Divisional Guidelines

School Based Crime Prevention

South African Police Service
Division Visible Policing
2009
# SCHOOL-BASED CRIME PREVENTION

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SCHOOL-BASED CRIME PREVENTION

GUIDELINES FOR THE SOUTH AFRICAN POLICE SERVICE IN SUPPORT OF SCHOOL SAFETY

1. INTRODUCTION

The South African Police Service (SAPS) considers the reduction of crime and violence in South African schools as a crime prevention priority; following the National Crime Prevention Strategy objective to complement law enforcement with crime prevention. For police officers, sworn "to protect and to serve", work within schools is an important aspect of their responsibilities towards public safety.

In the school environment, members of the SAPS play different roles: One of which is responding to crime and violence that already occurred, and this is often where many children first encounter the police. The second role is that of crime prevention which can focus on preventing the victimisation of children, preventing the youth from offending and assisting schools in creating a safe and secure environment for the entire school community. These guidelines are intended to be a resource to members who work in schools, specifically with regard to crime prevention. However, the Department of Education’s long-term investment is to develop economically independent and law-abiding citizens for the nation.

The South African Police Service and the Department of Education share a commitment to ensure the overall safety and well-being of learners in order to -

- reduce the incidence of crime in society
- develop a better relationship between the police and the youth in the communities
- create in young people an understanding of the police roles in society
- extend the concept of crime prevention
- equip young people with the necessary skills to avoid dangerous and threatening situations.

School-based crime prevention is intended to enrich the participation of police officers in promoting safe and orderly school environments. These guidelines were developed because of a need for a comprehensive reference for police officers who are involved in crime prevention and safer school programmes, including programmes and projects such as Adopt-A-Cop, Top Cops and other locally specific safer schools projects and programmes.
2. PURPOSE OF GUIDELINES FOR SAPS MEMBERS

The National Guidelines are intended as a resource for SAPS members working with youth crime prevention and school safety. It is important to note that these guidelines do not provide procedural or operational instructions. The guidelines are aimed at providing a framework within which SAPS should work in support of school safety. Communities and environments are not identical, therefore, within the framework provided by these guidelines, the SAPS at provincial and local level must adapt their work to local needs. Stations or provinces can and should, therefore, develop complementary or supplementary guidelines for specific needs. For example, a procedure manual can be developed at station level or operation guidelines at area level.

In drafting these guidelines and other guidelines, service delivery according to the needs of our clients, such as children in particular schools, should be our primary objective. Guidelines like these should, therefore, attempt to support sound practice and consistent service delivery improvement without stifling the ability of members to find creative solutions for specific local situations.

It is the intention of the Visible Policing Division to continue to update these guidelines based on sound practices and feedback from stakeholders in the SAPS at every level. These guidelines are intended to complement and not replace standard policing procedures in school communities. Provision will be made for feedback to be given at least once a year, and for interaction between stations, provinces and the national office (Visible Policing Division) in this regard. These guidelines must, therefore, be considered as a dynamic resource and one that must remain appropriate and relevant to the needs of members working with school safety.

These guidelines refer to the relevant international agreements and protocols, legislation and policies that provide the basis for government and the SAPS's work with children. Copies of these documents are included with the guidelines and members who work with children must be familiar with the content of these documents.

These guidelines also address the recruitment and training of members. The need for developing specific training programmes is recognised and will be addressed with the assistance of the Training Division. The need for supporting and mentoring members who do this work will also form part of the national office's support programmes.
3. WHAT ARE SAFE, CARING AND CHILD-FRIENDLY SCHOOLS?

School safety is often a critical obstacle to learning. Crime, violence and abuse affect all aspects of our community, and schools are not always free from fear, intimidation or victimisation. The Department of Education in partnership with the SAPS is committed to preventing, managing and responding to incidents of crime and violence in schools.

Prevention and early intervention are the most reliable and cost-effective ways to support schools in consistently delivering teaching and learning in an environment that is physically and socially safe.

Based on media reports depicting the level of crime and violence in schools, the Minister of Education prompted the implementation of stringent measures in collaboration with national and provincial counterparts to curb crime and violence in schools.

One of the immediate measures was the amendment of the Regulations for Safety Measures at all public schools, which allow for the testing and searching of learners in possession of illegal substances and the using/abusing of illegal substances. Furthermore, detailed measures were drafted regarding controlled access to schools and the arrangement of transport for learners going on excursions (during and after school hours). Amendments to the Education Policy Act make provision for random searches and the testing of learners using/abusing legal/illegal substances.

A National Intervention Plan was developed, based on the needs of the 585 identified schools presented with high levels of crime and violence (65 schools per province), which falls within the 169 high-priority areas as identified by the SAPS. One school per province presented with the highest levels of crime and violence was selected to become part of a Ministerial Intervention Project. According to the immediate safety needs of these schools (gangsterism, vandalism, drug use/abuse, alcoholism, theft, etc), interventions were initiated by the Department of Education to curb crime and violence. The interventions ranged from infrastructural measures to the overall support of management and governance, learner support and the establishment of partnerships.

Infrastructural Measures

In terms of physical infrastructure, the Department of Education had, as a pilot project, supplied nine schools presented with the highest levels of crime and violence (one school per province) with the following:

- Four hand-held metal detectors
- Security fences and gates
- High-mast security lights
- Security guards for a period of six months
- CCTV systems at five of the nine schools
Management Support

Management support focused on the development, implementation and training of management on policies. Schools were assisted with the development of essential policies that are key in ensuring safe, caring and child-friendly schools. The following were focused on:

- Codes of Conduct for Learners, which will provide norms and standards of appropriate behaviour. (The Department of Education developed an example of a Code of Conduct for Learners that could be used by schools to draft and implement their own context specific codes.)
- School Safety Policies and Plans in order to respond to the challenges faced by each school.
- School Improvement Plans, which will assist schools in developing strategies to improve learner achievement in all grades.
- The establishment of School Safety Teams to manage the safety and security at each school.

Training and development focused on a number of training and development programmes specifically for School Management Teams and School Governing Bodies. This programme included the training of all the identified schools on the Hlayiseka Early Warning System: Be Aware – Take Care. The system was developed by the Department of Education in partnership with the Centre for Justice and Crime Prevention with the intention of assisting schools and communities in joining hands in the fight against crime and violence. The system comprises several tools that aim to assist schools and Provincial Education Departments to identify, record and respond to threats and incidents of school-based crime and violence appropriately and in a holistic manner. It also draws on existing policy and legislation and seeks to consolidate the teaching and learning process.

Furthermore, the Department of Education in partnership with the International Committee of the Red Cross (ICRC) implemented a project on Exploring Humanitarian Law, which is aimed at exploring the principles of human dignity. It is envisaged that senior management team members would train learners on this programme.

In partnership with UNICEF, the Department implemented Sports for Development in all nine provinces (within the nine identified schools) and is currently being rolled out to include more schools facing challenges of crime and violence.

Youth Camps in partnership with Valued Youth Citizenship were introduced in each of the nine provinces during school holidays. The main focus of this programme was to develop a learner's self-esteem, self-confidence, trust and sense of belonging through sharing responsibilities and enhancing constitutional values among learners. This programme brought about an increased consciousness in both learners and teachers about self-respect, dignity, care, acceptance, openness and accountability. Principals, Identified School Governing Body members, teachers and the support staff of the nine high-priority schools will be trained on Positive Discipline and Classroom Management.
Programmes for learners

A number of activities and programmes involving learners were introduced, eg Girls Education Movement Clubs (GEM) and Boys Education Movement (BEM) Clubs. These clubs and Learner Representative Council members were trained in Peer Education (HIV/AIDS, Gender-based Violence, etc), Values through Heartlines Programme and Conflict Resolution.

Partnerships

A number of meetings were held with the SAPS and the Department of Education was invited to attend some of the Provincial SAPS board meetings. The participation in these meetings is aimed at ensuring and sustaining the participation of the SAPS and Community Policing Forums (CPFds) in school committees, therefore, ensuring support for schools to curb crime and violence.

Unsafe schools are characterised by:

- Fighting
- Bullying and intimidation
- Violence between learners and between learners and teachers
- Theft
- Corporal punishment
- Substance abuse (both drugs and alcohol)
- Gender violence
- Truancy
- School dropouts
- Depression
- Suicide
- Racial and ethnic discrimination
- Vandalism
- Gang activities

In the Safer Schools Programme the Department of Education caters for the following institutions:

- Crèches
- Pre-primary schools
- Primary schools
- Secondary schools
- Independent (Private) schools

SAPS programmes used to support school safety

These programmes must focus on crèches, pre-primary, primary and secondary schools, therefore, all children. It can also be used in Further Education and
Training Institutions.

Stations can also allocate the responsibility for school safety to a Sector Policing Programme, where the school can be included in a sector and the member(s) responsible for that sector (Sector Manager) must then provide support to the school. However, all programmes that are implemented in support of school safety must adhere to the same policy framework and must operate within the framework of these guidelines.

Safer Schools Programmes

The SAPS member builds a relationship with the school, visits the school regularly and assists the school management and the learners regarding school safety issues. If a Safer School Programme with a Safe School Committee (School Safety Team) is in place in the school, the member represents the Station Commissioner on the Safe School Committee (School Safety Team). A Safe School Committee comprises of internal stakeholders of the school, for example learners, educators, School Governing Body (SGB) members and school security personnel. Extra role players include the SAPS, the Metropolitan Police, local ward councillors, social workers and Community Police Forums (CPF). The School Governing Body (SGB) is a body that governs the management of the schools and is responsible for the school's finances.

The CPF can play a vital and pivotal role in school safety as the structure is an ideal platform to address violence and crime in the community as it impacts on schools. Another benefit of CPF involvement is encouraging a culture of community ownership. Representation of the school on the CPF should be encouraged. For example, the availability of drug suppliers within the community contributes to drugs being supplied to learners. Participation within the CPF by school management would assist in finding cohesive solutions to the crime challenges faced by schools within the communities.

The function of the Safe School Committee (School Safety Team) is to address all safety and security-related issues that affect or can affect the school. For all practical purposes the member of the SAPS becomes the link (liaison officer) between the school and the SAPS and must become a resource to the school on policing, safety and security and crime prevention issues. The member should establish his/her own referral network to link the school to other service providers and role players in the crime prevention and safety and security environment.

The Safer Schools Programme can function as an anchor programme for stations to reach out to and build a relationship with schools. All other interventions must support school safety and render policing services to the school community. The SAPS can for example, in collaboration with the Department of Sports and Recreation, participate in Sports against Crime projects. This will allow a designated police member to build a relationship of trust with the school, but also allow a member to bring other experts to the schools as part of his/her programme.
The programme can be implemented in all schools, even pre-primary schools, but it would need different approaches at different levels. At secondary and primary school level, the programme must allow for participation by learners in making their school safer. Consistency, keeping to undertakings made to the school and being reliable and available are important success factors for "adopted cops". For this reason the station must ensure that they have the required capacity before implementing this programme. The programme should not be implemented if the designated “School Liaison Officers” cannot meet their commitments to the school.

Identified School Liaison Officers must function in uniform unless the situation makes this inappropriate, eg at a sporting event. The programme should aim to get learners to identify the SAPS uniform and perceive it as professional and positive – representing an institution that they can trust. The school safety programmes can be linked to sector policing. The Sector Manager can function as a School Liaison Officer within his/her sector policing activities. Operational procedures in this regard can be approved at station level.

During the initiation of the Adopt-a-Cop programme, members must determine the time and commitment required for each school and they must ensure that their commitment is sustainable. Their undertaking to each school must be calculated in terms of the time required and this must be considered with the other duties of the member. The individual member's commitment must be specified and approved as part of his/her job description and performance evaluation plan.

Other role players in school safety

Safer schools programmes focus on prevention of violence inside school premises. However, it is enriched by complimentary interventions, such as parenting skills education, domestic violence, and prevention of child abuse and conflict management that can be delivered by a broad range of service providers.

Service providers for these complementary programmes can include:

- The provincial department of Social Services for victim support programmes, family preservation programmes, prevention of child abuse, social work services, and family and child welfare services.
- Provincial Health departments that provide health care services, prevention and awareness programmes for diseases, such as Tuberculosis, HIV/AIDS and specific local health threats, such as malaria.
- NGOs, such as CSVR, NICRO for counselling, conflict management and mediation, programmes for "youth at risk".
- Community-based organisations that form support groups for parents, feeding schemes, day care, and cultural and sporting activities for children at the school. A representative of the CPF would also assist in providing insight on crime issues in the community impacting on the school.
Departments, such as Sport and Recreation, sports clubs and local governments that provide sporting facilities and coaching.

- Departments of Arts and Cultural and NGO's CBOs that provide opportunities for children to participate in arts and culture programmes.

- Churches and religious organisations that can support religious education help build the moral and social fibre of communities and families and support schools to deal with problems in this regard.

- Municipal/Metropolitan Police Services also implement social crime prevention initiatives and we must ensure that the SAPS coordinates the efforts at schools as they were identified on several occasions, where the Metropolitan Police Service visited the schools before the SAPS and addressed similar issues regarding safety. This resulted in the school reacting negatively towards the SAPS.

4. MISSION OF THE SAPS IN SUPPORT OF SCHOOL SAFETY

To develop a critical range of sustainable and replicable short, medium and long-term school-based crime prevention interventions to prevent and address the predisposing and precipitating factors to violence and victimisation in South African schools.

5. OBJECTIVES OF THE SAPS IN SUPPORT OF SCHOOL SAFETY

- To render a school-based crime prevention service that is proactive and is characterised by the development and implementation of interventions that deter potential offenders and empower potential victims and past victims.

- To encourage an integrated and multi-disciplinary approach towards youth crime prevention and to mobilise other stakeholders to participate in a broad network of services to protect children and make schools safer.

- To use a community-based and inclusive approach to address the needs of a school community through effective school-based crime prevention and policing services.

- To promote proactive interventions that enriches early childhood development and is conducive to promoting resilience against offending behaviour at the earliest possible opportunity.

- To assist in building capacity for the school community, especially learners, to manage and address school safety issues by promoting their participation in the development, implementation, sustaining and evaluation of school safety programmes.

- To promote the image of the SAPS and build positive relationships between schools and police stations, between children and school communities and the police.

- To promote the use of crime prevention to ensure school safety and to build an understanding of the importance of prevention and the shared responsibility that everyone (individuals and organisations) has towards the prevention of crime.
6. RECRUITMENT AND SELECTION OF SAPS MEMBERS FOR SCHOOL SAFETY PROGRAMMES

In order to ensure that the SAPS provides a professional and excellent service to school communities it is important to recruit members with the appropriate personal attributes and skills profile to do this work. The members selected must be able to relate to children and children to them. These members will be responsible for creating the perception that children will have of the SAPS, that they will carry into adulthood and that they will share with their communities. The image of the SAPS presented by these members must, therefore, be one that the SAPS can be proud of.

It is also important to ensure that duties regarding school safety are allocated to specific members and included in their job descriptions. Members must also be evaluated on their performance of these functions.

In order to ensure that members are suitable for this type of work, it is recommended that members, who want to do this type of work, be subjected to a selection process in order to determine their suitability for the job. (See section 120(5) of the Children’s Act, 2005 (Act No 38 of 2005) regarding finding persons unsuitable to work with children and section 123(4) where the SAPS may not allow a person whose name appears in Part B of the register to work in a unit of the SAPS tasked with child protection.)

It is strongly advised that SAPS members, who are tasked with the recruitment and selection process, look for certain qualities in members before assigning this type of work to them. These qualities are attached as annexure 1 to this guideline and can be used as a guide to select ideal members.

7. USE OF RESERVISTS FOR SCHOOL SAFETY WORK

Reservists can be recruited for and deployed to support school safety programmes. All the provisions of the National Instruction on Reservists apply in this regard.

According to National Instruction 1/2002, reservists can perform police duties, may wear uniform and they can be trained in relevant legal aspects; policy and instructions applicable to their specific functions. There may be some benefits to recruiting and using reservists in school safety programmes. Reservists come from the community and will know their customs, language and values.

Reservists can be appointed as SAPS liaison officers at schools. Reservists could conduct follow-ups on cases reported at the school and keep a record thereof. They can also assist with the investigation of incidents at schools. Reservists can also assist in representing and reporting all crime and general matters to the Sector Crime Forum. However, reservists must meet the selection criteria and skills requirements for full-time police officers before they can be deployed to work with schools. The service delivery standards of the SAPS must not be compromised and the school’s safety must not be considered as a lesser or easier task for the reservists.
8. UNDERSTANDING THE POLICE CORE BUSINESS: What is the role of SAPS members in support of school safety?

8.1 Crime Prevention

Crime Prevention means the performance of all policing and community activities aimed at preventing and reducing predisposing and precipitating factors of crime.

The commission of crime is often the symptom of another problem or cause. Some of the underlying causes of criminal behaviour include:

- Economic - theft, shoplifting, property crimes, economic crimes.
- Social - acceptability of violence as a means of resolving disputes, lack of respect for the rights of women and children, decay of social fabric, negative role models and gender roles, breakdown of family structures, prevalence of drug and alcohol abuse.
- Political - attacks on learners that do not want to take part in a strike is common. Affiliation to different political parties also results in a power struggle regarding whom to involve in the School Representative Council.
- Diversity/Racism - learners of different races or ethnic backgrounds usually have violence rising out of discrimination practiced by educators, eg unequal access to school facilities. Culture intolerance is also one of the causal factors.

When learners at schools commit petty crimes, educators usually resolve the situation according to the schools regulatory or disciplinary framework. Examples are theft or bullying. Some of the violent acts that take place in the school setting, such as bullying, may not be classified as a crime, but must be reported to the SAPS.

When the school regards an incident of violence or crime that occurred inside the school premises as criminal or serious, the case is reported to the police. If the offender is a child (under the age of 18) the offender must be dealt with in terms of the Interim Protocol for the Management of Children Awaiting Trial. This protocol captures all the legal rights and responsibilities of the stakeholders in the Criminal Justice System, including the SAPS, under current legislation, when the offender is a child. It will remain in place until the implementation of the new Child Justice Act, approved by Parliament, which will be implemented from 2010-04-01.

8.2 Sector Policing and Safe Schools

An important element of sector policing is the establishment of “Sector Crime Forum Committees” that are established between various community role players to address safety and security issues in their respective environments. Schools that fall within the designated sector should be represented on that specific Sector Crime Forum Committee to address issues concerning school safety. Likewise the SAPS Sector Commander for the specified sector can
participate in the Safe School Committee/s (School Safety Committee) within his/her sector. Another member of the Sector Forum can also be nominated to participate in the Safe School Committee, for example a CPF (Community Police Forum).

One of the primary tasks of the Sector Commander is to initiate specific projects in his/her sector, for example safe schools programmes in collaboration with other role players.

8.3 What role should the SAPS play in addressing social, economical and environmental causes of crime?

SAPS members, who work with school safety, should not only focus on serious or criminal issues, but also consider petty offences. Working with the school, educators and other supporting professionals, such as social workers, the causes of petty crimes should be addressed. Early intervention is the cornerstone of effective crime prevention. Early intervention is often more likely to succeed and less expensive than dealing with the effects of a serious offence.

Given that social crime prevention is about the reduction of social, economic and environmental factors conducive to particular types of crime, the required intervention must come from the same sectors - social, economical, environmental. These required interventions are, therefore, often beyond the scope and functional mandate of police members. The SAPS members can still play a crucial role by ensuring that these matters are referred to the responsible stakeholders. The SAPS is the agency most likely to deal with crime as a symptom of social, economical or environmental problems, therefore, SAPS members can assist in making stakeholders in these sectors aware of how they can impact on crime. This information and referral role can be supported by accurate and reliable information about crime and crime trends in a station area that affects schools. The role of the CIO (Crime Information Officer) at station level is crucial in this regard. Information material about specific crimes, how we should address crime, and by whom, can also be a valuable resource for members of the SAPS involved with school safety.

8.3.1 The role of the SAPS members in this regard includes:

- Implement crime combating and law enforcement that includes vehicle patrols, searches, arrests and seizures.
- Investigating and responding to crimes.
- Obtaining and sharing information about factors that contribute to crime in a particular area.
- Working with the community and stakeholders to determine what can be done.
- Using information to inform and mobilise other stakeholders in government and civil society to address causes and contributing factors within their control. The SAPS Communication and Liaison Services can assist in the development of awareness material to assist in this regard.
• Mobilising other relevant stakeholders to participate in school safety work, e.g. by including them in the safe school committees to deal with specific factors relevant to their work.

• Building referral networks that help schools to access the correct services for specific crime prevention and safety-related needs – for example, local service providers in child care, victim support and dispute resolution.

• To conduct proper follow-ups on cases reported/registered by the school to ensure a fair trial. Continuous feedback/report to the school regarding the status of the case is important to build positive relationships.

• Assist the school in the development of a contingency plan for emergencies. An example of a template for a typical school contingency plan is attached as annexure 2 in this guideline.

By building a network of stakeholders and service providers (government, NGOs, CBOs and others) the responsibility to address crime-related problems could be shared. Shared responsibilities are more manageable as each stakeholder addresses only those issues that are relevant to their day-to-day work.

8.3.2 The role of the Station Commander

Task the Sector Commander to initiate specific projects in the sector (for example, Adopt-a-Cop, Safer Schools, Street Children, Care for the Elderly, Anti-drug abuse campaigns and Victim Empowerment).

8.3.3 Roles and responsibilities of the Sector Commander/Crime Prevention Official

• Routine visits to the schools.

• Be engaged in various activities aimed at raising public awareness and education on youth crime prevention. These activities should be aimed at highlighting the consequences of getting involved in criminal activities as well as mobilising youth to join the anti-crime initiatives. These activities should also explain the role of the SAPS and the Criminal Justice System (CJS).

• The Sector Commander must activate his/her information network, which among other things, would be aimed at encouraging the youth to expose criminal elements in their school environment to the police.

• Initiate educational programmes that will create an environment that will enable learners, their parents and members of the school management to be assured that they will not be victims of violence from another nor from elements outside the school.

• Coordinate all sector policing activities within the sector (all project operations, meetings, community-based structures, rural safety, etc.)

• Interact with the community in order to ensure that they partake in community policing by participating in various policing initiatives.

• Facilitate the establishment and maintain task teams for residential,
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- business, religious, transport, schools, hospitals, agricultural sectors, tourism, etc (applicable to the sector).

- Attend the task team meetings and facilitate the aspects between the Sector Crime Forum and the task teams.

- Coordinate all community safety and security initiatives in his sector, by involving for example the Metro Police, the Municipal Traffic Police and the Private Security Industry in the Sector Crime Forum.

- Gather information and create a conducive environment for the flow of information from and to the community.

- Coordinate and manage crime prevention, crime combating and law enforcement projects and initiatives in the sector.

- Act as a liaison between the community and the station management.

8.3.4 Sector Crime Forum Task Teams

Meetings must be conducted according to the respective needs, for example schools should establish a task team to address their own needs and the sector commander must assist in this regard.

8.3.5 The role of the Crime Prevention Official

Conduct specific crime prevention operations based on intelligence in identified problem schools and seeking solutions for crime through the Community Police Forums and the Sector Crime Forums.

Perform duties according to the request from the school management based on intelligence information and involve the Department of Education and other relevant role players. The Patrol Officer will be expected to visit schools within the sector with the intention of identifying any problems and seeking solutions for crime through the Community Police Forums and the Sector Crime Forums.

8.4 Scope and functions of members involved in school safety

It is recommended that police stations make use of the Adopt-a-Cop programme as an umbrella programme to support and work with schools. This will allow for specific members to deal with specific schools and be the central "conduit" for all interaction between the school and the police station.

8.4.1 Participation in School Safety Committees

- Safe School Committees (School Safety Committees) are formal subcommittees of School Governing Bodies (SGBs) and are usually established where the Safer School Programme is being implemented. SAPS members are then invited to serve on the Committee and represent the local police station. The CPF will also be represented on the Committee.
It is important that one member is appointed to participate in the Safety Committee to ensure continuity and build a working relationship.

The members should assist the School Safety Committee (SSC) by compiling a crime threat analysis in order for the Committee to identify crime problems that must be addressed. The station's MIC resources should assist in this regard.

The member must also assist the SSC to formulate, implement and monitor projects/programmes to address the identified crime problems affecting the school.

The member must keep the Station Commissioner informed of the work of the SSC and of the support required by the school from the station. The Station Commissioner must assist the member in ensuring that the SSC has realistic expectations of the role that the SAPS can play to support the school.

The member who participates in the SSC must, through the Station Commissioner or officer delegated by the Station Commissioner, ensure that the station addresses crime-related issues that are within the control of the SAPS. The members must in the same way ensure that the relevant disciplines in the SAPS are alerted to issues in the school that require their attention. For example, the Designated Liquor Officer must be informed if taverns in the vicinity of the school are selling liquor to children.

### 8.4.2 Responsibilities when school safety committees do not exist

Where schools safety teams are not yet in existence, but crime and safety concerns do exist at a school, the Station Commissioner can still appoint a member to work with the school in this regard. The Station Commissioner, the responsible member and the school management must then agree as to how the member will interact with the school community. It is recommended that the identified police member function as contact person to the school through which all safety issues and communication with the SAPS should take place. This will ensure consistency and build a relationship. However, part of the support given by this member to the school should be to establish communication channels for emergency response and assistance by the police station to the school in case of a crime-related crisis.

The police member may assist the school managers or SGB in the establishment of an SCC. This will provide a platform for the SAPS and other stakeholders to work with the school on safety issues. It should be noted that safer schools management is vested in the school authorities. "School authority" will mean the principal as assisted by the School Governing Body or the district schools managers. Members of the SAPS can only play a supportive role to safer schools.
8.4.3 Liaison between the school and police station on school safety matters

- Protocols may have to be developed on how to deal with crime problems, information on crime reporting, community crime trends that affect the school community and other related matters. This should include the management of and response to a crisis at the school and crime prevention programmes.
- It is important to note that the relevant member should play a supporting role to the school community. Care should be taken that he/she does not replace the normal crime reporting processes for schools, but provides information on how this can be done in a way that assists investigation processes and successful convictions.
- An example of this is to inform School Governing Bodies (SGBs) on why it is important to preserve crime scenes and how they can assist in preserving evidence at the scene of a burglary, for example.
- The roles of the employees of the Department of Education, parents, and representatives of the Learner Representative Council cannot be included in this guideline. The SAPS can only advise in this regard during Community Police Forums and Sector Crime Forums.

8.4.4 Raising awareness on issues that place young people at risk of victimisation or becoming victimisers (offenders)

In this regard it is crucial to bear the following in mind:

- Approaches employed should take the ages of the learners into account in order to ensure that key issues are communicated effectively and are embedded in memory. This matter is discussed further below.
- The SAPS as a law enforcement agency, has an obligation to develop and implement awareness programmes from a crime prevention perspective that must support other relevant government departments pertaining to substance abuse. The SAPS should, for example, as part of the Safe School Committee use this structure to assist in the early identification of learners that will be potentially prone to substance abuse and, therefore, enable the school to develop and implement measures/programmes to address the problem in the school.
- The Department of Education’s National Policy Framework and Guidelines for the Prevention and Management of Drug Use/Abuse by Learners at all public schools, prescribes that schools need to develop a prevention and intervention policy and guidelines with the assistance of all role players inclusive of the SAPS. The United Nations’ guidelines on Conducting Effective Substance Abuse Prevention Work among the Young in South Africa proposes that awareness be created through life skills education in schools. As part of an early intervention programme towards the use/abuse of substance the Guidelines for Searches, Seizures and Drug Testing should be consulted.
• The SAPS, through its safe schools programmes, seeks to create crime prevention awareness regarding substance abuse among learners, by reinforcing messages in life skills education, assisting with identifying drugs and explaining the dangers and implications as well as to inform schools and parents about specific threats in their area. It is important to note that the SAPS cannot provide education about drugs, but can provide messages on the SAPS law enforcement role in the context of prevention programmes. (See the SAPS Divisional Guidelines on Drug Demand Reduction)

• The SAPS member will need to liaise with the relevant disciplines with the required knowledge to address a matter, in order to draw from appropriate expertise and skills. An example of this is that they may invite SANCA or the Department of Social Development to make a presentation on substance abuse and its implications on the behaviour and the lives of learners.

9. PUBLIC EDUCATION AND AWARENESS-RAISING

Public education and changing public values are one of the four original pillars of the National Crime Prevention Strategy. While a number of departments can play a role in this regard, for example the Department of Education’s responsibility for life skills education in schools, it is an important aspect of the SAPS's crime prevention responsibilities.

Education and awareness programmes should be aimed at providing information that can influence the choices made by learners and school communities. It should facilitate access to services and to more information. It should inform about the role that the SAPS play in the criminal justice system, in relation to other departments, such as the Department of Justice and the Prosecuting Authority. It should also inform learners of their rights and responsibilities and where they can get assistance when their rights are not respected. With regard to specific crimes, eg child abuse, awareness and education programmes should inform stakeholders of the causes and contributing factors and the roles and responsibilities of role players in government and other sectors to prevent the crime and provide services to victims and offenders. Education and awareness programmes should address both offenders and victims, especially when aimed at schools, since children are often the offenders of crimes against other children.

It is important to ensure that appropriate language is used for young children, especially regarding sensitive topics, such as child abuse and sexual offences. Educators are responsible for introducing new terminology to children and must assist police members to use terminology that children already know, and to explain new terms and deal with questions. Members must never take responsibility for sex education, and a trained educator must always approve the content of any input by the SAPS and be present to deal with questions.
Presentations, inputs or talks specifically on sexual offences must be presented only by a member trained in Child Protection or Family Violence, Child Protection and Sexual Offences. For primary and pre-primary school children such talks must also only be given at a school after the approval of the content by the school and in the presence of educators trained in sexuality education.

9.1 Pre-Primary school approaches: Age 3 - 5

- Storytelling
- Full participation of child, plus reward for that participation
- Dramatise information imparted to child
- Provide problem-solving programmes, eg games, creative learning
- Provide role models who set trends of behaviour
- Education and awareness about what is safe and what is dangerous for children
- Police role: Storytelling and accessing teachers and other early childhood development experts who can perform that storytelling function
- How? Storytelling and playing. Focus on dramatisation and pictures
- Who does this? Captain Crime Stop and Adopt-a-Cop with the educators

9.2 Primary school approaches: Age 6 - 12

- Creative and innovative products to create awareness
- Healthy sports activities
- Arts and cultural approaches using music, dance, arts
- Setting rules and guidelines for behaviour
- Understanding rights and responsibilities
- Developing healthy relationships between children/youth and the SAPS - understanding the role of the SAPS in protecting children's rights and in law enforcement, problem-solving and Gender awareness

**Police role:** Developing healthy relationships of open communication between police and children.

**How?** Question and answer emphasis on story-telling and playing. Focus on sports and other forms of recreation as the medium for imparting information.

**Who does this?** Suitable identified members of the service.
9.3 Secondary and high school approaches: Age 13 - 18

- Motivational speakers
- Conflict resolution programme
- Group projects on key issues
- Sexual awareness programmes and Gender awareness
- Career awareness
- Capacity building (skills development)
- Setting rules, goals to achieve aims
- Informal mentoring (positive role models)
- Adopt-A-Cop programme (suicide/substance abuse/rape)
- Peer counselling and young leadership development
- Rights and responsibilities
- Information about safety issues relevant to a particular school, eg gangsterism
- Where and how to get more information or assistance

**Police role:** Police members to assist in accessing expertise that can address social problem issues for young people.

**How?** Direct engagement of young people.

**Who does this?** Suitable identified members of the service.
10. EXAMPLES OF WHAT WORKS

10.1 Elements of promising safe schools programmes

The following elements were included as part of a number of safe school initiatives with positive results and feedback from stakeholders:

- Peer group mediation
- Conflict resolution; conflict management and restorative justice programmes
- Education and curriculum programmes to increase tolerance and develop life and vocational skills
- Family support
- Teacher training support
- Individual learner support
- Safety plans
- Anti-bullying programmes
- Focusing on victims, victimisers and promoting healthy behaviour

10.2 The Hlayiseka Early Warning System

A partnership between the National Department of Education, the Open Society Foundation and the Centre for Justice and Crime Prevention (CJCP) resulted in the conceptualisation of the Hlayiseka Early Warning System to serve as a management tool to identify and report on risks or threats of crime and violence.

The toolkit has the following objectives:

- To help the school to understand and identify security issues and threats.
- To guide schools to respond effectively to security issues and threats.
- To establish reporting systems and to manage reported incidents appropriately.
- To monitor the schools progress over time.
- To integrate existing departmental policy and legislation to ensure that school safety is not viewed as an “add on” responsibility.

10.3 GUIDELINES FOR INITIATING A SCHOOL SAFETY PLAN

The following six steps represent one way in which to develop a School Safety Plan and can be adapted as necessary:
## Step 1:
Develop partnerships on the basis of the area approach that spatially clusters safer schools. The advantage in this approach is that it enables key problems that affect safety within a given area to be jointly identified. It is a strategy similar to sector policing that can be used in conjunction with sector policing. Examples of joint issues experienced in a geographical unit of schools are gang activity (including intimidation and territorial battles between rival gangs), drug peddling and truancy. It is easier for partnerships between schools to be consolidated and key external partners and resources to be shared and coordinated within a given area. Schools safety can then be coordinated at area level through education district offices with the assistance of the area commissioners' offices of the police and area representatives of other key role players (such as social services and representatives of sports and recreation) and non-governmental/community-based organisations.

## Step 2:
Identify issues that present themselves as problems to the safety of the school community (learners, educators), e.g., vulnerable infrastructure leading to poor security, gangsterism and bullying.

## Step 3:
Set goals that have to be met to deal with these issues.

## Step 4:
Find out what programmes and strategies can best address these issues with a clear allocation of responsibilities and delimitation of boundaries.

## Step 5:
Evaluate

## Step 6:
Revise plans to suit changes.
10.4 The SAPS/UK Metropolitan Police Crime Prevention Partnership

This programme is an example of the police services from the United Kingdom and South Africa getting together, to share experiences and information on how to be successful in the fight against crime.

The purpose of the project is to engage the community through partnership activity and the development of community safety strategies in order to reduce crime, increase community confidence in the SAPS and embed sport as a tool to build community cohesion.

The objectives of the project include youth crime reduction through strategic school-based crime prevention programmes using sport as a tool, building community confidence in the SAPS and encouraging partnership activities.

School officers (SAPS members) are identified and trained, who then visit the local schools to address issues, such as absenteeism, teenage pregnancy, the abuse of drugs and liquor and to declare schools as crime-free zones. Sporting programmes are used to engage with the learners to address these problems.

SAPS members trained as SBOs (School Based Officers) focus on policing and law enforcement functions, but use programmes, such as sports to build positive relationships with children.

The programme was piloted in Gauteng and at the SAPS Alexandra in 2002 as a Twinning Programme with Southwark Police in London. It has since been rolled out in KwaZulu-Natal and the Western Cape.

11. TRAINING

The Children and Youth at Risk Learning Programme was developed as a result of the shortcomings experienced with current learning programmes to enable police officials to work effectively in order to address children and young people at risk of being involved in criminal activities and being accused of crimes.

The expected outcomes of the Children and Youth at Risk Learning Programme are as follows:

- Demonstrate an understanding of the Child Justice System and its implications for key role players who work with children and youth.
- Explain factors, which influences the behaviour of children and youth that manifests in offending behaviour.
- Demonstrate an understanding of the various pathways to the development of aggression and offending in children and youth.
- Demonstrate an understanding of the relationship between violence and trauma.
- Explain the concept of power and its influence on children, youth and their communities.
- Apply the skills for improving relationships with children, youth and the community.
It is also recommended that these members receive training in:

- Crime Prevention level 1 and 2
- Diversity Management
- Victim Empowerment and Domestic Violence Training
- Project Management: The members will assist schools with safer schools projects in planning, development, implementation, monitoring and evaluation.
- Crime Threat Analysis: The tools required to identify crime threats and provide feedback to community structures assessing trends and prevalence of crime types.
- Negotiation skills
- Conflict Management
- Gender sensitivity

12. MONITORING AND EVALUATION OF SCHOOL SAFETY PROJECTS

Monitoring and evaluation of the interventions implemented to promote school safety is essential in order to assess police effectiveness regarding school-based crime prevention. In terms of the SAPS reporting requirements, quarterly reports must be compiled in respect of the progress made. Annual reports must also be prepared. Reports are required for provincial and national purposes and consolidated reports must be copied monthly to the national office (Visible Policing Division) to facilitate qualitative reporting for the SAPS as a whole.

To assist the provinces with the monitoring and evaluation process a template was developed for the provinces and is attached as annexure 3. The prescribed template must be used when reports are copied to the national office (Visible Policing Division). The national office will monitor and evaluate the projects through the BI (Business Intelligence System) and the PPMS (Programme and Project Management System). Manual submissions will, therefore, be correlated against those obtained from the electronic system. There is a requirement that all safe schools programmes/projects be registered on the PPMS in order to ensure correlation. This requirement is aligned with the PFMA (Public Finance Management Act).

A close monitoring of the crime trends and their casual factors in schools is also important as this will indicate whether intervention has any impact.

Schools should be encouraged to establish and maintain a database for all incidents, even if a case was not registered and this information should form part of the monthly reporting. This will enable the SAPS to highlight the problematic schools, learners, trends, identify causes, etc. This information can then be used to develop "tailor-made" school-based prevention programmes.
Regular reporting on a project's progress is necessary in order to:

- Assess spending of budget.
- Assess progress against action plans.
- Assess achievement of project objectives in terms of relevant key performance indicators.
- Highlight significant achievements not specified in original action plans.
- Highlight problem areas of the project and recommend remedial actions.
- Monitoring and evaluating the impact of training in particular, is also another important activity to see whether the training approach and content are effective.
ACKNOWLEDGEMENTS

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Const  L  Kamolane  Free State
Snr Supt  L  Gqomfa  Gauteng
Capt  WV  Mcera  Gauteng
Snr Supt  PJ  Nel  KwaZulu-Natal
Supt  HH  Gcabashe  KwaZulu-Natal
Supt  G  Pillay  KwaZulu-Natal
Supt  Mutepe  Limpopo
Supt  Matlamela  Limpopo
Capt  NM  Moakamedi  Limpopo
Supt  SR  Mtombeni  Mpumalanga
Supt  W  Wessie  Mpumalanga
Capt  AS  Mlangeni  Mpumalanga
Supt  GN  Modise  North West
Supt  Buhlungu  North West
Insp  MP  Mbotho  North West
Supt  PA  Tsoane  Northern Cape
Insp  M  Brewis  Northern Cape
Const  A  Mocumi  Northern Cape
Asst Comm  S  Pienaar  Visible Policing Division
Dir  M  Mncadi  Visible Policing Division
Dir  SG  Moodley  Visible Policing Division
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Supt  L  du Toit  Visible Policing Division
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Const  M  Gama  Western Cape
Const  J  Voegt  Western Cape
Annexure 1

IMPORTANT FACTORS TO BE CONSIDERED IN THE SELECTION PROCESS

Meeting the needs of communities

Factors that are specific to communities, such as language, religion and culture should be considered and addressed in the selection and deployment of members.

- The candidate should be a person that can speak a language that is understood by children. The ability of a member to speak the mother tongue of children is especially important when working with primary school grades.
- He/She should be familiar with and respect the beliefs, cultures, traditions and values with which the children are brought up.
- He/She should understand and respect different religious beliefs and practices prevalent in that community.
- The member should be able to relate to children and to what is important and relevant to them. While one cannot discriminate against the age of members, it is important that members present be a role model in terms of maturity, but also “young of mind”. Members must be positive role models to children and given that members are part of a community and known to their communities, they must be exemplary both in terms of their profession and in their private capacity. (Members with a record of domestic violence, substance abuse, assault, etc should not be eligible.)

Diversity and equity

South Africa is a country with many diverse languages, cultures and beliefs where diversity is valued and considered as strength. Our Constitution recognises the equality of all our races, sexes and cultures. As the SAPS we must reflect and value this diversity and equality and reinforce it in our service delivery, and engagement with communities regarding the values and rights entrenched in the Constitution.

We can, therefore, not discriminate in the selection of members who will perform school-based crime prevention work. The criteria used for selection must not be discriminatory. Therefore, women or men, disabled or not, of any racial or cultural background or age must be considered equally against objective criteria.

Making use of diverse teams to work with children is recommended - for example members with disabilities will assist in teaching children that all people have a role to play in society. Through school-based programmes other members can be involved to engage with children on particular issues.

Recommended skills and attributes

The following skills and attributes should be considered in the selection process:
Communication skills

The candidate should be able to clearly communicate verbally with the children. The ability to speak required and relevant local languages, the appropriate use of language and the ability to speak in public must be considered. This includes the ability to explain complex ideas/terminology at a suitable level for children to understand. The candidate must also be able to get the attention of the audience. Communication skills, such as public speaking and the ability to speak to children, interpret and present information to children are especially important for the identified officers.

Innovation

Working with children requires creativity. One needs to know when it is appropriate to communicate a lesson using storytelling, a picture, role playing, etc. This helps the children to stay focussed and it promotes an easy understanding of crime prevention education.

The candidate must be able to improvise and adapt and develop creative ways to address safety concerns, involve stakeholders in crime prevention programmes and communicate with children and other stakeholders.

The candidate must also be able to adapt to different age groups and even different ages of children in a group.

Understanding children's rights and responsibilities

SAPS members, who work with children and in schools, must have updated information on children's rights issues, policies and legislation. Most government departments, non-governmental organisations and community-based organisations play a role in the prevention of child offending and victimisation. The candidate must be someone that is willing to know what others are doing that can complement his/her work and build networks for referral and cooperation in this regard.

Building partnerships

The candidate must have a potential for building effective working relationships with other departments, organisations and stakeholders. He/She must be able to network with individuals from other organisations or groups in order to share ideas and gather information.

Planning and organising skills

The candidate must be able to:

- Develop a comprehensive work plan or business plan.
- Schedule work with other departments.
- Adjust work assignments or reschedule to meet changing work priorities.
Facilitation skills

There is a need to recruit members that pose or display the potential to develop good facilitation skills. On the one hand, knowledge of circumstances influencing the development of individual children and children’s rights and responsibilities on the other hand are the necessary information base that the member requires to be a good facilitator. These members are sometimes tasked with rendering education that requires the substitution of cultural beliefs with current systems.

Understanding the organisational environment of the SAPS and safety and security issues

In the School Safety Committee, the police officer is a representative of the SAPS. This officer must understand the organisational context of the SAPS and have sufficient knowledge of all related safety and security policies, legislation and regulations in order for colleagues from other departments to rely on her/his input. The member must have knowledge on where to get the information and be able to access resources and expertise from other stakeholders in the SAPS.

Cultural diversity management

A need of cultural diversity appreciation needs to be instilled in the minds of all young South Africans. The police officers involved in the Safer Schools Programme need to have some skills in cultural diversity management that they can impart onto the learners. Learners require education on the different cultures and the value of cultural tolerance and diversity.
Example of a Contingency Plan:

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   2.4. Control room
   2.5. Alarm
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# Emergency procedures

## 1. EMERGENCY TELEPHONE NUMBERS

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<td>Civil Protection (24 hours):</td>
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**OTHER EMERGENCY TELEPHONE NUMBERS:**

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<td>HAZMAT/SANDF unit</td>
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## 2. GENERAL INFORMATION

**2.1 Street address:**

**2.1.1 Telephone numbers:**

**2.1.1.1 Office hours:**

**2.1.1.2 After hours:**

**2.2 Type of activity carried out on the premises:**

**2.3 Number of employees:**
2.4 Control room
In case of an emergency, Emergency Management will meet in the control room at:

2.5 Alarm
Alarm will be sounded as follows:
Via the intercom system or in case of a power failure via megaphones until a fully operational alarm system has been installed.

When the alarm is sounded, emergency procedures will be as follows:

- Stay calm, do not panic.
- Leave possessions behind.
- Follow indicators to emergency exits by walking briskly.
- Do not run.
- Do not use lifts.
- Walk on the stairs in a single line, keeping to the left in order to give emergency service personnel free access.
- Assist all visitors, disabled persons and injured persons to the exits.
- Follow the instructions of emergency personnel.
- Be aware of suspicious objects or persons and report them to emergency personnel.
- Evacuate to designated area, ie parking area at minus one.
- Do not return to the office or building until role call was held and the building is declared safe.

3. Names and addresses of three persons to be contacted in case of an emergency:
   1.
   2.
   3.
3.1 AREA DESCRIPTION

3.2 Characteristics of environment: (only unusual characteristics)

3.3 Names, telephone numbers and activities of neighbours are as follows:

3.3.1 Where?

3.3.1.1 Name:
3.3.1.2 Telephone number:
3.3.1.3 Activity:

3.3.2 Where?

3.3.2.1 Name:
3.3.2.2 Telephone number:
3.3.2.3 Activity:

3.3.3 Where?

3.3.3.1 Name:
3.3.3.2 Telephone number:
3.3.3.3 Activity:

4. THREATS AND POSSIBLE CONSEQUENCES

This contingency plan provides for the following:

4.1 Fires

4.2 Bomb threats, explosions, letter bombs/suspect parcels

4.3 Armed attacks

4.4 Riots

4.5 Hostage situations

4.6 Disaster caused by natural forces
5. EQUIPMENT

5.1 Control room
The following equipment must always be available in the control room:

5.1.1 Telephone/radio communication
5.1.2 Updated Contingency Plan and Emergency Procedures
5.1.3 Alarm
5.1.4 Communication equipment, eg
   Access to intercom/Megaphones/Alarm system
5.1.5 Torch in working condition with sufficient batteries

5.2 Fire extinguishers and first aid equipment as indicated on maps

5.3 Other available equipment

6. HUMAN RESOURCES

Emergency Management

7. Emergency Manager

7.1 Name:
   7.1.1 Contact number:

7.2 Deputy Emergency Manager

7.2.1 Name:
   7.2.1.1 Contact number:

7.3 Other members of Emergency Management

7.3.1 Name:
   7.3.1.1 Contact number:

7.3.2 Name:
   7.3.2.1 Contact number:
8. EMERGENCY OFFICIALS

8.1 Area:

8.1.1 Emergency official:

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8.2 Area:

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8.3 Area:

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8.6 Area:

8.6.1 Emergency official:

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### 9. FIREFIGHTING TEAM

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### 10. FIRST AID TEAM

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<td>10.1.1 Contact number:</td>
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<table>
<thead>
<tr>
<th>10.2 Deputy Leader:</th>
<th></th>
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<tbody>
<tr>
<td>10.2.1 Contact number:</td>
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<table>
<thead>
<tr>
<th>10.3 Member:</th>
<th></th>
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<tbody>
<tr>
<td>10.3.1 Contact number:</td>
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<table>
<thead>
<tr>
<th>10.4 Member:</th>
<th></th>
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<tbody>
<tr>
<td>10.4.1 Contact number:</td>
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<thead>
<tr>
<th>10.5 Member:</th>
<th></th>
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<tbody>
<tr>
<td>10.5.1 Contact number:</td>
<td></td>
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</tbody>
</table>
11. DUTIES OF EMERGENCY PERSONNEL

11.1 Emergency management

11.1.1 Responsible for coordination in an emergency until the arrival of professional help.

11.1.1.1 Go to control room.
11.1.1.2 Give clear instructions.
11.1.1.3 Contact emergency services.
11.1.1.4 Stay in contact with emergency officials.
11.1.1.5 Check that all areas were evacuated.
11.1.1.6 Make certain that emergency officials do their jobs properly.

11.2 Emergency official (HAZMAT)

11.2.1 In charge of all people in a designated area.

11.2.1.1 Take control of situation.
11.2.1.2 Inform Emergency Management of the emergency.
11.2.1.3 In case of an evacuation ensure that all areas were evacuated and all personnel accounted for. Predetermined areas must be identified as evacuation gathering points to eliminate confusion.
11.2.1.4 Report to Emergency Management as soon as evacuation is completed.
11.2.1.5 Assist handicapped and injured people.

11.3 Fire fighting team

11.3.1 Fight fire until arrival of Fire Brigade.

11.3.1.1 Team members closest to the fire must try to put it out immediately.
11.3.1.2 If fires rage out of control, evacuate building.
11.3.1.3 Report to team leader.
11.3.1.4 Reaction must be fast but organised.
11.3.1.5 Close fire doors.
11.3.1.6 Leave area last.

11.4 First aid team

11.4.1 Apply first aid to injured persons.
11.4.2 Apply first aid to injured persons in your area.
12. PLAN OF ACTION AND EMERGENCY PROCEDURES

Alarm

12.1 EVACUATION PROCEDURE

12.1.1 Emergency Management will determine when evacuation should take place.

12.1.2 Certain persons were appointed who are responsible for the orderly evacuation of a particular area in an emergency. (Emergency officials)

12.1.3 Follow the instructions of the emergency officials. Listen to announcements made over the PA system.

12.1.4 In an emergency, the Emergency Official is the only person in charge. Never ignore orders of the Emergency Official even if you suspect that it is only a practice drill.

12.1.5 Leave possessions behind.

12.1.6 If possible, switch off electrical equipment in your office.

12.1.7 Lock important documents and valuables away.

12.1.8 See to it that neighbours also evacuate.

12.1.9 Follow the indications to the emergency exit.

12.1.10 Stay calm, walk briskly, do not run.

12.1.11 Do not select an escape route yourself - it may be the wrong one.

12.1.12 Follow the route indicated by the Emergency Official.

12.1.13 Walk on the stairs in a single line - keep left in order to give service personnel free access.

12.1.14 Evacuate to a designated area.

12.1.15 Assist injured persons or persons who stumble.

12.1.16 Do not shout or make unnecessary noise. It increases panic.

12.1.17 Do not interfere with persons performing emergency services (Fire Department, etc).

12.1.18 Do not return to the building until it is declared safe.

12.1.19 At the designated areas report all missing personnel.

12.1.20 STAY CALM

12.2 FIRE

12.2.1 If it is safe to do so, extinguish the fire with the available fire extinguishers. Otherwise evacuate the immediate area of the fire and close the doors behind you.
12.2.2 Phone the Emergency Official.
12.2.3 If the fire rages out of control, evacuate the building/floor according to Procedure A.
12.2.4 Smoke and gas may be dangerous. Try to avoid all smoke-filled areas.
12.2.5 If you must move through smoke-filled areas, stay close to the ground and cover your mouth with a wet cloth.
12.2.6 If trapped, close doors and seal vents of doors with available material.
12.2.7 Move to a window and attempt to attract attention.
12.2.8 Do not throw furniture or heavy equipment out of the windows.
12.2.9 **STAY CALM**
12.2.10 If movement is possible, stay as close as possible to the ground where the smoke is less dense.

### 12.3 ARMED ATTACKS AND HOSTAGE SITUATIONS

12.3.1 If possible, notify the Emergency Official.
12.3.2 If you are a hostage, preferably lie down or sit on the floor and cover yourself.
12.3.3 **Do not resist.**
12.3.4 If possible, avoid involvement and arguments.
12.3.5 Obey the instructions of the attackers.
12.3.6 Trained negotiators of the SAPS will handle hostage situations.
12.3.7 **STAY CALM**

### 12.4 BOMB THREAT OR BOMB EXPLOSION

12.4.1 Get as much information as possible from the person making the threat.
12.4.2 Keep on talking.
12.4.3 Listen to background noises.
12.4.4 Fill out bomb threat checklist.
12.4.5 Try to determine where the bomb was placed and what it looks like.
12.4.6 Try to establish the person’s motive.
12.4.7 Try to determine when the bomb will explode.
12.4.8 Listen to the person’s accent.
12.4.9 Try to convince the person to discontinue with his/her plan.
12.4.10 If possible, tape the conversation.
12.4.11 Make notes of all information received.
12.4.12 Convey all information to the Emergency Official.
12.4.13 Inspect all rooms for strange objects.
12.4.14 Treat all strange objects as a bomb.
12.4.15 Notify the Emergency Official if any object is noticed.
12.4.16 OPEN all windows and doors if possible.
12.4.17 STAY CALM

### 12.5 GENERAL HINTS

12.5.1 Always stay calm.
12.5.2 Never use lifts as an escape route.
12.5.3 Acquaint yourself with the operation of the fire extinguisher and where it is installed.
12.5.4 Make sure that you know where the escape routes are.
12.5.5 Always report suspicious objects and persons immediately to the Emergency Official.
12.5.6 Never ignore a fire it does not matter how small.
12.5.7 Report it immediately to the Emergency Official. Good housekeeping and safe habits reduce fire hazards.
12.5.8 No information is to be conveyed to the media or persons not involved.
12.5.9 Assist visitors.
12.5.10 They are not familiar with the procedures.
12.5.11 STAY CALM

### 12.6 INTERRUPTION OF NECESSARY SERVICES

Report to relevant institution (see list of emergency telephone numbers).

### 12.7 STRIKES AND STAY-AWAYS

Carry on with available personnel. If additional personnel is needed, the following institution can be contacted:

### 12.8 INSTITUTION:

### 12.9 CONTACT PERSON:

### 12.10 TELEPHONE NOS:
### 13. PLANS/MAPS

#### Key to plans

<table>
<thead>
<tr>
<th>13.1 PLAN A</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1.1 Floor plan of building/s indicating the following:</td>
</tr>
<tr>
<td>13.1.2 Emergency exits and areas for which each emergency official is responsible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13.2 PLAN B</th>
</tr>
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<tbody>
<tr>
<td>13.2.1 Floor plan of building/s indicating the following:</td>
</tr>
<tr>
<td>13.2.1.1 Fire extinguishers</td>
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<tr>
<td>13.2.1.2 First aid equipment</td>
</tr>
<tr>
<td>13.2.1.3 Emergency exits</td>
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<tr>
<td>13.2.1.4 Dangerous materials</td>
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</table>

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<thead>
<tr>
<th>13.3 PLAN C</th>
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</thead>
<tbody>
<tr>
<td>13.3.1 Map of surrounding area indicating all entrances and areas that may cause specific problems.</td>
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<tr>
<th>13.4 PLAN D</th>
</tr>
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<tbody>
<tr>
<td>13.4.1 Topographical map.</td>
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</table>
14. CONTINGENCY PLAN REGISTERS

14.1 Updating

14.1.1 The contingency plan must be updated annually. The person responsible for the updating of the contingency plan must sign this register.

<table>
<thead>
<tr>
<th>DATE</th>
<th>INITIALS AND SURNAME</th>
<th>SIGNATURE</th>
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14.2 Exercise/Testing

14.2.1 The contingency plan must be tested once a year. Representatives of the Security Advisory Service, Crime Prevention Division can be contacted to evaluate the exercise.

<table>
<thead>
<tr>
<th>DATE OF EXERCISE</th>
<th>TYPE OF EXERCISE</th>
<th>SIGNATURE EMERGENCY MANAGER</th>
<th>SIGNATURE OF MEMBER OF SECURITY ADVISORY SERVICE OR CRIME PREVENTION</th>
</tr>
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<tbody>
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15. BOMB THREAT QUESTIONNAIRE

Stay calm.
Do not transfer the call unless requested.
Do not interrupt the caller.
Be courteous.

KEEP THE CALLER TALKING AS LONG AS POSSIBLE AND ASK THE FOLLOWING QUESTIONS:

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the bomb?</td>
</tr>
<tr>
<td>When will it go off?</td>
</tr>
<tr>
<td>What kind of bomb is it?</td>
</tr>
<tr>
<td>What does the container in which the bomb is placed look like?</td>
</tr>
<tr>
<td>Does the person know that people will be injured when the bomb explodes?</td>
</tr>
<tr>
<td>How does the person know about the bomb?</td>
</tr>
<tr>
<td>Why is he/she doing it?</td>
</tr>
<tr>
<td>Who is he/she?</td>
</tr>
<tr>
<td>Where is he/she calling from?</td>
</tr>
<tr>
<td>Where does he/she work?</td>
</tr>
<tr>
<td>How old is he/she?</td>
</tr>
</tbody>
</table>

DID THE CALLER APPEAR FAMILIAR WITH THE BUILDING?

1. NOTIFY SECURITY IMMEDIATELY
   1.1 Date
   1.2 Time
   1.3 Signature of person who received call

2. ESTABLISH THE CALLERS IDENTITY
   2.1 Sex
   2.2 Male
   2.3 Female
   2.4 Adult
   2.5 Child
   2.6 Approximate age

3. ORIGIN OF CALL
   3.1 Local
   3.2 Long distance
   3.3 Telephone booth
   3.4 Internal

4. LANGUAGE
   4.1 English
   4.2 Afrikaans
   4.3 Another language

5. ACCENT
   5.1 English
   5.2 Afrikaans
   5.3 Another language

6. VOICE
   6.1 Loud
   6.2 Soft
   6.3 High/Low pitch
   6.4 Course
   6.5 Hoarse
   6.6 Squeaky

7. SPEECH
   7.1 Distinct
   7.2 Distorted
   7.3 Hurriedly
   7.4 Slowly
   7.5 Stuttering
   7.6 Slurred
   7.7 Nasal

8. MANNER OF SPEECH
   8.1 Calm
   8.2 Excited
   8.3 Humorous
   8.4 Angry
   8.5 Rational
   8.6 Irrational

9. BACKGROUND NOISES
   9.1 Traffic
   9.2 Busy street
   9.3 Machinery
   9.4 Music
   9.5 Trains
   9.6 Aircraft
   9.7 Office noises
   9.8 Silence
   9.9 Animals
   9.10 Party noises

10. REMARKS
### Safer Schools Programme

<table>
<thead>
<tr>
<th>Province:</th>
<th>Safer Schools Programme</th>
<th>Month:</th>
<th>Role players involved (eg SAPS, NGOs, CBOs, FBOs)</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools involved</td>
<td>Nature of Safe Schools Programmes/Project</td>
<td>Messages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Eg Sutherland Primary School | Anti-theft Campaign | "-Taking someone’s property without their permission is not cool"  
"- Stealing is a crime" | SAPS, Youth leaders from the community | Fewer reports of theft |

| Total number of schools visited | |
| Total number of schools involved | |
| Number of children reached | |
| Nature of challenges under the Safe Schools Programme (Eg members not trained to liaise) | |
| Contact details of coordinator completing report: | |