners. Accountability should go beyond the school level to all levels of government, that is, the local government, the provincial government, and the national government.

For the plan to work well:

- Parents must do their job of disciplining their children;
- Overcrowding in schools (i.e., 50, 60 in a classroom) should be avoided. overcrowding is frustrating teachers, especially where the children are at the adolescence stage, trying to find their identity and lack role models within the school system.
- Learners must know what they are at school for.
- The principal must do his/her work properly.
- Safety committees must exist and identify the loopholes.
- Security personnel should be well trained and preferably be paid by government.
- SAPS patrol must happen.
- Children who are not living with their biological parents and those from CHHs need a special treatment.
- The Department of Education should provide enough budget for school maintenance, including fencing.
- Schools should be surrounded by a fence.
- The school should have a fire drill in place. A good relationship with the ambulance services, and fire extinguishers are important.

Government and NGOs support

It was found that government does not give enough support to schools; it is a bit silent about safety, but more concerned about the learners in schools. Educators experience a great sense of disappointment and disillusionment with the Department if it does not support for e.g., the school's request to expel a learner. The view of educators is that teachers are not supported

and not equipped with the necessary skills to deal with learners with behavioural and emotional problems. Financial support is also not enough. A participant reported that, “... with everything that is happening in the school, ...in the profession,happening in her work place, it ended up effecting her health. She sought help from the department, she has so not been helped. She is suffering a major depression. She has been diagnosed of being bipolar.... because of the frustration that is happening in the school and putting a few lashes on the child it was wrong. She has been seeking for help for years and now the outcome had to be that a certain portion of her salary was going to be taken...The situation at the school is now even going to get worse because the child is going to walk in there feeling all bold like...Ya, nothing happened to me I won”.

Security staff members are paid by schools but should be paid by government. Schools do not have enough funds to hire qualified security guards. One counsellor or social worker to give support and serve the whole district is not good enough. The necessary school systems are in place, but their implementation is a big challenge. NGOs (e.g., Khumba Resources, Madiba NGO, COSAS, FAMSA, tax association, parents’ attendance of school meetings, CPF) are doing a good job for the support. For e.g., Khumba Resources sends fire fighters and teach learners about fire issues, warning signs and what to do when there is an emergency. The police must do their job. There is lack of funds. Some schools rely on subsidies from the Department of Basic Education, but they experience delays in receiving subsidies from government. The Department of Education typically conducts workshops to train safety committees and principals and at times they allow schools to have school safety patrols but not much is done for the lack of funds. The support is not sustainable. There are also many overseas funded NGOs like US Aid or DIFID, international donors and TVEP, which run programs in schools. They are doing a good job. Schools give them the names of trouble makers; they then talk to them and even have classes with them to try to help them. Sometimes they even do home visits to check how the child behaves at home. This means that there should be parents’ involvement.

6. Conclusion and Recommendations

6.1 Conclusion

Teachers are supposed to teach and provide learners with knowledge and a safe environment for social and psychological development but rather, they find themselves playing a dual role of teaching and parenting the children. The study found that the learners' violence against their teachers in South African schools has reached alarming proportions. Currently, teachers are not doing the job they used to do in the past; they sometimes take 5 to 10 minutes for the class to settle before starting to teach; children are no longer respecting them; they are physically, verbally, emotionally, and directly or indirectly abusing them, leaving a deep mark on the self-confidence and self-esteem of teachers. Teachers are working in fears of personal safety which often causes them to leave the profession of teaching altogether, supporting Lyon & Douglas (1999). This hinders teachers' work, affecting job satisfaction and performance, and ultimately contributes to difficulties when attempting to create a healthy atmosphere in the classroom. In the end, all this impact on education, and the final development and success of students (Opic, Lokmic & Bilic, 2013).

These are important points:

- Laws exist but implementation is a problem.
- Teachers have too much to cue on the plate and there is a lot of paper work concerning school safety to be done by them.
- Young teachers and females are the most disrespected and bullied
- Female teachers especially the young ones are not safe from the older boys at school.
- Salaries have some bearings on teachers' morals. Teachers are no longer respected like before, partly because of the amount of salary that they get. This affects people's attitude towards their status. Those working for private schools are earning a lot more and they are even relatively highly motivated.
- There is lack of involvement from the stakeholders.
- The removal of corporal punishment created a whole lot of other problems and issues.

- Teachers are frustrated, and it is high time they had a guide that would tell them their rights and guide them as to what they should do in the case of violence or to make their school environment safe.
- Teachers deserve more respect for what they are doing.
- The Department of Education needs to focus on development of students in totality.
- We need to address is rebuilding families and family structures. If we have healthy families in our country, we won't face as many problems.
- At a school level many policies are in place for compliance purpose and it is not implemented or in existence.
- Teachers are dealing with learners some of whom are broken emotionally, spiritually and physically.
- Because of violence, teachers resign, some go on early retirement (at 55 years) (because they are no longer enjoying their job), some go overseas, get sick (e.g., depression), get frustrated, etcetera, and most importantly, in future, if nothing drastic is done, South Africa might find its self in dire need of teachers because the new teachers will not be able to replace those who are leaving the teaching profession.
- Like in the case of teachers, seminars, workshops or talks should be organised for learners to tell them how to respect a teacher
- we need to curb the issue of violence sooner than later, otherwise, it will end up becoming a culture within schools by putting drastic measures in place to ensure that there is effective teaching and learning in our school

6.2 Recommendations

- The department should give more support to teachers for them to feel safer. The Department of Basic Education needs to take responsibility and accountability, schools can only do so much. There is a need for the department to attend to situations immediately.
- Teachers should network and share best practices within schools and neighbouring schools and get to understand why learners from different school behave differently or even learners from the same school behave differently to different teachers.
- Schools should come up with strategies to build a productive and positive learning environment.
- Teachers must know what to do in the case of violence against them and must always record and report all violence incidents to authorities, which adds a lot of administrative work and responsibilities. It would perhaps be better for schools (especially with a lot of problems) to have more resources to hire a safety officer and may be, a someone to deal with issues of discipline.
- In school meetings, among other things, parents should be taught how to parent children.
- A special directorate unit to be created to reside within the provincial head office, which will be dealing with serious cases.
- The people who make promises to educators should walk the talk.
- In township schools, the CPF presence must be revived.
- School code of conduct must be reviewed regularly.
- Teachers - student ratio should be decreased.
- Schools should be given authority to extend the 7-day suspension, which is the norm for serious offences. Learners take that as a 7-day vacation and then come back and continue with the same kind behaviour.
- The process used by the department of education for a learner to be expelled is very long. This should be reviewed.
- Talks should be given to learners (may be by traditional leaders) about racism and tribalism, religions, etc. to learn to learn and play together.
- School governing body members should have skills to take the responsibility. They are not that literate; principals are still manipulating the system and leading.

- Department must increase the number of social workers per district; currently a district has one psychologist and one social worker
- Cellphones are not allowed but schools are fighting a losing battle. A way must be found to manage it.
- Police is hardly seen especially in deep rural areas; for most of the violence reported, they come after 5 hours or even don't come. One cop might not be enough for a school.
- The department of education should take charge of paying the security guards because schools do not have enough money to pay them (– they are paid R500 p.m. which is very little). These security guards are not qualified, if for e.g., somebody is stabbed in the bathroom, they do not move from the gates; all what they do is to close and open the gates.
- Teachers have raised a serious concern regarding substance abuse. It is high time, government put in place a special dagga legislation for schools. School should have a legal document that regulates dagga.
- Security should be rotating around the school premises.
- Teachers should know their learners for there are so many psychological deficiencies that are affecting them. Some are caused by their dysfunctional families.
- A programme from the department, called “mere” where young people are employed to assist the learners after school with the homework should be re-installed. When a learner is absent they even go home to investigate what is going on.
- For child headed families or vulnerable learners, there are no parents meeting to attend school meetings. This issue must be addressed.
- Community participation in education should be strengthened. There is a serious lack of community involvement in the education of learners. Immediate community around the school should be the watch dogs of the schools, to protect teachers and learners. The community needs to own the school.
- A strong SGB's who work hand in hand with parents and educators is needed.
- Principals and teachers should be accountable to the community.
- Security companies are needed (no longer guards) in schools - to protect 24 hours.
- A remedial teacher may be needed to beef up the psychologist and social worker - to curb under-performance; this also can assist in ensuring that those traumatised get assisted. With

social workers, counsellors and the psychologists - learners would be taught, which might help to minimise the violence in schools.

- Rules are important; they should be reviewed regularly and be implemented consistently
- Learners know at the end of the year that they are going to pass no matter what/at all costs. Learners do not study for them to pass, spending time on other activities including engaging themselves in violent activities. So, this policy should be reviewed.
- School leadership should make sure that there is order in the schools.
- Community leaders and a CPF member must be included in safety committees of schools.
- The code of conduct should be set according to the community environment instead of what the government states.
- Support staff should be re-employed. These are the people who close the school gate and allow officials in and out.
- All stakeholders: government, community, parents and teachers must assume their rightful responsibilities for violence is a societal problem. Drugs come from the community, so, the community must be involved in fighting drug abuse.
- Department should exploit all the different skills some teachers possess and use them in schools.
- Safety lies with the safety committee in school. For them to work effectively, they should also forward their ideas to the MEC, not to the district. Then, the MEC will know exactly what a particular school wants.
- Teachers must be re-encouraged to be passionate about teaching and learning. Like learners, they also need services of a psychologist to be empowered and be able to cope.
- Learners must be tested for the use of drugs - If they test positive something must be done.
- Policies must be reviewed and reformed and must be very clear to everybody including the learners. It should not seem as if policies protect or favour learners more than educators, as one participant observed, that, *"... a teacher assaults a child the first thing they are going to do is, the police will be called, and a criminal case will be lodged against you and you will go jail. You won't get your salary and you won't be able to provide for the children at home. But when a student assaults a teacher that child can still come and write exams while the disciplinary hearing is going on....."*.

- Young teachers need to be trained how to deal with issues and how to discipline a child because, unlike older teachers with experience, their tolerance levels are low.
- In general, there must be a change in the legislation or a revisit/review of the schools' act because the school situation has changed. The school is a microcosm of the community in which it exists so, the legislation or school rules and code of conduct must be aligned with the community's type. For e.g., the department of education must come up with a clear policy on how to deal with troublesome learners in schools.
- All stakeholders must take collaborative responsibility to fight learn violence against educators. There must be a common will to find a solution and the resources to provide a solution. It is of utmost importance that the social and cultural context and the background of learners be taken into consideration when contemplating a disciplinary measure.
- All Government Departments must work together in the interest of the educator for e.g., collaboration between Police, Health, Social, Correctional and Educational services must be encouraged. Representatives of each service must form part of a multidisciplinary team, which will work in the interest of both the learner and the educator.
- The Education Department needs to ensure that schools have access to qualified guidance counsellors or social workers and school psychologists. These professionals should be able to advise, train, inspect and monitor what happens to problematic learners in school. The social worker and school/educational psychologist could advise and provide the appropriate type and level of intervention i.e. individual, family or group therapy. The psychologist can identify the type of programmes required at a particular school, for e.g. conflict resolution programmes, classroom management practices, substance abuse programmes etc., depending on the needs of the school.

6.3 Suggested Framework for Teachers Safety in Schools

Educators and other school employees deserve to be treated with respect; they deserve, just as learners, to work in a safe and supportive environment. The school alone cannot prevent acts of violence; because educational institutions interact with society, they end up being the scene of the phenomena that manifest themselves in other social spheres. Violence prevention requires all stakeholders including community leaders and organisers, the police, security,

parents, educators, psychologists, social workers, etc to work together and collaborate. Their involvement in the learner's performance and behaviour at school level is necessary to make sure that the learner is not engaging in violent behaviour.

Violence Prevention

Violence prevention initiatives need to be done at all levels, that is, student level, teacher level, classroom level, school level and community level.

Student level

Students can participate in proven interventions that reduce or eliminate individual youth aggressive behavioural patterns directed toward teachers and other school personnel.

Teacher level

Clear punitive measures for schools exist in schools but some teachers neglect them and then implementation becomes a problem. Clearly stated classroom and school rules and being consistent in modelling and rewarding positive behaviours are strategies that can improve student behaviour. Also, teachers can improve classroom management by being more flexible and communicating clearly with students to reduce their uncertainties about assignments or other class work; as well as building on student strengths such as ethnic identity rather than focusing exclusively on weaknesses or using punitive methods (e.g., McMahon & Watts, 2002). If you force respect, the learner will automatically not respect you and therefore, he/she will use other means of irritating you resulting into violence. Depending upon the level of violence, the top priority should be reporting the incident, then seeking professional treatment as determined by a school's policy.

Classroom level

Implementing effective classroom instructional and management strategies would allow the teacher to have direct control at the teacher level and puts the teacher in a position to control the classroom. Teachers may implement social/behavioural programmes (such as violence prevention, anti-bullying, conflict resolution and classroom management programmes) to provide students with clear expectations and appropriate social and behavioural skills to

manage anger, resolve conflict and improve classroom norms and environment (Henry et al., 2000). Research suggests that the more students know about violence prevention, the less likely they are to be aggressive over time (McMahon, Todd, et al., 2013). Programmes that facilitate effective classroom management, as well as social and emotional learning, can enhance academic engagement and achievement (Weissberg & O'Brien, 2004) and reduce violence and aggression in the classroom (Wilson & Lipsey, 2007). Students' academic engagement can serve as a protective factor against engagement in risky behaviours (O'Farrell & Morrison, 2003).

In general, *structure* (i.e., clear rules and consequences), *involvement* (i.e., showing care and interest in students on a professional level without being too informal) and *autonomy support* (i.e., giving students choices) contribute to student engagement in education (Connell, 1991). Professional development that focuses on pedagogy and how instruction can be designed to engage all students may lead all students to become more engaged with academics and to be less likely to engage in violent behaviours (Scott, Nelson, & Liaupsin, 2001). In addition, there is a need to help students feel accepted and included and to encourage them to be active in their schools, as these students are more likely to be engaged in learning (Anderman & Freeman, 2004; Osterman, 2000). Classroom-level strategies for enhancing academic motivation (see Vannest, Stroud, & Reynolds, 2011) may help reduce violence among students as well.

School level

Ideally, the policies and practices that are implemented at the classroom level should be supported by parallel policies at the school level (Maehr & Midgley, 1991, 1996). In terms of schoolwide primary prevention efforts, the authors recommended that schools design comprehensive, integrated, multitiered service delivery models of prevention that promote academic and social success through clear expectations for behaviour (Lane et al., 2010). Problems start from the primary school and the referral system regarding their skills in communication. If there is no intervention at this stage, the learner is likely to struggle throughout his/her school life. Parents should cooperate in this regard.

Prevention efforts should include the following:

- Educators should expect their students to show respect, responsibility and their best effort throughout schools, whether it is in classrooms, hallways, cafeterias or playgrounds (Sugai & Horner, 2002). Ideally, these expectations would be developed with parents' input, with a goal of establishing culturally responsive expectations that are clearly understood by all parties. Expectations are then taught to all students and staff, and students are given opportunities to practice and reinforce them.
- Prevention efforts should also need to focus on improving school norms, school environments and positive student connections with school. Research suggests that violence prevention programmes are more effective in changing aggressive behaviour when there is a focus on changing the classroom and school environments (Espelage & De La Rue, 2011; Howard, Flora & Griffin, 1999).
- Schools that more frequently include best practices, work to lower aggression, and foster school belonging have better academic achievement (McMahon, Keys, Berardi & Crouch, 2011); thus, creating a positive school culture are likely to reduce teacher and student victimization, as well as improve overall student experiences and achievement in school.
- Schools also need to have clear plans for responding to students who show signs of behaviour issues as well as a plan for students who have violated behavioural expectations. Specifically, the school needs to establish and implement consequences for students who demonstrate major and minor rule infractions. The consequences should however be reasonable with respect to the students' peculiarities, feasible with respect to the intent to deter recidivism, and proportional with respect to the infraction level. Teachers need to deliver the consequences easily, without unnecessary interruption of instructional activities (Lane et al., 2010). Minor and major violations need to be delineated and operationally defined so that all parties are clear as to what constitutes each type of violation. Then, the educators should specify the procedures for responding to the various violations and ensure that consequences are allocated uniformly (Walker, Ramsey, & Gresham, 2004). Unduly rigid policies, such as "zero tolerance" approach to discipline in the schools, have not only proven to be counterproductive but most often result in racial and gender discrimination and denigrate the overall school environment (APA Zero Tolerance Task Force, 2008). Teachers need to do some introspection as well as to how they approach their interaction with their students.

School leadership

Overarching and undergirding each of the levels of violence prevention efforts is the particularly important, yet often overlooked, school leadership factor. It is recommended that deliberate efforts must be taken to consistently stabilize, review and re-teach district policies and procedures on violence against educators. To ensure stabilized policies and procedures, school leaders are urged to provide adequate ongoing professional development designed to prevent violence against educators. Such training should focus on the design, implementation and evaluation of evidence-based models that suit the particular demographic features and specific needs of the province or community. Researchers can help schools tailor and implement models that draw accurate conclusions regarding relevant processes and outcomes (Lane & Beebe-Frankenberger, 2004). Opportunities should be created for collaborations that would produce evidence-based school safety policies and school leaders are responsible for the outcome of such reform efforts (Murphy, 2006).

School personnel preparation/training

Using a developmental approach, violence prevention and intervention strategies should be infused throughout the curriculum for in-service and pre-service programmes for educators, considering both student and teacher-directed violence. However, teacher candidates should not be frightened into thinking that they will experience violence but should understand that violence in schools emerges most likely from a combination of individual, school and community risk factors. Teachers should be able to identify how their own race, sexual orientation, gender, ethnicity and class/socioeconomic status influence their perceptions and behaviours in the classroom. Teachers also benefit from training on specific prevention efforts that minimize the probability of violence. Such teacher preparation programmes should offer: (a) child and adolescent development courses in behavioural, neural and development principles; (b) classroom management strategies to support instruction and engagement; (c) material on integrated, three-tiered models of prevention (primary, secondary and tertiary levels); (d) self-reflection opportunities to explore how their own ways of interacting with others might promote aggressive reactions; and (e) community psychology theory and research that illustrate ecology, person-environment fit, empowerment and effective strategies at multiple levels. The study also recommended that through professional

development and in-service training, teachers could learn strategies to diffuse conflicts to prevent escalation, such as techniques for interrupting the acting out cycle (Colvin, 2004).

Community level

Violence prevention requires community leaders and organizers to be involved because when the youth are respected as contributors to their own neighbourhood cultures, practices and belief systems, their sense of personal value and self-worth may be enhanced. Adolescents who are involved in local problem solving and decision making tend to take a healthier perception of responsibility, which may make them less likely to engage in violent behaviour. Further, community leaders should build coalitions and institute social networks that address structural disadvantages such as poverty, unemployment and homelessness through community-supported initiatives that strengthen the social organization of the community and improve neighbourhood and family environments (Bennett & Fraser, 2000). More generally, community economic development, employment programmes and parent training may strengthen communities and reduce violence among youth.

Psychologists, social workers and other researchers play important roles in collaborating and consulting with community youth-focused organizations such as youth development NGOs to provide youth with positive experiences after school. They can facilitate capacity-building within organizations through education, training and assistance with grant writing, evaluation and use of evidence-based best practices. Establishing partnerships among community-based organizations may also benefit victimized teachers by creating social support networks, alliances and a collaborative mission to promote positive youth development. Further, psychologists can promote effective collaborations between community-based organizations (such as after-school programs, social services, neighbourhood associations, faith-based organizations) and schools that have the potential to facilitate an integrative continuum of behavioural and mental health care (e.g., Huang et al., 2005). This kind of partnerships can yield more integrated efforts that provide prevention, early identification, intervention and treatment of a wide range of behavioural and academic problems among youth. It can also have positive effects on reshaping behaviours of the troubled youth and the overall school climate (e.g., Massey, Boroughs, & Armstrong, 2007).

Once school-based violence has occurred, stakeholders at multiple levels may be involved in addressing the problems, and speedy, effective intervention may prevent further problems. For e.g., first responders such as school staff, security, police, ambulance workers and firefighters need training in developmental considerations for the youth, behavioural principles and school policies. They should be invited and encouraged to participate with educators in school-sponsored professional development. Appropriate responses can increase school safety and reduce the likelihood of further violent incidents.

Acknowledging serious problems with infrastructure in schools in relation to the supply of electricity, libraries, laboratories, computers, clean water, and suitable toilets, the enormous difficulty of recruiting competent school principals to manage schools is important. School should be well-organized with a safety and security committee that makes sure that there are proper fences, locks, etcetera, but its main strength is that loyalty and commitment to the school will reduce internal collaboration with potentially violent external individuals and groups.

The Suggested Framework to Prevent Teacher's Violence in South Africa

A framework for a whole school approach is suggested, that is, the safety framework. In line with this framework, recommendations are made to ensure that principals and educators are held accountable for school safety. Schools need to develop and maintain safe, welcoming, violence-free learning environments (South African Department of Basic Education, 2013). This framework also deals with establishing a positive ethos and environment involving caregivers and community and developing integrated teaching materials into existing curricula to support the achievement of a safe and respectful school environment. However, for this to happen:

- Educators must be supported and assisted (SACE, 2011).
- Teachers require support from teaching bodies to deal with incidents of violence as this will help teachers realise that they are not alone and that they have the support of various educational organisations.
- Employee Assistance Programmes (EAP) should be explored and sourced to provide teachers with such services.
- Debriefing of teachers following some of the violent incidents is important to help teachers express and deal with PTSD- related difficulties.
- A lot depends on the teachers themselves; and they must work together as one.
- Education law should be part of the curriculum.
- All the stakeholders including the community leaders and organisers, parents, police, specialists (i.e., psychologists, social workers, researchers), educators, department, unions, NGOs, etc must be involved.

The framework:

Draw up, implement and monitor a school safety plan of action to prevent school bullying and violence.

- Based on all stakeholders' consensus (include government, NGOs, community leaders, parents, psychologists, social workers, etc).
- Coordinate all levels (i.e., student, teacher, classroom, school, community).
- Cross-sectoral (e.g. education but also health, social welfare, justice, etc...)
- The plan should include the code of conduct.

Review and reform of existing national legislation and policies.

- Schools should be given authority for e.g., to extend that 7-day suspension, which is the norm for serious offences
- Learners know at the end of the year they are going to pass no matter what. This is due to the rules of today which must be reviewed.
- Department must increase the number of social workers and psychologists per district; currently a district has one psychologist and one social worker.

- A programme from the department, called “mere” should be reinstated.
- Security companies or well-trained security guards are needed in schools - to protect for 24 hours.
- A remedial teacher may be needed to beef up the psychologist and the social workers
- Support staff should come back - to allow officials in and out.
- Department should use or exploit the skills of people in schools.
- Teachers must be motivated and encouraged to be passionate about the teaching and learning. For e.g., they should be publicly celebrated when they do excellent work; and educators themselves scan take the lead.

Review and reform of existing school policies according to community and type of violence

- Find a way of managing cellphones because it is difficult to stop learners from bringing cellphones to school.
- Security should be rotating around the school premises; and learners should be monitored during break.
- Children from CHHs or vulnerable learners need special treatment
- Build data collection and put capacity building in place to strengthen services for victims.
- Develop, and monitor and evaluate prevention initiatives and responses; set a timetable
- Develop a mechanism for evaluation of the short- and long-term impact of safety initiatives prior to the roll-out of any intervention strategy in schools.
- Establish an organisation to monitor and report on progress.
- Enhance the capacity to collect comprehensive and reliable data on school bullying and violence. Work on standardizing definitions and improving comparability across countries and time.
- Define priorities for, and support research on, the causes, consequences, costs and prevention of school bullying and violence. Undertake systematic and rigorous evaluations of initiatives to prevent and reduce school bullying and violence.
- Develop a school strategy to prevent and reduce school bullying and violence.

- Develop and formalize an intervention Programme that is tailored to meet a school's unique characteristics. Involve all stakeholders. The programme should be used to cater for incidents of bullying and violence and treatment and rehabilitation for those involved in incidents
- Set the School Code of Conduct according to the community type instead of what the government states. It must express the rights of the teacher and the learners. It should be communicated widely; and implemented correctly and consistently.
- Set rules (including classroom rules) and implement them consistently-Regularly, audit the school programme.
- Promote a media campaign to promote non-violent values, attitudes and behaviour.
- Integrate school bullying and violence prevention into teacher education at both pre-service and in-service levels.
- Review the Code of Conduct regularly to cater for new happenings in the community and in the school.
- Organise the necessary workshops and training programmes, especially for new and younger teachers to be able to deal with violence issues.
- Include education law in the curriculum.
- Create a national SACE website and a safety information network. This will be a source, which is intended to prevent and address violent behaviour by taking proactive steps for school safety. It will be a source of post-trauma guidelines for teachers and administrators as well. Educators can also always phone to this source for guidance.

For the school safety plan to work well the following should be considered:

- The DBE's School Safety Framework should be prioritised and accompanied by a roll-out and implementation plan, as well as progress monitoring systems to hold individual schools accountable for implementation.
- There must be performance management systems to ensure that principals and educators are held accountable for classroom safety.
- Environmental design factors that contribute to violence in schools should be prioritised and dealt with but should not be a standalone measure to curb violence. Instead, environmental design factors should be integrated with more developmental approaches to safety promotion and violence prevention.

- School violence prevention initiatives should be evidence based. This necessitates the development of an evidence base of what works and what does not work in violence prevention in South Africa. This will ensure that resources and efforts are targeted where they are most likely to be effective.
- An adequate and reliable set of school safety indicators should be developed against which the progress of school safety can be assessed at both provincial and national level.
- The planning and implementation of school safety plans should be integrated into local development plans to ensure partnerships with other local stakeholders.
- Prevention efforts need to be implemented across schools to address new and emerging forms of violence affecting young people, such as cyber violence.
- Easily accessible and child-friendly reporting mechanisms should be implemented in schools, alongside adequate response systems. Education is a fundamental right of every child. Hence, it is crucial for children's development, enabling them to cultivate their creative talents and critical thinking, gain life skills, join hands with friends and develop social relations, and grow with dignity, confidence and self-esteem as individuals. It has a unique potential to generate an environment where attitudes condoning violence can be changed and non-violent behaviour can be learned. From children's early years, schools are well placed to break patterns of violence and provide skills to communicate, to negotiate and support peaceful solutions to conflicts.
- SGB members should be trained to have skills to take the responsibility; otherwise, principals will manipulate the system and lead.
- Teachers should know their learners for there are so many psychological deficiencies that are affecting them. Some are caused by their dysfunctional families.
- Community participation in education should be strengthened. There is serious lack of community involvement in the education of learners. All stakeholders must come to the party since misbehaviour starts from the society – it is a societal problem.
- Community leaders and a CPF member must help in safety committees at school.
- Government, parents and teachers should take their rightful responsibilities.
- Drugs are from the community; the community must therefore be involved in fighting drug or substance abuse.

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