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The Hlayiseka Early Warning System

education
Department of Education
REPUBLIC OF SOUTH AFRICA

School Safety Action Framework

1. Be Prepared

Are there rules?

- Yes → Is everyone familiar with these rules?
  - Yes → Are there consequences for those who break the rules?
    - Yes → Are these known to all and do they confirm that they happen fairly and consistently in line with the school policy?
      - Yes → Maintain awareness of necessity for these and proceed to the next step
      - No → Explore causes or blocks to implementation or consequences and intervene and/or mobilise support to overcome these. Educator awareness, training, staff discussions
    - Yes → but they are not known about → Communicate what these are with all concerned
    - No → *No consequences* - develop disciplinary procedures
  - No → *Communicate these to all* - higlight in assembly, communicate with caregivers, put up posters, etc..
- No → *No rules in school* - Develop School Rules and link to Code of Conduct / policies.

2. Be Aware

Do learners report incidents and threats?

- Yes → Does this make the situation better?
  - Yes → Is there follow up on reported incidents and threats and is feedback provided to learners on what will be done to remedy the situation?
    - Yes → Provide positive feedback to educators and proceed to next step.
    - No → Create systems and processes for follow-up and feedback, foster awareness and train staff on these.
  - No → Ascertain how and why situation is not improved through reporting.
- No → Act to eradicate culture of silence - highlight role of reporting in creating a safe school. Explore obstacles to reporting and address. Implement / check learner based reporting system and learner confidentiality. Seek ways to build good relationships between learners and educators.

3. Take Action and Take Care

Does the school respond to reported incidents or threats?

- Yes → Is immediate action having a positive impact?
  - Yes → Are causes understood?
    - Yes → Have we got longer term interventions in place to address the causes?
      - Yes → Proceed to next step
      - No → Explore who could support the development and implementation of longer-term interventions.
    - No → Use learner surveys to facilitate understanding
  - No → Invite all parties to provide recommendations on what else could be done in the short term to rectify the situation and clarify the roles all could play to be part of the short-term solution.
- No → Ensure code of conduct and disciplinary code is relevant and complete. Train educators. Mobilise support / bring in partners, e.g. SAPS to assist with taking action.

4. Take Action

Does the school respond to reported incidents or threats?

- Yes → Is the school considering and using these recommendations?
  - Yes → Do educators and learners know that we are using their suggestions? What other plans are in place?
    - Yes → Proceed to next step
    - No → Give feedback: Share what action has been taken
  - No → Have we communicated why suggestions won't work, made efforts to strengthen educators and learners, sought other input to help us develop a plan to implement suggestions or generate other ideas and made efforts to get buy-in from all to support these?
- No → Are there good reasons why we are not considering / using these now? Are there things we could do to build on these recommendations to make them practical?

5. Take Care and Monitor Progress

Is the situation improving?

- Don't know → Use Monitoring Tools in Book 1 Section 5
- Yes → How can we strengthen and maintain school safety? Are we sharing our successes with the whole school? Are there other threats we need to address or know about?
  - Yes → Proceed as before working through the various threats and challenges as they emerge
  - No → What actions are we taking that are not working? Have we informed the Department that we need additional support? Have we asked for help from the District Support Team? Where else can we get help or support from?
- No → Why is the situation not improving? Use Monitoring Tools in Book 1 Section 5 and/or a learner survey

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