



HSRC

CRIME AND VIOLENCE IN GAUTENG SCHOOLS

a report commissioned by the
Gauteng Department of Education

and prepared by the
Human Sciences Research Council

HSRC RESEARCH OUTPUT

2401

Pretoria
April 2001

371.782 CRI



* F B I O I 9 2 0 *

ACKNOWLEDGEMENTS

On behalf of the HSRC Research Team, I wish to express my sincere appreciation to the many groups and individuals who provided assistance and support throughout the duration of this project. I would particularly like to thank the following:

- ❑ Dr Lekhotla Mafisa of the Strategic Policy Development Directorate of the Gauteng Department of Education and Dr Anne Chandler for their presence at critical points of the process and for their feedback.
- ❑ The principals, members of staff, school governing bodies, parents and learners of the schools that participated in the process with enthusiasm.
- ❑ Jonathan Williams and other members of the District S1 team, who shared their work on crime and violence in S1 schools with the Human Sciences Research Council team.
- ❑ Members of the HSRC research team, Ms Patience Sekete and Mamajoro Shilubane, for developing the questionnaires.
- ❑ The HSRC Data Processing Centre for their meticulous processing of the quantitative data.
- ❑ Special thanks to Ms Matselane Tshukudu at the HSRC for her positive support to the research team.
- ❑ Dr Andre Kraak and Dr Michael Cosser for editing the report.
- ❑ Mr Collin Phurutshe, Ms Sarah Moshidi and Mr Donald Phasha, who undertook fieldwork visits to schools during November 2000 and February 2001.
- ❑ Karin Pampallis for her editorial input.

It is impossible to name all the people who provided support, advice and assistance in producing of this report but to them all, my sincerest thanks.

Dr L.T. Magau
Project Leader

RGN BIBLIOTHEEK 22 APR 2003 HSRC LIBRARY	
CALL NUMBER	ACCESSION NUMBER
371.782 CRI	B101920

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
EXECUTIVE SUMMARY	vi
CHAPTER 1: INTRODUCTION.....	1
1.1 BACKGROUND	1
1.2 AIM OF THE STUDY	2
1.3 DEFINITION OF TERMS	3
1.4 STRUCTURE OF THE REPORT.....	3
CHAPTER 2: LITERATURE REVIEW.....	4
2.1 AN OVERVIEW OF THE PROBLEM OF SCHOOL VIOLENCE.....	4
2.2 CRIME AND VIOLENCE IN SOUTH AFRICAN SCHOOLS.....	4
2.3 ALCOHOL AND DRUG USE	6
2.4 PHYSICAL VIOLENCE.....	6
2.5 RACIALLY-MOTIVATED VIOLENCE.....	7
2.6 EFFECTS OF EXPERIENCING VIOLENCE	7
2.7 FAMILY-RELATED FACTORS.....	8
2.8 MEASURES TO CURB SCHOOL VIOLENCE	8
2.9 MEASURES BY THE GDE.....	8
2.10 SUMMARY	9
CHAPTER 3: RESEARCH METHODOLOGY.....	10
3.1 INTRODUCTION	10
3.2 QUANTITATIVE RESEARCH PHASE.....	10
3.2.1 <i>Sampling</i>	10
3.2.2 <i>Instruments</i>	11
3.3 QUALITATIVE RESEARCH PHASE	11
3.3.1 <i>Sampling</i>	11
3.3.2 <i>Focus groups</i>	11
3.4 DATA COLLECTION	12
3.5 DATA ANALYSIS PROCEDURES	12
CHAPTER 4: FINDINGS OF THE QUANTITATIVE SURVEY.....	13
4.1 CHARACTERISTICS OF THE SCHOOLS.....	13
4.1.1 <i>School profile</i>	13
4.1.2 <i>Classification of area where school is located</i>	13
4.1.3 <i>Accessibility to police station</i>	13
4.1.4 <i>Grade with the highest incidence of crime and violence</i>	14
4.1.5 <i>Learner enrolments</i>	14
4.2 PRINCIPALS' PERCEPTIONS OF CRIME AND VIOLENCE IN SCHOOLS.....	15
4.2.1 <i>Nature and type of violence</i>	15
4.2.2 <i>Reasons for crime and violence</i>	15
4.2.3 <i>The effects of crime and violence</i>	15
4.2.4 <i>Measures taken by schools to create a safe and secure environment</i>	15
4.2.5 <i>Needs related to safety</i>	15
4.3 EDUCATORS' PERCEPTIONS OF CRIME AND VIOLENCE IN SCHOOLS	16
4.3.1 <i>Characteristics of the educator sample</i>	16
4.3.2 <i>Location of schools</i>	16
4.3.3 <i>Support from district officials, head office or NGOs</i>	17
4.3.4 <i>Extent of crime and violence in the school</i>	17
4.3.5 <i>The timing of crime and violence in the school</i>	18
4.3.6 <i>The location of crime and violence</i>	19
4.3.7 <i>Frequency of crime and violence in the school</i>	20

4.3.8	<i>Factors that cause crime and violence in schools</i>	21
4.3.9	<i>Effects of crime and violence</i>	21
4.3.10	<i>Measures taken by schools to curb crime and violence</i>	22
4.3.11	<i>Safety needs</i>	23
4.4	LEARNERS' PERCEPTIONS OF CRIME AND VIOLENCE	24
4.4.1	<i>Nature of crime and violence in school</i>	24
4.4.2	<i>Crime and violence in the home environment</i>	25
4.4.3	<i>The timing and location of violence in the school</i>	26
4.4.4	<i>Where learners experience crime and violence</i>	27
4.4.5	<i>Responses to crime and violence</i>	27
4.4.6	<i>Development needs of the school</i>	28
4.4.7	<i>Perceptions of safety in learners' school or home environment</i>	29
	CHAPTER 5: QUALITATIVE RESULTS OF FIVE SCHOOLS	30
5.1	SCHOOL 1	30
5.1.1	<i>Introduction</i>	30
5.1.2	<i>Do you think your school is a safe school?</i>	30
5.1.3	<i>What is the nature and impact of crime and violence at your school?</i>	31
5.1.4	<i>What are the causes of crime and violence at the school?</i>	32
5.1.5	<i>What kind of support is available?</i>	32
5.1.6	<i>What is done to deal with crime and violence?</i>	32
5.1.7	<i>What else needs to be done?</i>	33
5.2	SCHOOL 2	34
5.2.1	<i>Introduction</i>	34
5.2.2	<i>Do you think your school is a safe school?</i>	34
5.2.3	<i>What is the nature and impact of crime and violence at your school?</i>	35
5.2.4	<i>What are the causes of crime and violence at the school?</i>	36
5.2.5	<i>What kind of support is available?</i>	36
5.2.6	<i>What is done to deal with crime and violence?</i>	37
5.2.7	<i>What else needs to be done?</i>	37
5.3	SCHOOL 3	38
5.3.1	<i>Introduction</i>	38
5.3.2	<i>Do you think your school is a safe school?</i>	38
5.3.3	<i>What is the nature and impact of crime and violence at your school?</i>	38
5.3.4	<i>What are the causes of crime and violence at the school?</i>	39
5.3.5	<i>What kind of support is available?</i>	39
5.3.6	<i>What is done to deal with crime and violence?</i>	40
5.3.7	<i>What else needs to be done?</i>	40
5.4	SCHOOL 4	41
5.4.1	<i>Introduction</i>	41
5.4.2	<i>Do you think your school is a safe school?</i>	41
5.4.3	<i>What is the nature and impact of crime and violence at your school?</i>	41
5.4.4	<i>What are the causes of crime and violence at the school?</i>	41
5.4.5	<i>What kind of support is available?</i>	42
5.4.6	<i>What is done to deal with crime and violence?</i>	42
5.4.7	<i>What else needs to be done?</i>	42
5.5	SCHOOL 5	43
5.5.1	<i>Introduction</i>	43
5.5.2	<i>Do you think your school is a safe school?</i>	43
5.5.3	<i>What is the nature and impact of crime and violence at your school?</i>	44
5.5.4	<i>What are the causes of crime and violence at the school?</i>	44
5.5.5	<i>What kind of support is available?</i>	45
5.5.6	<i>What else needs to be done?</i>	46
	CHAPTER 6: CONCLUSION AND RECOMMENDATIONS	47
6.1	CONCLUSIONS	47
6.1.1	<i>Introduction</i>	47
6.1.2	<i>Nature of criminal and violent activities in schools</i>	47
6.1.3	<i>Attitudes of stakeholders</i>	48
6.1.4	<i>The effects of crime and violence in schools</i>	48

6.1.5	<i>Measures taken to deal with crime and violence</i>	48
6.1.6	<i>Perceived needs and support provided</i>	48
6.1.7	<i>Commentary</i>	49
6.2	RECOMMENDATIONS	50
6.2.1	<i>Role of the GDE</i>	50
6.2.2	<i>Safety plan</i>	50
6.2.3	<i>Code of conduct</i>	51
6.2.4	<i>Partnerships</i>	51
6.2.5	<i>Physical security</i>	51
6.2.6	<i>Reducing negative influences</i>	52
6.2.7	<i>Support strategies</i>	52
REFERENCES		53
APPENDIX A: PARTICIPATING SCHOOLS		55
APPENDIX B: PRINCIPALS' QUESTIONNAIRE, QUANTITATIVE STUDY		58
APPENDIX C: EDUCATOR QUESTIONNAIRE, QUANTITATIVE STUDY		67
APPENDIX D: LEARNER QUESTIONNAIRE, QUANTITATIVE STUDY		76
APPENDIX E: SCHOOL MANAGEMENT TEAM INTERVIEW SCHEDULE, QUALITATIVE STUDY		84
APPENDIX F: EDUCATOR INTERVIEW SCHEDULE, QUALITATIVE STUDY		89
APPENDIX G: LEARNER INTERVIEW SCHEDULE, QUALITATIVE STUDY		94
APPENDIX H: PARENT INTERVIEW SCHEDULE, QUALITATIVE STUDY		98
APPENDIX I: OBSERVATION SCHEDULE, QUALITATIVE STUDY		102
APPENDIX J: LETTER TO PRINCIPALS		103
APPENDIX K: LETTER ACCOMPANYING QUESTIONNAIRE		105

EXECUTIVE SUMMARY

Background

Despite the achievements made in the process of transforming South Africa's education system, certain problems still exist. Media reports have brought to the public's attention what seems to be an escalation of crime and violence in the nation's schools, including incidents such as fighting between pupils, theft of school property, vandalism, and even fatal stabbings and shootings. The culture of learning and teaching seems to have been seriously compromised. In its *Annual Report 1998/99*, the national Department of Education (1999) proposed the development of a strategy towards achieving a crime-free, violence-free and drug-free environment in South African Schools.

The Gauteng Department of Education (GDE) is committed to the goals of such a strategy and to the implementation of the Culture of Learning, Teaching and Services (COLTS) campaign. It recognises that schools are vital institutions in the development of young people, and that the absence of stability in the school environment undermines their ability to perform their functions. The GDE has recognised that in order to be effective, schools must be safe. As part of its strategy to achieve safe schools, the GDE commissioned this study on crime and violence in Gauteng schools.

Aims

The aim of this study was to examine the extent to which crime and violence have become endemic in Gauteng schools, to examine causal factors, and to explore possible interventions. The specific objectives of the study were:

- to examine the common types and nature of criminal and violent activities in schools;
- to examine attitudes of stakeholders towards crime and violence in their schools;
- to examine the perceptions of stakeholders regarding the support and protection provided to them; and
- to examine the effects of crime and violence on schools and stakeholders.

The research project explored mechanisms and strategies for dealing with violent and criminal activities and for protecting schools. Recommendations and guidelines on how to grapple with issues of crime and violence in Gauteng schools were also generated.

Methodology

The research encompassed both quantitative and qualitative phases. It was informed by a broad review of literature relevant to issues of safety and security within schools. It examined topics such as reports of the escalation of crime and violence in South African schools, alcohol and drug use and abuse among children, physical violence in schools, racially-motivated violence, effects of experiencing violence, family and community factors influencing violence and crime in schools, and measures to curb school violence. The information gleaned from the literature review was utilised to draft the instruments used in Phase I, the quantitative study.

For Phase I, a purposive sample of 108 schools was chosen. The GDE districts supplied a list of schools that had reported incidents of crime and violence to district offices. Each of the

18 districts selected three secondary schools and two primary schools. A further 18 schools were identified from media reports of crime and violence in GDE schools. Care was taken that the sample contained urban, rural and townships schools, as well as schools that formerly fell under the Department of Education and Training (DET), the House of Representatives (HOR), the House of Delegates (HOD), and the Transvaal Department of Education (TED).

Phase II, the qualitative study, involved a much smaller sample of schools. On the basis of information obtained in phase I, five of the schools most affected by crime and violence were chosen for in-depth case studies. For each of these schools, the principals, educators, learners and governing body members who had completed the Phase I questionnaires were asked to participate in focus-group interviews. The aim was to provide a deeper understanding of issues captured from the questionnaires, and to identify possible solutions and strategies.

Findings

Criminal and violent activities in schools

- ❑ One-quarter to one-third of learners in the schools that participated in the study had been victims of crime and violence in their schools. Many more had witnessed incidents involving other learners in or near their schools.
- ❑ The most common types of crime were reported to be theft, vandalism, bullying, fighting between learners, drug use and alcohol use.
- ❑ Weapons were reportedly carried by a disturbingly large number of learners – over half carried knives and a third carried guns.
- ❑ The time of day had an impact on the type of violent activity perpetrated. During school hours bullying, name-calling, fighting and theft were most commonly reported. A similar pattern emerged for school breaks and during extramural activities, with the addition of alcohol- and drug-related offences. After school hours, vandalism, burglary, sexual offences and gang-related offences were reported to occur.

Causes and effects of crime and violence in schools

Principals and educators tended to conceptualise school crime and violence as a spill-over from violent criminal activities in the learners' families or communities. This was particularly felt to be true in the more impoverished black and coloured communities. Unemployment and a lack of community activities were also believed to contribute to violence and crime.

Factors within the school – such as the availability of drugs and alcohol on school premises, the lack of adequate disciplinary measures, overcrowding, inadequate physical security measures – were also believed to play a part in producing a climate conducive to crime and violence. In the opinion of some educators, poor management style exacerbated criminal and violence behaviour.

Crime and violence were regarded by all stakeholders as having a negative effect on teaching and learning. Specifically it was believed that they contributed to absenteeism, reduced the level of concentration, brought about a decline in discipline, contributed to poor academic performance, and reduced morale.

Existing measures to deal with crime and violence

When seeking solutions to the crime and violence in their midst, most schools tended to focus attention primarily on physical solutions such as perimeter fencing, alarm systems, locked gates, and security guards. Although many schools reported that they had developed

policies to deal with the problem, implementation of such plans seemed to focus on the physical aspects mentioned above, the provision of extramural activities, and the keeping of records of violent incidents at the school.

Security needs and support provided

The need mentioned most frequently by all stakeholders was that of increased funding. They felt that this would enable them to improve the physical security of their schools and to develop and implement programmes such as counselling, educator training and curriculum development in related topics. The importance of developing partnerships with their communities, with the local police, with business and with NGOs was frequently mentioned.

Many stakeholders felt that they were not being adequately supported in their efforts to create safe and stable learning environments. The targets of blame varied – some parents felt that educators and school management should do more in this regard; some educators felt that they were not receiving the training they needed to cope with the situation; some learners felt abandoned by the adults around them; and so on. The most frequent complaint by educators and school management was that they received inadequate support from the GDE – both financial and developmental.

Summary of recommendations

- ❑ The key to the success of the following recommendations is co-operation. As the body responsible for education in Gauteng, the GDE must ensure that activities and programmes are initiated and implemented. It is essential that a dedicated structure be created within the GDE – at both provincial and district levels – to be responsible for the safety and security of schools.
- ❑ Partnerships should be developed between the school, parents, the community, business, police and NGOs to foster strategies to decrease crime and violence in schools and to provide the resources needed for such strategies. These partnerships could include participation in existing structures such as community policing forums or the formation of new partnerships for specific ends.
- ❑ The codes of conduct drawn up by schools in response to the South African Schools Act of 1996 need to be reviewed by the GDE, with a view to establishing whether or not they deal adequately with learner behaviour in terms of crime and violence. The ethics and discipline expected of learners – particularly regarding the issues of theft, bullying, fighting, vandalism, drug use, alcohol use, and sexual offences – need to be clearly reflected. Every stakeholder, particularly learners, must be conversant with the code of conduct and should declare their commitment to it.
- ❑ Every school should have a plan that deals with the safety and security of everyone who is part of the school. The plan should be widely distributed among stakeholders and should become a living document for those it is intended to protect. In schools where they do not already exist, a special committee should be established to draft and administer the safety plan.
- ❑ Adequate physical security should be available at all schools. This could include, *inter alia*, fencing, intercom systems, locked gates, security patrols, and so forth. Where necessary, fundraising to provide these services should be undertaken by the school or a partnership of the school and other stakeholders.
- ❑ Access to the school should be restricted to those who belong there. Non-learner youth should not enter the school premises during school hours, school breaks or extramural

activities. In certain circumstances, a 'safety perimeter' around the school could be negotiated with community and police representatives.

- ❑ Schools should be weapon-free zones. Although the policy already exists, practice should ensure that neither learners nor educators are permitted to carry guns, knives or other weapons on the school premises.
- ❑ School management and educators should develop intra-school programmes for their learners that include strategies to alleviate and cope with crime and violence. These could be included in the curriculum for certain subjects, by way of assignments in existing classes, or by the development of special programmes. Where necessary, educator support should be made available to train educators for such programmes.
- ❑ Counselling programmes should be made available for victims of crime and violence in schools. In addition, learners should be made aware of services such as Lifeline and Childline.
- ❑ Learners should be encouraged to participate in controlling the behaviour of their peers and in the development of a culture of discipline.
- ❑ Learners should be encouraged to report incidents of crime and violence. For those who are fearful of exposure or retribution, the GDE should consider the establishment of a toll-free number where such incidents could be reported.

Chapter 1

INTRODUCTION

1.1 Background

The South African education system has a history replete with violent incidents. Such activities began to receive both local and international media attention at the time of the Soweto Uprisings in June 1976. The apartheid government of the day was at the centre of the violence and much of the international blame was laid at its door. Schooling, as a focal point of political struggle, moved beyond teaching and learning and began to articulate more strongly the views of the communities that it served. Conflict during that period centred on the oppressed majority and the oppressor government.

Political deliberations that centred on schools began to impact generally on the culture of learning and teaching. Educators, learners and parents embarked on a variety of activities aimed at drawing the government's attention to their plight. Structures such as Student Representative Councils (SRCs), Parent Teacher Associations (PTAs), Parent Teacher Student Associations (PTSAs), civic organisations and unions were formed as part of the consolidation process. The culture of struggle became entrenched in schools, resulting in a breakdown in the process of learning and teaching.

With the dawning of the new democracy in the early 1990s, stakeholders began to re-examine their roles with regard to schooling. A 'cycle of blame' among the various stakeholders began to surface – educators blamed learners for not being prepared to learn, and learners blamed educators for not being prepared to teach; parents blamed both learners and educators for not taking their responsibilities seriously, while educators blamed parents for not supporting the education of their children.

Since 1994 the new government has tabled a number of documents and passed a substantial amount of legislation aimed at transforming education in South Africa. The White Paper on Education and Training (Department of Education, DoE, 1995) highlights the need for access to education of good quality and attempts to refocus the very essence of what schooling should be about. The *South African Schools Act* (SASA) of 1996c was equally important in its attempt to reposition schools. Key among the principles outlined in the SASA is the promotion of community ownership of schools through governing bodies, whose powers were significantly enhanced compared to the previous dispensation. In terms of both the *National Education Policy Act* (RSA, 1996b) and the *South African Schools Act* (RSA, 1996c) corporal punishment has been outlawed.

Despite these achievements in the transformation of the education system, problems remain. More and more media reports indicate increasing violence in schools. For example, over a period of four months in Gauteng, a principal was shot dead in front of her school's gate, and, in another incident, a teacher shot and killed several of his colleagues in the staff room (Damon, 1999; Molakeng, 1999). A television documentary (*Special Assignment*, 7 September 2000) showed a school in Tembisa where the principal had been chased away by students, school property had been vandalised, and female students had been raped. Similar events were noted in a case study report on a Soweto school several years previously (Maja, 1995).

On 27 July 1999, Minister of Education Professor Kader Asmal declared that education was in a state of emergency. In his *Call to Action* (Asmal, 1999), he outlined a nine-point plan to deal with the problems. A key part of Asmal's strategy was the need to promote community ownership of schools, so that they would become centres of community life rather than areas of violence and crime. The Minister identified sexual harassment, violence, and the high incidence of drugs as

problems contributing to the erosion of the culture of learning and teaching in schools. He has since called upon schools to reclaim peace and stability from the perpetrators of violence. His call for action reflects a sense of urgency to make meaningful changes in the lives of the most disadvantaged in South Africa. Subsequent to the *Call to Action*, an Implementation Plan for *Tirisano*¹ was unveiled (DoE, 2000). The plan provides strategies for improving the quality of learning and teaching in schools. School safety has become a foremost priority, and safe schools awareness campaigns are to be initiated. Asmal has stated that, as far as school safety is concerned, the emphasis in the next five years is to be on the following areas:

- ❑ providing the needed physical resources to ensure a basic level of security and safety in schools;
- ❑ developing a 'visible partnership' between schools and the community, involving parents, NGOs and other government departments; and
- ❑ developing social programmes for children with problems that can lead to future anti-social behaviour (Stuart, 2000:6).

The Implementation Plan reinforces the Culture of Learning, Teaching and Services (COLTS) campaign initiated in 1997 by the Department of Education, as well as a number of the objectives articulated in the Department's strategic vision (DoE, 1999). The objectives include:

- ❑ a safe physical learning environment;
- ❑ adequate internal and external security measures; and
- ❑ the banning of weapons, drugs, rape, sexual harassment, vandalism, and other forms of violence.

The Department of Education has proposed a joint strategy development process to work towards achieving a crime-free, violence-free and drug-free environment in South African schools (DoE, 1999). Entitled the National Crime Prevention Strategy, the programme has identified the following as important areas that need attention in order to address this goal:

- ❑ public awareness and information;
- ❑ the development of school safety policies; and
- ❑ victim empowerment.

This collaboration is also aimed at training teachers to identify victims of abuse among their pupils. Teachers will be trained to help these pupils in a sensitive manner.

The Gauteng Department of Education (GDE) is committed to the implementation of the COLTS campaign, which has embarked on a strategy to establish structures that will sustain a culture of learning and teaching. As part of an action plan for Gauteng schools (GDE, 2000a), the GDE established Education Peace Zones as a response to the cycle of violence and crime evident in many schools in the province. This project was run together with the Department of Safety and Liaison and the Department of Social Services and Population Development, and focused on measures such as counselling, providing training in conflict management, erecting fences, installing alarms and appointing security personnel at schools. All schools were declared gun-free zones as part of this project.

1.2 Aim of the study

Schools are the most important institutions for the development of young people. The lack of safety and security within the school environment undermines the ability of schools to achieve their educational and developmental objectives. To be effective schools must be safe.

¹ A Tswana word meaning 'working together'.

encourage and develop democratic school management and classroom practice in order to create a supportive school environment based on participation, ownership and responsibility.

A study by Griggs (1997) revealed that nine out of ten secondary schools surveyed in the Durban area reported gang-related violence and parental apathy as the most pressing problems in their schools. Griggs also found that no counselling was offered to learners and educators in disadvantaged schools despite the violence in the surrounding areas. Recognising the vulnerability of learners, local gangs target the schools and reduce them to a state of terror. It is thus appropriate that interventions be focused on the school environment.

In Griggs' (1997) study, ten schools participated in a training programme on conflict management skills. The principals, educators and learners took part in the interviews, group discussions and workshops. Griggs recommended the following:

- ❑ **Instituting some form of counselling.** Of the ten schools studied, only two, which were previously advantaged, had counsellors; the other schools could not afford such services. Educators with suitable backgrounds could be trained for this role; their teaching hours could be reduced to enable them to offer counselling services on a part-time basis. Non-governmental organisations could be requested to assist with the necessary training.
- ❑ **Conflict management skills (CMS) workshops.** The majority of learners who participated in Griggs' study reported a significant improvement in their personal ability to understand and resolve conflict following the training they received. Griggs recommended that:
 - ❑ government directives should ensure that all educators, learners and governing body members should attend CMS workshops;
 - ❑ sexism, racism and other forms of stereotyping and prejudice should be addressed in all conflict management programmes;
 - ❑ diversity workshops should be implemented immediately through co-operation with non-governmental organisations (NGOs); and
 - ❑ CMS workshops should be integrated into all subject areas.
- ❑ **Stepping up security.** Searching all persons who enter the school premises was identified as a possible way of addressing school violence. Other measures proposed by Griggs include:
 - ❑ beefing up training and supervision of security guards;
 - ❑ co-operation between schools and policing forums;
 - ❑ around-the-clock school watches to protect learners, staff and school property;
 - ❑ regular police patrols;
 - ❑ business-sponsored armed response units linked to trained security guards;
 - ❑ workshops to improve community-police relations; and
 - ❑ applying a range of mechanisms to secure school grounds against trespassers (for example, identity card checks, weapon searches, the locking of school gates, school sirens, caretakers being housed on school grounds, and parental patrols).
- ❑ **Mediation between gang members.** Griggs' findings showed that gangs were formed because of idleness or loitering. Solutions to alleviate this problem could include:
 - ❑ an increase in organised sports, recreational and community services;
 - ❑ mediation between gang members;
 - ❑ parenting workshops;
 - ❑ workshops for parents and police, to increase community involvement in apprehending criminals;
 - ❑ sponsored awards programmes, peace days and other activities to bring greater solidarity to these communities; and
 - ❑ technical training in schools to improve learners' chances of finding employment.
- ❑ **Campaigning against parental apathy and indifference.** In order to do this, it was suggested that:
 - ❑ parents must be targeted in an effort to reduce violence through parenting workshops;

- NGOs should work with school governing bodies to facilitate ways of encouraging parental involvement (for example, newsletters, social activities and home visits);
- media campaigns should be instituted;
- ice-breaking activities and workshops facilitated by NGOs to help build parent-teacher co-operation should be held; and
- award ceremonies to recognise good parenting and special school days to celebrate the role of the parent should be considered.

Young people are both the perpetrators and the victims of crime and violence in schools. There is a great deal of literature to support the contention that crime prevention should begin with young people and that the school is the ideal place to introduce such programmes. Any approach designed to combat violence must address the root causes of the problem and treat its manifestations. Society at large – including principals, teachers, parents and the community – must be educated to change the social attitudes and beliefs that encourage crime and violence.

A study conducted by Else (1999) indicated that schools in the impoverished areas of Port Elizabeth experience problems with physical violence, and that there is a perception that school violence is a spill-over from community and neighbourhood violence.

Booyen (1995) found that violence in schools disrupted the professional, organisational and administrative duties of principals. It also influenced the school climate in a negative way, and principals found it difficult to motivate their staff, learners and parents. Booyen recommended that principals should be equipped to cope with violence by means of workshops, and that every school should develop and implement an emergency plan.

Van den Aardweg (1987) established that school violence is multi-causal, destroying the morale of learners and educators as well as the learning environment. She contends that youths participating in violence in their community will not limit such behaviour to outside school. She believes that the milieu of disadvantaged children is violent, hostile and unstable. Such children often turn their aggression on themselves and on peers and authority figures. This argument is further supported by social learning theory, which states that the more frequently an act is performed the greater the likelihood that it will become a standard part of the behavioural repertoire of the individual and of the expectations others have of that individual (Bandura, 1977).

2.3 Alcohol and drug use

Over the past 20 years there has been growing concern about substance abuse among adolescents (Van der Burgh, 1979; Van der Westhuizen & Fourie, 1988; Flisher *et al.*, 1993). Alcohol and drug use appears to increase the potential for violent behaviour and victimisation by reducing behavioural inhibitions and facilitating aggressive responses.

2.4 Physical violence

The 1993 study by Flisher *et al.* evaluating the incidence of violence in Cape Town secondary schools finds that schools appear to be significant sites of violence for young people. This may take the form of corporal punishment and sexual violence inflicted by teachers. Learners also inflict violence on other learners. Violence may also take the form of older boys physically assaulting younger ones, and of boys sexually assaulting girls.

Young boys who have dropped out of school say that they fear school because of being attacked by older boys (Porteus *et al.*, 1998). In secondary school, beatings and fights become more severe, as there is greater access to knives and guns. Flisher *et al.* (1993) suggest that while both boys and girls experience physical injury from violence in the school setting, the incidence of

physical injury from violence was higher among boys than girls. Violence in schools is aggravated by the fact that many pupils remain in secondary education well into their twenties (Gray, 1999).

Some studies have indicated that sexual offences occur regularly in schools. Sexual violence in schools perpetrated by offenders from outside the school environment is prevalent. Girls verbalise a fear of rape and sexual violence, both within school and in transit to and from school (Clacherty & Associates, 1998, 1999). Jewkes' (1999) study exploring the sexual abuse of children found that teachers perpetrated over 30% of rapes of girls between 15 and 19 years of age. Lewis' (1997) study of 10 children who survived rape found that five were raped on school grounds, and three on their way to or from school.

The Department of Education, the Secretariat for Safety and Security and the National Youth Commission have undertaken a joint process to design an intervention framework to reduce youth violence in schools. The following strategies to address youth violence in schools have been suggested:

- the development of effective management;
- the development of creative partnerships;
- the integration of violence reduction activities within the day-to-day activities of schools; and
- effective policing.

2.5 Racially-motivated violence

The South African Human Rights Commission (SAHRC) conducted surveys in 90 schools around the country and found that taunting, stereotyping, labelling, abusive language, physical altercations, exclusion and feelings of being scared and unhappy are becoming entrenched in most South African schools (Vally & Dalamba, 1999). Sader's study focused on racism in Pietermaritzburg schools. His sample comprised two former Model C schools, two former House of Representative schools and two former House of Delegates schools. The results showed that KwaZulu-Natal schools exhibited the same racism trends as the rest of the country.

A longitudinal study exploring racism among 14 to 17 year old learners in the Western Cape concluded that learner racism had increased rather than decreased during the transitional period of 1992 to 1996 (Dawes, 1998). The study suggests increased levels of intolerance, especially among children coming from previously relatively advantaged backgrounds. Vally and Dalamba's (1999) study also demonstrates the high levels of racially incited incidents in schools that are racially diverse. Sixty-two percent of learners from previously white, Indian and coloured schools indicated that there had been racial incidents at their school within the previous year.

2.6 Effects of experiencing violence

It is generally accepted that violence begets violence, and that a traumatic experience in childhood can lead to a disruption in the normal development of the child. Children who remain in an atmosphere where there is repeated violence will internalise this behaviour, because it is at this period of development that socialisation is most important (Gelles, 1974; Steinmetz, 1977). Children who have experienced violence tend to use these experiences to deal with later life situations, or they tend to condone violent behaviour in certain circumstances (Feshback, 1973).

Education and law enforcement officials are committed to ensuring that students throughout the country are able to attend school safely, free from all forms of harassment. However, some students are subject to verbal or physical abuse and intimidation based on their race, ethnicity, religion or sex. This harassment can lead to serious violence against students and can adversely affect their ability to learn or benefit from an educational programme.

2.7 Family-related factors

A number of national and international studies have demonstrated that violent children tend to come from violent families; children observe parents resolving conflict by violent means and learn to solve their personal conflicts and stress through violence (Page *et al.*, 1992; Wodarski & Hedrick, 1987). Regarding violent children, Wodarski and Hedrick (1987:31) state that '...violent children do not learn empathic behaviours nor adequate cognitive strategies for dealing with anger. Likewise, they do not learn to handle stress in a pro-social manner. Thus, violent children are not prepared to deal with stress once they leave protected homes'.

School violence is also believed to reflect what happens in the home. Gnagey (1970) notes that children who showed marked deviance in their behaviour were found to come from homes where there is ineffective parenting. Goldstein (1984) also points out that the interaction (or lack thereof) between the school and the home may be a particularly important factor in school violence. He contends that families are important not only for their ability to supplement the school's educational programmes or school regulations, but also because they represent the context in which children learn how to satisfy their needs and, ultimately, how to get along in the world of community and society.

2.8 Measures to curb school violence

There does not appear to be one single cause for the incidence of violence; rather it seems to result from a combination of factors that may be biophysical, social or behavioural. In most cases the problems that lead to incidents of this nature do not begin at school. Because they often erupt there, however, schools must be sufficiently prepared not only to deal with the particular learner(s) involved, but also to protect other learners and members of staff from the resulting trauma (Van der Wart, 1990). Although in most cases appropriate procedures for crisis intervention seem to be directed by common sense, a more powerful strategy would be for each school to spell out a definite plan of action. This plan should be discussed both with staff members and learners. The literature suggests that all crisis intervention programmes should have at least the following components:

- methods of early identification and referral of learners in distress;
- ways to ensure co-operation among parents, school, community agencies and learners; and
- procedures for long-term treatment, rehabilitation, guidance or follow-up (Van der Wart, 1990).

2.9 Measures by the GDE

The Gauteng Department of Education is striving to provide basic physical infrastructure related to safety. During 1999 and 2000 a total of R14 million was spent on security measures – including burglar proofing, alarms and fences – in 704 schools in high-risk areas (GDE, 2000b). As part of the same ongoing project, the GDE together with the Centre for the Study of Violence and Reconciliation is focusing on trauma management – training teachers to assist traumatised learners (GDE, 2000b).

GDE cluster school safety summits were held on 17 and 28 February 2001. At the latter the keynote speaker was Prof Kader Asmal, Minister of Education. Prior to this co-ordination certain districts had individually worked to develop awareness of crime and violence in their schools e.g. District S1 in conjunction with the Rand Afrikaans University had conducted an audit of crime and violence in its schools. District S1 reported back at its *Conference on Health and Safety In Schools* held from 4 to 6 September 2000.

A School Safety Project was officially launched by the GDE in March 2001, the aim of which is to provide a safe school environment for learners, educators and other roleplayers at the school level. While acknowledging the importance of physical security as a first line of defence for schools, the Project believes that the joint participation of all roleplayers, particularly the community around the school, is vital to the establishment of security in schools. According to Zondi Nkuna, the Co-ordinator of the School Safety Project (interview, April 2001), safety committees are being set up in Gauteng schools, and the aim is to see them established in all schools in the province by the end of the year. GDE guidelines for safe schools are currently in draft form. When these are approved, every school will be provided with a copy of the policy. Further, the GDE is collaborating with non-governmental organisations in a joint effort to achieve safety in schools.

An inter-departmental committee has been established to address issues of crime and violence: the departments concerned include Education; Social Welfare and Development; Safety and Liaison; and Health. The committee first met in January 2001 and is now meeting on a regular basis to discuss common projects. Each of these departments has made provision for school safety in its staffing structure.

2.10 Summary

When considering the implications of the crime and violence literature it is necessary to take into account that in South Africa large numbers of educators teach in crime-infested areas but have no pre-service or in-service training in dealing with crime and violence.

To summarise the exploratory literature survey on trends in violence and crime, the following points can be made:

- ❑ Violence in schools takes a variety of forms.
- ❑ Crime and violence can be prevented or ameliorated if educators are trained for it. In addition, educators need special preparation to cope with violence in their classrooms.
- ❑ Sufficient access of teachers or learners to environmental resources, such as recreational facilities or school physical facilities, is essential.
- ❑ A community development approach is a priority.
- ❑ Identifying early signs of disruptive behaviour and early intervention are essential.
- ❑ Schools must be transformed into safe places for teaching and learning.
- ❑ The traditional focus on individual and family systemic variables should be broadened to include a variety of other causes, such as social and environmental influences.
- ❑ Theories stress the need for a social development approach for intervention. This means implementing appropriate prevention programmes in order to stimulate, teach and reinforce pro-social competencies.

Chapter 3 RESEARCH METHODOLOGY

3.1 Introduction

The study was divided into two phases that would feed into each other. Phase I was mainly quantitative in nature and involved the administration of questionnaires to selected schools. Phase II was qualitative in approach and involved in-depth focus group interviews with key stakeholders (Creswell, 1994:177).

The intention of Phase I was to identify the level of crime and violence in schools, its causes, the needs of schools, and how schools coped. Structured questionnaires are regarded as acceptable data gathering instruments in the social sciences (Norval, 1984). According to Norval, they are cheaper to administer compared to other procedures such as interviewing. Because of the anonymous nature of questionnaires, respondents feel more at ease and are more likely to give honest opinions.

Exploratory and descriptive questions were adopted to examine selected areas in detail. This is one of the key advantages of qualitative methods. Patton (1990:94) suggests that 'Qualitative methods ... are ways of finding out what people do, know, think, and feel by observing, interviewing, and analysing documents'. He also points out that a major advantage of qualitative methods is that they permit a researcher to study selected issues in depth.

The choice of the qualitative approach (Phase II) was determined by the need to investigate stakeholders' perceptions of crime and violence. Qualitative methodology is most appropriate for this kind of study because it captures the stakeholders' own words. Because interpretive data were sought, several information-gathering strategies such as participant observation, in-depth interviewing and document reviewing were utilised.

One of the most critical advantages of mixing quantitative and qualitative methods relates to triangulation. Triangulation refers to 'data collected at different places, sources, times, level of analysis, or perspectives, data that might be quantitative, or might involve intensive interviews or thick historical description' (Kin, Keohane, & Verba, 1994).

3.2 Quantitative research phase

3.2.1 Sampling

A type of purposive sampling was undertaken. The districts of the Gauteng Department of Education were requested to supply a list of schools where incidents of crime and violence had taken place. Each of the 18 districts was asked to nominate three secondary schools and two primary schools for participation in the study. A further 18 schools were identified from media reports of crime and violence in GDE schools. Schools that were already undergoing special investigation by the GDE or the national Department of Education were excluded from this study, in order to avoid interference with the ongoing investigations. A total of 108 schools were chosen to participate in the study. A list of these schools can be found in Appendix A.

Care was taken that the sample contained urban, rural and township schools, as well as schools that formerly fell under the Department of Education and Training (DET), the House of Representatives (HOR), the House of Delegates (HOD), and the Transvaal Department of

Education (TED). Former DET schools featured prominently as they face challenges of crime and violence more than schools of other better-resourced former departments.

3.2.2 Instruments

Questionnaires focusing on crime and violence were designed and developed. These instruments were submitted to the Gauteng Department of Education, revised on the basis of the input received, and prepared for fieldwork. Separate questionnaires were devised for principals, educators and learners (see Appendices B, C and D).

The instruments attempted to capture

- the violent and criminal acts experienced by the schools in the last five years;
- the impact that these activities had had on the functioning of the schools;
- the mechanisms and solutions that had been put in place; and
- the development needs for dealing with crime and violence.

3.3 Qualitative research phase

3.3.1 Sampling

Phase 2 of this study involved a much smaller sample of schools in the province, as the intention was to carry out in-depth case studies. On the basis of the information obtained from the Phase 1 questionnaires, the five schools that appeared to be most affected by crime and violence were selected. These schools participated in focus group interviews to explore their perceptions of factors contributing to crime and violence in schools.

3.3.2 Focus groups

For each school the educators, learners, governing body members, school management and individuals from the community that had completed the questionnaires in Phase 1 participated in in-depth interviews. Each category of respondent was interviewed separately. These focus group interviews were aimed not only at providing deeper understandings of issues captured from the questionnaires, but also at identifying possible solutions and strategies. The interviews were used to determine the respondents' views on the causes of crime and violence in their schools, on the extent to which violence had affected academic work, and on how the teaching and learning environment and the relationships in the classroom had been affected. It was expected that these interviews would serve as pointers towards developing models for healing processes in schools, which could be used by schools to engage in similar exercises on their own after the research process had ended.

Four sets of interview schedules (see Appendices E, F, G and H) were developed, based on themes identified through the literature survey. Efforts were made to ensure the validity of responses by explaining the rationale of the study, giving assurance that findings would be anonymous, and encouraging respondents to ask questions.

An observation instrument was administered in the five schools (see Appendix I). This was designed to measure the extent to which safety measures were being implemented.

HSRC researchers held a one-day workshop for fieldworkers in November 2000. The objective of the training was to familiarise the fieldworkers with the interview instruments, as well as the general principles and methods underlying case studies.

Chapter 4

FINDINGS OF THE QUANTITATIVE SURVEY

4.1 Characteristics of the schools

The findings presented in sections 4.1 and 4.2 summarise the responses of principals to the questions in the quantitative survey. The interview was used to confirm the principals' responses to the questionnaire and thus to improve the validity of the results.

4.1.1 School profile

As shown in Table 4.1, by far the majority of the schools participating in the study were located in townships (65%) or in the suburbs (27%). Very few were located in other environments.

Table 4.1 Location of schools

Location of schools	Percentage of schools in these areas
Township	65
Suburb	27
Farm	5
Inner city	1
Informal settlement	1

4.1.2 Classification of area where school is located

As shown in Table 4.2, the majority of schools in the study (87%) were located in areas where crime was considered to be problematic.

Table 4.2 Classification of area of school, according to principals

Area in which school is found	Percentage of schools located in these areas
High crime area	42
Average crime area	45
Low crime area	14

4.1.3 Accessibility to police station

Most of the schools (64%) were located within 5 km of a police station, and 25% of the respondents reported that the distance between their schools and the nearest police station was 5-10km (see Table 4.3).

Table 4.3 Distance between school and the nearest police station

Distance from police station (km)	Percentage of schools
0-5	64
5-10	25
10-20	7
20-30	1
> 50	3

4.1.4 Grade with the highest incidence of crime and violence

The highest incidence of crime and violence was among learners in Grades 8 to 11. In these grades roughly one-quarter to one-third of the learners had personal experience of such incidents. As one might expect, learners in the primary grades reported little such exposure. (See Table 4.4.)

Table 4.4 Incidence of crime and violence by school grade

Grade	Percentage of learners experiencing incidents of crime and violence
0	1
1	3
2	1
3	3
4	4
5	7
6	7
7	12
8	26
9	31
10	35
11	24
12	14

4.1.5 Learner enrolments

As seen in Table 4.5, approximately half of the schools in the study had enrolments greater than 1000 in the last five years, while roughly three-quarters had enrolments greater than 750.

Table 4.5 Learner enrolment as reported by principals

	Below 500 (%)	500-750 (%)	751-1000 (%)	Above 1000 (%)
1996	11	13	27	50
1997	9	15	25	51
1998	12	12	26	50
1999	9	9	22	54
2000	13	13	19	54

4.2 Principals' perceptions of crime and violence in schools

4.2.1 Nature and type of violence

The respondents were asked to indicate the nature of violence or crime their schools had experienced. The majority of principals (92%) indicated that the most common type of crime experienced by their school was learners stealing personal belongings from other learners.

The most common form of violence, cited by 85% of the principals, was that of bullying among learners. This was followed by learners assaulting other learners or fighting among learners (82%). According to 78% of the principals name-calling occurred frequently among the learners. According to 25% of the principals this practice was less common between educator and learner and between educators. Just under half of the principals (45%) cited gang-related crime and violence in the neighbourhood and sexual offences as the least common types of crime and violence.

4.2.2 Reasons for crime and violence

When asked about the major factors contributing to crime and violence, the majority of principals (80%) identified the socioeconomic status of the local community and family background of learners as the key determinants. Availability of drugs in the schools and in the community was cited by 62% of the principals as contributing to crime and violence in schools. According to 41% of the principals, exposure to violence through TV programmes, movies, music lyrics, and the Internet was less serious than the causes mentioned above.

4.2.3 The effects of crime and violence

Respondents felt that violence and crime affected the morale of educators, the attitudes of learners, and the school climate generally. More than half of school principals (56%) indicated that crime and violence had an impact on school discipline. About 50% of the principals said crime and violence had an effect on learner academic achievement and learner concentration in class.

4.2.4 Measures taken by schools to create a safe and secure environment

When asked to report on measures taken by their schools in the past, more than 70% of the principals said that the locking of gates and the provision of extramural activities for learners were the most important measures taken by their schools to ensure safety and security. This was followed by about 66% of the principals, who said their schools kept records of violent and criminal incidents and had developed a policy to deal with crime and violence in the school. Only 50% said their schools had counselling for learners exposed to violence.

However, the data indicate that most of the schools have not yet implemented the following serious measures:

- 95% of the principals said their schools had not erected metal detectors to search every person coming onto the school premises;
- 75% of the principals said their schools did not have identity cards for staff or visitors, or school watches where volunteers took turns to guard the school, or police patrolling the school in order to prevent violence;
- 60% of the principals indicated that there was no training for educators to alert them to early warning signs of violent behaviour among learners; and
- 50% of the principals said their schools did not have electronic security devices such as alarms and panic buttons, nor had they organised training for educators to assist them to deal with crime and violence.

4.2.5 Needs related to safety

The greatest need – cited by 98% of the principals – was for the government to make money available to fund programmes directed towards addressing issues of crime and violence in schools. Other urgent needs included the formation of partnerships between schools and business or community structures, schools working together with the police to reduce crime and violence, and schools introducing a curriculum that would address crime and violence.

Other needs included:

- introducing counselling programmes in schools for learners who are victims of violence;
- initiating violence prevention programmes aimed at creating tolerance and dealing with anger;
- introducing teacher education programmes to deal with crime and violence; and
- assisting schools to form support groups for victims and for offenders.

See Table 4.6 for a summary of needs as cited by principals.

Table 4.6 Needs cited by principals to combat crime and violence

Needs	Percentage
Government to make more funds available for projects directed towards addressing issues of crime and violence	98
Establish support groups for victims	88
Form partnerships with business sector to address crime and violence	86
Form partnerships with community structures to reduce crime and violence	83
Schools to work with police to reduce crime and violence in the school	82
Counselling learners who are victims of violence	79
Violence prevention programmes on tolerance and dealing with anger	79
Train staff to deal with crime and violence	72
Support groups for offenders	70

4.3 Educators' perceptions of crime and violence in schools

4.3.1 Characteristics of the educator sample

The majority of respondents (62%) were female. Of the respondents, 63% were black, 18% were white, 10% were coloured, 4% were Indian, and 2% reported belonging to a variety of other racial groups.

Only 11% of the educators had received training in the management of violence in their schools.

4.3.2 Location of schools

When asked to characterise the type of area in which their school was located, 47% of educators believed that their schools were located in average crime areas, while 38% of educators indicated that their schools were in high crime areas. (See Table 4.7.)

Table 4.7 Location of schools, as reported by educators

Location	Percentage of schools
----------	-----------------------

	located in these areas
Low crime area	12
Average crime area	47
High crime area	38

4.3.3 Support from district officials, head office or NGOs

An indication of support received from district offices, the head office of the GDE and NGOs is reflected in Table 4.8. Significantly, approximately two-thirds of respondents indicated that they received no support from any of these sources regarding school security or ways of dealing with crime and violence. The remaining respondents felt that somewhat greater support was received from NGOs than from either head office or district offices.

Table 4.8 Educators' perception of support for schools by government and NGOs

Form of support	District Office (%)	Head Office of the GDE (%)	NGOs (%)	No support (%)
Strategies to address crime and violence	8	5	11	71
Victim empowerment programmes	5	3	8	77
Advice on school security	10	8	11	64
Support from school authorities in establishing school safety	9	7	10	64
Support groups for learners who have been victims of violence	9	4	13	68

As shown in Table 4.9, 70% of the educators indicated that they had received no visits from district officials to provide support in combating crime and violence in their schools. Only 8% of the educators said their school had been visited within the past three months in this connection.

Table 4.9 Visit by district office to provide support in combating crime and violence, according to educators

Visit by district office	Percentage
A week ago	2
A month ago	3
2 or 3 months ago	8
No visit	70

4.3.4 Extent of crime and violence in the school

Respondents were asked to rank the most common types of crime and violence in their schools and the extent to which they had personally experienced them.

Table 4.10 shows that the most common types were theft (reported by 58% of educators), vandalism (53%), burglary (44%), bullying (35%) and drug use in school (31%).

The least common types of crime and violence were educators or learners being shot or killed on school premises, or educators fighting (reported by over 80% of respondents as never happening).

The carrying of weapons was disturbingly common – 53% of respondents indicated that learners carried knives and 34% that they carried guns. A lesser number reported that educators carried these weapons – 7% for knives and 11% for guns.

Table 4.10 Educators responses on the extent of crime and violence in the school

Statements	Not at all (%)	Sometimes (%)	Quite often (%)
Assault of learners by outsiders	28	52	11
Assault of educators by learners	57	30	2
Assault of educators by outsiders	67	20	3
Educators shot on school premises	85	7	2
Educators killed on school premises	88	5	1
Learners killed on school premises	84	8	1
Violence by fellow learners	17	49	27
Educators fighting	80	11	1
Alcohol use in school	38	42	14
Drug use in school	27	36	31
Vandalism	6	36	53
Armed robberies	68	21	4
Racist remarks by learners	51	33	9
Racist remarks by educators	66	24	2
Learners carrying knives	19	53	21
Learners carrying guns	50	34	9
Educators carrying knives	84	7	1
Educators carrying guns	78	11	3
Theft	6	30	58
Intimidation as a result of race	67	19	4
Intimidation as a result of disability	78	14	1
Intimidation as a result of religion	77	13	3
Intimidation as a result of sexual orientation	69	20	4
Hate speech	54	31	8
Burglary	7	43	44
Vehicle hijacking	65	22	5
Sexual offences	52	31	10
Bullying	13	46	35
Racially motivated violence	69	18	3

4.3.5 The timing of crime and violence in the school

When asked to describe when various types of crime and violence occurred, 55% of the educators indicated that bullying among learners was most common during school hours. Over 40% of the educators mentioned that violence among learners, name-calling and theft were very common during school hours.

Table 4.11 shows that 55% and 58% of educators respectively believed that the most common forms of crime and violence after school hours were vandalism and burglary. About 45% of educators indicated that theft and learners being assaulted by outsiders were also common criminal activities committed after school hours. A third of the educators thought that violent criminal acts committed after school hours were gang-related and sexual in nature and involved violence by fellow learners. Drug use in school was cited by 39% of the educators and alcohol use by 22% as criminal activities that were committed by learners during extramural activities.

Table 4.11 Educator responses on the timing of crime and violence

Type of crime and violence	During holidays (%)	During school hours (%)	During extra-mural activities (%)	After school hours (%)	During lunch (%)
Assault of learners by outsiders	15	12	9	47	14
Assault of educators by learners	5	23	3	4	1
Educators killed on school premises	4	5	1	3	1
Educators shot	3	6	0.3	3	1
Learners killed on school premises	5	6	1	3	2
Violence by fellow learners	7	44	11	29	19
Educators fighting one another	3	7	1	3	1
Alcohol use in school	12	22	22	25	11
Drug use in school	11	11	39	15	23
Vandalism	31	32	11	55	10
Armed robberies	5	10	2	10	2
Name-calling	7	43	14	15	14
Racist remarks by teachers	3	15	2	5	2
Racist remarks by learners	4	30	8	10	7
Learners carrying knives	10	53	13	18	11
Learners carrying guns	7	27	7	10	5
Educators carrying knives	4	5	1	4	1
Educators carrying guns	5	8	2	7	1
Theft	26	43	15	43	14
Intimidation as result of race	5	20	4	7	5
Intimidation as a result of disability	5	11	2	4	3
Intimidation as a result of religion	4	12	2	4	3
Intimidation as a result of sexual orientation	6	16	4	9	4
Hate speech	8	26	7	11	10
Burglary	40	10	5	58	4
Vehicle hijacking	4	9	1	13	1
Sexual offences	13	7	3	28	2
Bullying	8	55	16	22	20
Racially-motivated violence	4	11	3	8	4
Politically-motivated violence	5	6	2	6	1
Gang-related crime	17	6	6	33	7

4.3.6 The location of crime and violence

When asked where they experienced incidents of crime and violence, more than 50% of the educators said that violence in the school grounds involved learners being assaulted by outsiders during extramural activities. Just over a quarter (28%) of the educators said that learners bullying other learners, alcohol use and drug use were acts of crime and violence committed in the school grounds during extramural activities.

Nearly a quarter (21%) of the educators cited vandalism and learners carrying guns as the most serious problems they experienced inside the classrooms. (See Table 4.12.)

Table 4.12 Educators' responses on the location of crime and violence

Statements	In school grounds during	During school hours,	After school hours in the neighbourhood	After school in communities

	extramural activities (%)	inside classrooms (%)	where the school is situated (%)	where learners live (%)
Assault of learners by outsiders	12	5	32	36
Assault of educators by learners	53	15	4	5
Educators killed on school premises	1	5	2	3
Educators shot on school premises	1	6	3	3
Learners killed on school premises	3	5	2	6
Violence by fellow learners	20	36	23	23
Educators fighting one another	3	5	2	4
Alcohol use in school	28	11	25	26
Drug use in school	27	18	25	25
Vandalism	18	26	36	20
Armed robberies	2	7	8	10
Name-calling	19	39	11	13
Racist remarks by teachers	3	14	2	4
Racist remarks by learners	10	23	7	8
Learners carrying knives	21	39	18	19
Learners carrying guns	11	21	11	14
Educators carrying knives	2	4	1	5
Educators carrying guns	4	5	4	7
Theft	22	41	34	20
Intimidation as a result of race	6	13	7	7
Intimidation as result of disability	5	10	3	6
Intimidation as result of religion	3	8	3	7
Intimidation as a result of sexual orientation	5	11	7	11
Hate speech	13	23	11	12
Burglary	8	7	44	25
Vehicle hijacking	3	5	9	16
Sexual offences	5	3	16	30
Bullying	29	46	22	19
Racially-motivated violence	4	7	6	9
Politically-motivated violence	3	4	4	10
Gang-related crime	6	5	18	29

4.3.7 Frequency of crime and violence in the school

Table 4.13 indicates that 32% of the educators considered bullying among learners as occurring most frequently in the school on a daily basis, while 27% believed that name-calling occurred daily. Other crime and violence incidents that were reported to occur daily included fighting among learners, learners carrying knives in school, and hate speech.

Table 4.13 Frequency of occurrence of crime and violence in the school, as reported by educators

Statements	Occurring every day (%)	Occurring once a week (%)	Occurring once a month (%)	Occurring once a year (%)
Name-calling	27	15	11	7
Hate speech	15	9	12	8
Bullying	32	19	14	4
Racially motivated violence	3	3	7	12

learner performance and drastically reduced the morale of educators in the school. (See Table 4.15.)

Table 4.15 Educators' perceptions of the impact of crime and violence

Statements	No impact (%)	Average impact (%)	High impact (%)
Learner concentration	11	32	47
School discipline	1	35	46
Normal running of the school	16	38	35
Learner academic achievement	10	36	43
Absenteeism	9	33	50
Dropout rates	14	34	43
Learner transfer to other schools	21	44	24
Educator morale	13	33	43
Parental involvement	12	25	52
Learner attitudes	5	32	53

4.3.10 Measures taken by schools to curb crime and violence

According to Table 4.16, 80% of the educators indicated that their schools had erected a fence or a wall around the school premises and ensured that the gates were locked at all times. Seventy percent of the educators said that their schools had extramural activities to keep learners occupied. Fifty percent of the educators indicated that the school kept records of violent criminal incidents. About 13% of educators indicated that their schools conducted spot checks for knives and guns, and another 8% reported that they were planning to do so.

Disturbingly, half to two-thirds of educators said that their schools had not yet taken measures to ensure the safety and security of the learners, staff and school property. Nearly a third reported that a policy on safety and security had not yet been developed.

Table 4.19 Learners' views on crime and violence in their home environment

Type of crime and violence	Have witnessed (%)	Have been a victim (%)	Participated in it (%)	Have not been affected (%)
Name-calling	37	23	11	30
Hate speech	28	21	11	35
Verbal abuse, e.g. swearing	32	25	15	31
Bullying	32	17	10	36
Racial violence	27	10	4	52
Intimidation as a result of race	22	12	5	51
Intimidation as a result of disability	21	8	6	55
Intimidation as a result of religion	20	13	6	52
Intimidation as a result of sexual offences	19	7	3	60
Politically motivated violence	24	5	3	57
Violence related to witchcraft	20	3	2	61
Sexual offence – e.g. rape	25	4	2	60
Vandalism	41	6	6	40
Vehicle hijacking	35	6	4	49
Assaults/fighting	48	15	12	25
Kidnapping	18	2	1	69
Theft of personal belongings	38	24	5	28
Gang-related crime and violence	34	5	4	47
Learners carrying knives	65	4	4	34
Learners carrying guns	35	3	1	51
Teachers carrying knives	11	2	1	73
Teachers carrying guns	12	2	1	71

4.4.3 The timing and location of violence in the school

Learners were asked to give an indication of when and where various violent criminal activities took place in their school – during school holidays, during class, during break, during extramural activities, or after school hours. See Table 4.20 for a complete set of responses.

The main types of incidents occurring during class time were verbal abuse, theft of personal belongings and bullying. A similar pattern emerged for breaks, with the addition of alcohol- and drug-related offences. During times when extramural activities took place, the most common problems were verbal abuse, theft and alcohol use.

About 40% of the learners cited gang-related offences and verbal abuse as the most common incidents of crime and violence after school hours. Bullying, racially-motivated violence, alcohol-related offences, sexually-related offences and vandalism were cited by learners as occurring after school hours.

Table 4.20 Learners' views on the timing of violence in the school

Type of crime and violence	During school holidays (%)	During class (%)	During break (%)	During extramural activities (%)	After school hours (%)
Verbal abuse, e.g. swearing	28	38	29	14	38
Bullying	19	29	34	9	34
Racially motivated violence	20	11	12	8	33
Sexually-related offences (rapes)	36	4	4	6	32
Vandalism (destroying or damaging school property)	35	19	15	9	31
Theft of personal belongings	21	35	24	12	24
Theft of school property	28	29	23	13	27
Alcohol-related offences	35	10	20	11	33
Drug-related offences	26	13	25	9	30
Gang-related crime and violence	30	7	11	8	41

4.4.4 Where learners experience crime and violence

In general, most incidents of crime and violence were reported as taking place in or near the school premises or in the neighbourhood where the learner lived (see Table 4.21).

Table 4.21 Learners' views on where they experienced crime and violence

Type of crime and violence	Outside the school premises (%)	Around the school grounds (%)	In the neighbourhood where the school is situated (%)	In the neighbourhood where learner lives (%)
Verbal abuse, e.g. swearing	39	47	16	26
Bullying	32	46	14	22
Racially-motivated violence	30	15	13	25
Sexually-related offences (rapes)	32	7	11	33
Vandalism (destroying or damaging school property)	18	45	17	17
Theft of personal belongings	28	37	16	25
Theft of school property	31	37	17	27
Alcohol-related offences	35	25	16	30
Drug-related offences	32	30	16	27
Gang-related crimes and violence	34	19	15	32

4.4.5 Responses to crime and violence

Learners' perceptions of their schools' responses to crime and violence are detailed in Table 4.22.

More than 40% of learners indicated that they had neither security guards nor electronic security devices (alarms, panic buttons) to protect their schools, and that their schools had not introduced workshops or training courses on tolerance and dealing with anger. An equal number indicated that their schools had not yet developed policies to deal with crime and violence.

The majority of learners (80%) said gates at their schools were locked during school hours, and 70% of learners indicated that their school had a caretaker. It was encouraging to discover that 73% of the learners were free to report cases of crime and violence to their teachers, and that 68% were free to report cases of crime and violence to police.

It is interesting to note the large proportion of learners that were unsure of their school's response to crime and violence.

Table 4.22 Learners' perceptions of how their school responded to crime and violence

Statements	Not sure (%)	Not at all (%)	Somewhat (%)	Definitely (%)
The school has developed policies to deal with crime and violence.	39	42	9	35
Learners are free to report cases of crime and violence to the teachers.	12	9	7	73
Learners are free to report cases of crime and violence to police.	18	8	6	68
Learners are free to report cases of crime and violence to management.	26	10	10	54
Corrective steps taken to deal with offenders are fair.	36	18	12	34
Learners have been involved in formulation of policy dealing with crime and violence in the school.	40	27	8	24
Gates locked	5	8	7	80
Security guard(s)	13	46	5	36
Caretaker	12	12	6	70
Electronic security devices, e.g. alarms, panic buttons	19	43	5	33
School identity cards for learners and staff	16	57	5	21
School identity cards for visitors	23	64	4	10
Searches for weapons	19	57	8	17
Seizing of weapons or dangerous materials	28	36	10	27
Establishing a school security/safety committee	34	31	10	25
Trespassing is not allowed at the school	19	18	8	55
Reporting of people who behave suspiciously	28	18	11	43
Education campaigns	26	25	12	37
Training workshops	30	42	7	22
Counselling is given	31	26	10	34
Counselling is given to learners who have record(s) of crime and violence	36	29	8	27
The school is working together with the police to combat violence	22	14	10	53
The school is working together with community structures to reduce violence	32	16	8	43

4.4.6 Development needs of the school

The greatest need, cited by 84% of the learners, was for all schools under the jurisdiction of the Gauteng Department of Education to work together with the police to reduce violence in the schools (Table 4.23). A large proportion of learners also felt the need for prevention and support programmes.

Table 4.23 School development needs as perceived by learners

Statements	No need (%)	Low need (%)	Great need (%)
All schools in the GDE should work together with the police to reduce violence in schools	6	10	84
All schools to provide violence prevention programmes	7	18	75
All schools should provide support programmes for victims	9	16	75
Restrict access to schools – not allowing trespassing	15	18	67
Teach about safety matters in every school subject	8	18	74

4.4.7 Perceptions of safety in learners' school or home environment

As shown in Table 4.24, a large proportion of learners indicated that they felt safe when they were in their home or school environments. Most learners felt free to report cases of crime and violence occurring at school to the school management or to the police.

The majority of learners (60%) reported that corporal punishment was administered sometimes or often at school, despite the fact that it has been banned.

Table 4.24 Learners' perceptions about safety in their school or home environment

Statements	Not at all (%)	Sometimes (%)	Quite often (%)
Do you feel safe when you are at school?	14	47	40
Do you feel safe when you are at home?	9	34	57
Are you given a hiding at school when you do not go according to the rules?	40	37	23
Are you given a hiding if you do not go according to the rules at home?	40	37	23
Do you feel free to report any cases of crime and violence occurring at school to the management?	28	30	42
Do you feel free to report any cases of crime and violence occurring at school to the police?	30	32	37

Chapter 5

QUALITATIVE RESULTS OF FIVE SCHOOLS

5.1 School 1

5.1.1 Introduction

School 1 is a secondary school situated west of Pretoria/Tshwane in what is considered to be a high-crime area in an informal settlement. The school has approximately 1500 learners.

This report examines how members of this school – management, educators, learners, School Governing Body (SGB), community members – perceive their school in relation to safety and security. The data upon which the report is based was collected utilising

- separate focus group interviews with educators, learners and the SGB,
- semi-structured individual interviews with principal and deputy principal; and
- observations of classrooms (not lessons), administration block, hallway, 'school break', toilets and the general surroundings of the school.

The school and its surrounding areas were well-kept and tidy. The school has fencing with no razor wire and has reported no problems with theft of equipment. There have been no incidents of vandalism except theft of the electric switches in the toilets. The gate remains locked during school hours and entry into the school is controlled by a security guard.

5.1.2 Do you think your school is a safe school?

Parents, SGB members and learners all strongly felt that their school was safe. The educators agreed but said, 'It is not 100% safe' (Educator 1). As the SGB chairperson put it,

I will say very much safe because there is (an) inter-link ... co-operation between management, staff, learners and parents. ... We tell the learners about the rules and regulations of the school during morning devotions. If they transgress some of the rules about two times we call the parent. The third time is dismissal.

One learner stated, 'Yea, for some reasons the school is safe because of the surrounding community and parents around the school care about the school' (Learner 3). Another learner, however, pointed out that, 'At other times it is not safe at school; the theft of cell phones and jewellery was rampant in 1999' (Learner 6). Another said, 'It is also not safe after we finished our exam because teachers are on their own' (Learner 3).

A learner pointed out that their school is safe largely because of the rules and regulations. 'The rules of the school state that if you bully someone, you will be asked to bring your parent to school, which might result in expulsion' (Learner 5). 'Our learners know that if you are found carrying weapons such as knives, the repercussion for this is expulsion. There are consequences for misbehaving' (Learner 2).

The educators provided various reasons why the school is regarded as a safe place. One educator said, 'I would say it is safe. Lock up the gates' (Educator 1). Another educator said, 'It is safe in the sense that so far we have not had a major incident. Safe is relative. And the fact that our numbers are gradually increasing means people see our school as safe. I mean, if a school is not safe you cannot take your child to that school.'

However, another educator expressed a different view on this matter. 'I wouldn't say 100% safe. Even if we lock the gates ... during breaks the gates are opened and a stranger might come in. The community around the school itself is not safe. In my many years of teaching experience I have seen other boys (not learners) come into school because they know exactly when the gates are open' (Educator 3).

Most of the parents thought the school was safe and had confidence in the educators. 'They have faith' (Educator 1). A member of the support staff said, 'I see the school as safe but access control needs to be improved' (Support staff 2).

5.1.3 What is the nature and impact of crime and violence at your school?

Respondents gave a predominantly historical account of the nature and type of crime and violence. For example, the principal stated, 'At first we had a spate of burglaries, theft ... broken locks, some thieves got through our roof and then ceiling. They took items such as electrical plugs, switches, etc. But of late there have been no burglaries. This actually diminished after we hired a security guard somewhere in 1999.' A governing body member said, 'Some people entered the office and the library and took books and the school stamp. Our switches were also stolen' (SGB 3). An educator agreed and stated, 'Burglary took place in the administration block when thieves came in through the ceiling and broke into the strong room and took money. Electrical plugs and switches were stolen. And I think some of the culprits are our students' (Educator 1). Another educator pointed out that this sort of problem was trivial: 'It is minimal; it is under control' (Educator 4). She also mentioned that, 'It is difficult really to say who steals or breaks in. But I think some of our boys have a hand in it' (Educator 4).

Both educators and learners pointed out that corporal punishment was a thing of the past. Asked about whether bullying was common, respondents said it was minimal and when fights did occur they were about petty issues. The principal said, 'So far we haven't experienced serious fights. We have some minor cases of assault such as fighting over a desk and this often is handled by the teachers in those classrooms'.

The principal, a learner and the chairperson of the governing body stated that in 1999 one of their learners was robbed of about R80 at gunpoint within the school premises. The learner was encouraged to lay a charge against the criminal. The criminal subsequently visited the learner's home and threatened him, demanding that he drop the case.

The principal argued that the impact of crime and violence was dual in nature:

Let me start with the morale of the staff who always feel threatened that bodily harm might happen to them. Learners also feel threatened. You tend to suspect anyone who comes into the school. Another impact is that if we have regular burglaries we need to always replace items. This is a waste as the money for buying the replacement can be used for a good purpose. This retards progress. Now as I see the impact. It is twofold: (1) psychological and (2) physical and economic too (Principal).

Asked about the impact of crime and violence on academic achievement – the matric results in the previous year were low compared to other years, usually around 65% – the principal emphatically said, 'No.... the results had nothing to do with instability at the school'.

The support staff identified the following as an expression of the impact of crime and violence: 'Learners used to study till late in the evening but because of crime and violence learners do not feel safe to leave the school late. Again if there is a disturbance for a day or some hours it takes time for the school to return to normality. Sometimes a week. Because of insecurity teachers do not feel safe' (SGB 1).

Learners were encouraged to 'Adopt a Teacher ... a teacher in which a learner can confide. We encourage them to do this and not only look at their class teachers' (Educator 4). The principal on the other hand talked about teacher commitment to work. The work ethic of teachers is transferred to learners. 'We have learners who are obedient, obey rules. That makes our job a little easier' (Principal). It was also pointed out that community support and involvement could help to promote school safety.

Learners also talked about community involvement and participation in the affairs of the school. One learner said, 'The school invited pastors for Monday and Friday devotion. Once Reverend [...] himself came to address the students at the assembly in the morning. Sometimes people from the police station come to talk to us and guide us about drugs. Even teachers are involved'.

5.1.7 What else needs to be done?

A number of obstacles to creating a safe and secure environment were identified. 'I think the main obstacle is finance. The biggest challenge for this school is to hire people to protect the place, like a trained security guard' (Educator 2). Another educator concurred saying, 'Finance of course. If you are not properly financed then the school cannot be safe'. The principal also commented on the financial situation: 'Well, I am looking at finance holistically. The Department should play its role and the community must provide the necessary finance. Money from the Department's side is not enough. Take the size of our school. A security guard without any equipment to guard the school goes beyond human capability' (Principal).

Adequate security was felt to be very important. The principal gave one example of how lack of security impacted negatively: 'We wanted to start a computer centre but we always think about the security. You have to fortify the room first and get armed response. It is a lot of money. We have computers just lying here. We are connected to the Internet but it does not benefit the learners. You need to fortify the rooms first'. Members of the SGB also indicated that a well-trained security guard was urgently needed.

The support staff believed that trained security provided with equipment was a priority. They mentioned provision of a panic button for the clerk's office. The existing security guard was concerned about the employment of a single person; there should be two security guards, he suggested.

Some educators felt that the school should be locked during the lunch break.

We think of locking the gates during lunches so that we will have the learners inside the school because most of the problems come from the outside. Locking gates could prevent non-schooling youth from coming into the school. But our problem is the background of learners. Most of them walk to their homes for lunches. During lunches people come in and this is a threat (Educator 4).

A school governing body member agreed, and suggested that

We need to teach the kids to come with lunches to school.... After break we come across many problems of learners smoking dagga during break. Drinking alcohol is another problem. Drugs are also taken. If we can enforce strict rules just like white kids, they can eat in the school yard (SGB 1).

The principal and one of the learners felt that in order to deal with the current violent situation at the school, the community needed to perform certain activities in their school. This would encourage a feeling of ownership of the school; violence and crime in the school would be reduced as the community would help to protect the school. 'Parents also ... take the school fully as their property' (Principal).

One educator emphasised that the enforcement of school rules and regulations was important. 'Every year learners are reminded about the policy and told about the consequences. The rules and regulations governing good behaviour. Learners are told about these rules and the consequences even if it takes going to the police. They are told.'

The learners felt very strongly about the safety of their school. One of the learners said, 'We need an electric fence. I think we also need surveillance cameras connecting the school to the police station' (Learner 1). Another said, 'We need an alarm system' (Learner 3). One learner made an interesting point about improving relationships in the school: 'Communication between teachers and students is important. Teachers need to be workshopped even to handle the crime situation. Yes, I think we are old enough to be respected' (Learner 2).

5.2 School 2

5.2.1 Introduction

School 2 is a secondary school situated south of Johannesburg in a predominantly coloured township. It has 1400 learners.

There is a concrete wall separating the school from the sport fields. There is a guard at the gate who controls access. The researchers saw no police patrolling but were told about an arrangement of this nature; the school has introduced an adopt-a-cop strategy as a safety measure. The researchers saw no armed guards but respondents mentioned that a security company patrolled the premises. The school has installed an alarm system in the administration block, media centre and home economics room. The strongroom in the principal's office has been broken into. Two okapi knives had been confiscated from learners.

5.2.2 Do you think your school is a safe school?

The deputy principal stated, 'In comparison with other schools in the area, this school is relatively safe. We had an incident where a learner stabbed another a few weeks ago, but this is not common. Parents have a high regard for this school.'

Educators also felt that the school was fairly safe.

The chairperson of the SGB commented on the perceptions of community members about safety and security in the school: 'Our school is full but parents keep coming looking for places for their children to be admitted. ... that goes to show how parents regard this school. It is also a top school in terms of matric results.' However, he went on to point out that violence was sometimes experienced in the school:

Violence is from the outside, which was why we erected the fence. Like in one incident two boys from another school jumped over the fence and stabbed one of our learners. Some of the teachers went after them and caught them (SGB Chairperson).

One of the community members who was interviewed stated that the school and the primary school next to it were good schools. She indicated that if there were problems at this school parents would be called to a meeting; such meetings had been rare.

Learners – although not all of them – argued that their school was not safe and secure. Girls were the most vociferous about an unsafe and insecure school environment. One female learner said, 'No, the school is not safe. Anyone can jump into the school. In class we feel safe but not outside class. People can come in as they want. We don't know what is going to happen to us....'

To support their claim that the school was not safe, learners cited the recent stabbing of a boy by a learner from another school who jumped over the fence. Almost all the respondents mentioned this incident. As further evidence to substantiate the lack of safety and security in this school, the principal mentioned that one boy had brought a gun to school and had fired it while in the toilet. Fortunately it went through the wall and no one was injured.

Learners mentioned that while corporal punishment was banned at school, the principal and the deputy principal still used it; it was alleged that they used their fists to discipline students. Learners claimed to be afraid because of this. The deputy principal stated that it was sometimes necessary to threaten learners (and he demonstrated with his fists) in order to get them to tell the truth. He said he did this when a cell phone was stolen from one of the educators' cars; the threats helped, he said, as the boys revealed the name of the person who had stolen it.

Educators, on the other hand, claimed that they were no longer using corporal punishment. It was suggested that this had led to some serious disciplinary problems, as learners knew they would only get a mild punishment. However, educators were quick to say that their statements did not imply that corporal punishment should be reinstated, only that effective measures of punishment had to be worked out.

5.2.3 What is the nature and impact of crime and violence at your school?

The following types of crime and violence were identified by all respondents:

- substance abuse, particularly dagga;
- assault;
- theft, particularly of stationery;
- rape;
- teachers taking bribes;
- bullying of younger learners, mainly between boys; and
- stabbing (an isolated case).

The principal commented that he dealt personally with fights or bullying among learners. He went on to say:

Theft ... our strongroom was once broken into and just last weekend there was an attempt of forced entry into the school hall. The burglar bars have been tampered with. I will show you. Ordinary fences will disappear within a day of installation and we had to convince the Department that we need a concrete wall. And it has been better since then.

The principal and his deputy mentioned that two years ago they had a serious case where the only black educator² at the school was splashed with water by some Grade 12 learners. The case was referred to the Gauteng Department of Education, but the department delayed the case until the learners had written their matric examinations and left the school. The principal and his deputy were unhappy that the learners had not been punished. The deputy principal felt that the GDE was inefficient. When asked about this incident, the other learners trivialised, arguing that it was only cold water.

What is abundantly clear from the responses of all the research participants is that various types of crime and violence were committed, with bullying being the most common one. There was also unanimity regarding substance abuse and theft. Few respondents mentioned rape and sexual abuse.

² This educator was from Ghana, and it was pointed out that learners were fond of teasing him because he did not understand Afrikaans, which was the primary language of the majority of learners. The deputy felt let down because the GDE did not pursue the case.

5.2.4 What are the causes of crime and violence at the school?

Respondents felt that there were a variety of causes of crime and violence. It was argued that many of the problems come from the home and community environment and spilled over into the school. Quite a few of the respondents felt that a significant number of learners were not disciplined at home, and that this created problems at school. As the deputy principal put it:

I think one of the causes is poverty ... Parents are not working and because they are materialistic, they want to wear Lacoste. Besides the poverty, they are exposed to [crime] at home. Like this boy whose father had fake money [notes] and he brought them to school. And some of our learners work for these car chop shops. One of our learners died in a car accident after stealing the car.... Drugs have become common at school, especially dagga.

The chairperson of the school governing body reported that peer pressure seemed to be one of the causes of crime and violence:

We had a boy involved in crime. We tried everything, brought in the psychologist, but peer pressure is strong. There are elements amongst the learners that are influential and use the school to teach others about theft. One youth will steal a car and come and park it in the school premises. The following day we asked whose car this was, only to discover it was stolen. Often the older boys will come with the tools to school and delegate the job to younger learners. They broke into a teacher's car and stole a cellular phone.

Educators thought that the question of the causes of crime and violence was very broad: 'I don't think there is one cause.... It is dynamic. Does [crime and violence] come in from the outside or go out?' Learners also argued that poverty was to blame for most of the violence and crime in the school and community. One learner said, 'You just think, [on] Friday I'm going to puza [get drunk]'. Another said, 'There are no recreational facilities'.

The chairperson of the SGB indicated that in cases where learners were left unattended by educators, bullying and fighting were bound to occur: 'This is the unfortunate thing. Teachers should be in class. We insist that teachers be in class. In the absence of the teacher in class, one learner will smack, kick one another.'

The deputy principal indicated that overcrowding might be one of the causes of disciplinary problems among learners. The school had a capacity of 800 learners but there were now 1400 enrolled. 'It is really difficult to control', he said.

5.2.5 What kind of support is available?

With regard to external assistance, it was clear that the school was working more with NGOs and individual professional people than with the GDE. When commenting about support from the Department, the deputy principal laughed. He pointed out that the GDE was ineffective in addressing issues affecting schools.

The Department is not at all effective. They came here. In the case of learners pouring a teacher with water, we called the Department. But they did nothing. The case was left in our hands. We could not suspend the learners as they were just about to write their matric exams (Deputy Principal).

Several educators agreed that the Department gave little if any assistance. A female educator argued that the Department was not supporting them at all:

Nothing. Put a big zero there. If you are on duty after school, say helping the kids in their extramural activities, if something happens, say you get injured, nothing happens. There is also this incident where one guy jumped over the fence and stabbed one of our boys. Teachers went after him and caught him. The teacher beat the learner [sic]. Do you know what happened? A case has been opened against the teacher and the Department does not want to intervene. This teacher was helping learners; now he is the one who is in trouble.

Learners were also vocal about the role of the GDE, with one learner asking what it would do with the information the researchers would be giving it. 'What are we going to gain?' he asked.

5.2.6 What is done to deal with crime and violence?

On the question of a safety plan and measures to deal with crime and violence, the majority of respondents referred to the school's code of conduct. It was suggested that this was one way of dealing with crime and violence as the code of conduct clearly stipulated what was wrong behaviour and what was good behaviour. The rules pertinent to crime and violence included the following:

- No disputes should be settled by violence.
- It is unacceptable if a learner bullies, intimidates, or in any way whatsoever threatens the physical and mental well being of any other learner (Class II offence).
- Learners may not bring to school firearms or any other weapons or instrument that may endanger the safety of staff members or other learners (Class III offence).

Disciplinary measures for Class III offences entailed extended suspension or expulsion. It was indicated that all learners had a copy of the code of conduct and were fully aware of the consequences of contravening the rules and regulations governing proper behaviour. This included the two learners who were caught with knives and another two learners found with drugs (dagga).

The school has no other measures for dealing with crime and violence. As the deputy principal put it, 'I guess it is not prevalent. There is no plan and I think that's a shortcoming.'

According to the deputy principal, 'the SGB is very much involved. Some of them are here almost every day. Just yesterday, some parents undertook four weeks of invigilation. That shows the good working relations'. Some of the educators, on the other hand, commented that not many parents were involved in the activities of the school. One female educator said,

Very few parents other than those on the governing body are active in the school. Support from other parents is poor, very poor. They will rather come and swear at you. Can I relate my story? Learners and parents have abused me. There is this rude boy I disciplined and he stormed out of my class swearing and performing. The next thing his parents (both father and mother) were at school. They were swearing and performing. I had to be locked up in another safe classroom. They went outside the school gate and swore at me. It was really a show.

5.2.7 What else needs to be done?

Respondents from both management and the governing body regarded lack of resources and finance as major obstacles to creating a safe and secure school environment for teaching and learning. As one member of the SGB suggested, 'We should be equipped. It is about finance. Look at ex-Model C schools. They have all the facilities and partnerships with business. Why not build one swimming pool at one school, cricket field at another, soccer field at another school?'

The deputy principal and educators emphasised the importance of having a full-time counsellor. One educator said, 'We need a permanent social worker and also a guidance teacher. You know in

the past, we had few problem kids but nowadays you spend most of your time on disciplinary-related issues. I don't know whether other teachers agree with this. The priority will be to develop extra-mural activities ... the reasoning being that it will keep them from the street, idleness.'

There have been attempts to put in place the practice of adopt-a-cop, but one educator argued that some police officers were corrupt: 'We have a serious problem [in our community]. A community of about 150 000 people with only about 150 police officers at the police station and 15 of them suspended at any given time. I used to work with the police and some of them are corrupt.'

5.3 School 3

5.3.1 Introduction

School 3 is a secondary school situated south of Johannesburg in a black township. It appears run down. There is ordinary fencing around the school. There are no security guards, but a caretaker seems to patrol the premises. There are two strongrooms. There is evidence of vandalism, with classes having been broken into. There is also some evidence of theft, such as missing doors, locks and circuit breakers. Many windows were broken. Graffiti were found on the chalkboard in the hall, and obscenities scratched on the walls.

5.3.2 Do you think your school is a safe school?

Some of the learners commented that the school was not safe. 'I don't think it is safe. Some boys smoke dagga in the toilets and if you smoke dagga you can fight. You are not all right' (Learner 1). Another learner indicated that the community in which the school was located was not safe. '[This zone] is not safe and this is the only high school in the zone. There are lots of boys who are not attending school. Some of them never went to school and some have matric' (Learner 3).

An educator said, 'The school is not safe because there are no strict measures to control who comes in and out of the school' (Educator 2). The principal also felt that the school was not safe:

We have young boys who carry guns and some who smoke dagga. A pupil taking bullets out of the magazine one by one and saying this one is for this teacher. Children were in charge of the school. The school was infested with criminals. Let me explain what happened in 1999. This was a bad year. There were gangs who controlled the school and who could not be disciplined. The community was aware of this. These gangs could be seen brandishing weapons. The gang from our school was the strongest although its leader was gunned down.

Parents thought the school was safe. They also mentioned that in the past this was not so. 'This is no longer as it used to be. In the past kids were doing as they liked and not getting into classes' (Parent 1).

5.3.3 What is the nature and impact of crime and violence at your school?

Gang-related violence was experienced at this school and one of the gang leaders, of whom even teachers were afraid, was gunned down in the township although the fight started at the school. It was also reported that some learners stabbed each other.

Burglary was pervasive – theft of circuit breakers, window panes, doors and even school chairs. As the principal put it, 'Three big boys came with big cutters and cut several locks in the classroom and [defecated] all over the place.' An educator commented, 'Just yesterday a hole was cut into a section of the fence. Putting matchsticks in the locks is a common practice at this school' (Educator

5). The principal stated that, 'Physically we have to buy certain things again, like expensive locks so that they cannot jam them with matchsticks.'

A female educator indicated that she was sexually harassed. Other educators seemed surprised by this revelation and wanted to know whether it was on a 'minor or major scale'.

Educators indicated that corporal punishment was still applied but not as frequently and severely as in the past. Learners corroborated this view.

One head of department stated,

Vandalism crippled us a lot ... equipment stolen. It has a negative effect when we want to do projects for Grade 12, which are externally examined. The other thing is that if one of the learners dies and burial is during the week all learners want to go. This is a set-back for us ... hours of work lost. Another effect is on the morale of teachers.

Some educators commented that crime and violence disturbed the normal running of the school. If a burglary occurred, the school lost two to three periods per day. As one educator put it, 'If children are fighting there is no attention from other learners. That really is disturbing.'

5.3.4 What are the causes of crime and violence at the school?

Unemployment was seen as a major contributor to crime in the area:

Unemployment is really a problem we have in this area. Go out now and just drive around and you will see the number of people who are roaming the streets. It is really bad. There is a culture in the community of buying stolen goods but in the past you could report the theft. Nowadays this is no longer the case' (Educator 2).

The principal maintained that, 'Poverty is a problem, as is negligence. Some learners are left on their own. And in the one case where our video machine was stolen I would say it is negligence on the part of the educator.' He went on to talk about second-hand dealers who encouraged theft among the learners.

Parents mentioned lack of money, unemployment, and poverty in some families as the main causes of crime and violence in their school. One parent said, 'The lack of money and jobs leads to poverty' (Parent 1). Another said, 'You find some families drinking a lot' (Parent 3).

Parents also mentioned that corporal punishment is applied often but not heavily. They felt strongly that corporal punishment should be applied because 'you need to show learners correct ways of doing things but not punish them heavily' (Parent 1).

Learners argued that foolishness among learners who were not interested in schooling caused crime and violence.

It was also alleged that the GDE 'is criminal in a way. How do you justify installing equipment costing R50 000 and not provide security?' (Head of Department 1, 2001).

5.3.5 What kind of support is available?

There were mixed reactions to this question. Educators felt that the community was not supportive. 'If you look at the strongroom, it is cut with a grinder in the night. Neighbours could hear the noise but no one reported it' (Educator 4). The principal mentioned that their caretaker drank heavily, 'going from one shebeen to another and if you ask people around whether they have seen him, they will say no. Some members of this community are not helpful' (Principal). In one case a

shebeen owner came to take the school's hose pipe and a wheelbarrow because the caretaker owed him money. The principal pointed out that this showed insensitivity to the well-being of the school. It was also argued that parents encouraged theft as they did not ask their children where they got the items they brought home or the money they had. 'There is general apathy from most of the parents. They show no interest in the activities of the school' (Educator 5).

Some parents indicated that did support the school when meetings were called. Other parents failed to attend these meetings.

As for support from the GDE, a head of department pointed out that there were initiatives within the Community Police Forum to combat crime and violence as part of the GDE's safe schools project (HOD 2).

Educators were quick to say that there was no support from the GDE or from NGOs. One of the educators commented, 'The district made various invitations but we only attended I think one. Sometimes we get the invitation late' (Educator 3).

5.3.6 What is done to deal with crime and violence?

One learner represented the other learners' views when he said, 'The staff invites members of the community and police force to come and address us. Earlier this year, the police came to talk to us at the assembly. They told us that if they find us with dagga or weapons they would lock us up. They told us that they will always be watching us' (Learner 2). One of the heads of department indicated that the school management 'went into depth at the assembly about wrongdoing. We got people from the police and community members to come and address the students. People who were once criminals were invited to come and talk to the students' (HOD 3).

All the respondents agreed that locking the gates was one way to deal with crime and violence. However, this measure caused long delays at the gate. There was a consensus that the school should work together with the police in order to reduce crime and violence. However, the principal expressed doubt when he said, 'This does not work because even if we phone them urgently, the police never come.'

5.3.7 What else needs to be done?

Several developmental priorities were raised. The first among these was the need for proper, impenetrable fencing. The principal said, 'When I started at the school three years ago, I argued that we needed a proper wall around the school because nothing that you do will ever be realised until the learners and educators are safe in the school. We need a concrete wall.'

Respondents had various ideas to deal with the current violent situation in the school. One factor they emphasised was police visibility. Training of school personnel to deal with violent situations in the school was also felt to be important. Other measures that were mentioned by educators were the need for equipment for sports activities and security workshops on crime and violence.

For some of the educators, community involvement was important to curb violence. It also caused effective learning because there would be communication and trust between the school and the surrounding communities. One educator put this point aptly by stating, 'I think we need to work on improving parent/community relationships ... making the community aware. And getting them to ask the question, how can we be the best? ... Involve [parents] in decision making about crime and violence. We lack systems to encourage parents to be involved in the school' (Educator 4). Another educator said, 'I think the problem lies with us. We need to find ways. We don't have to wait for the Department' (Educator 3).

5.4 School 4

5.4.1 Introduction

School 4 is a primary school in a predominantly Indian township. The school is situated in a poor socioeconomic area. Most learners are from poor families. The surrounding community is a high-crime area, with a number of gangs operating.

The school buildings are in good condition, the classrooms are well kept, and the property of the school is in good condition. There were no broken windows or signs of graffiti in the toilets. There is no evidence of vandalism, burglary or forced entry. There is a positive atmosphere in the school. It was difficult to tell if there was violence during break because there were very few learners in the school at the time the research was undertaken. The principal was in possession of knives seized from the learners during searches.

5.4.2 Do you think your school is a safe school?

The school does not seem to be affected by the crime that prevails in the community. There seemed to be agreement among management and educators that other people see their school as safe, the rationale being that many parents brought their children there. The educators saw their school as very safe because they had not experienced any crime or violence.

The information from learners contradicted some of the data received from the school management team and educators. Learners said their school was very safe and secure. However, they said that educators used sticks to punish them and that sometimes boys were slapped on the face. Younger learners were frequently bullied and sometimes beaten by bigger boys. It was also implied that corporal punishment was still in place in the school. Learners reported that they were searched when something wrong had been done – for example, after the principal's car had been scratched with a sharp object. The record of criminal and violent offences committed by a learner was kept in the learner's file.

5.4.3 What is the nature and impact of crime and violence at your school?

The educators said bullying sometimes occurred in the school. They said corporal punishment was not allowed, and that severe offences were only reprimanded. According to the educators, no violence was committed at the school.

According to learners, bullying occurred almost every day – learners in higher grades bullying learners in lower grades. One learner said she was bullied by a bigger boy who took her food during breaks, and that she was afraid to report the matter to the principal or any educator because the bully had threatened to punish her after school if she reported him. One parent said her child was sometimes bullied but it was not serious. Another parent (a relief teacher at the school) said a lot of bullying took place in the school, and that it happened very often. She said one learner in her class once pushed other learners and they knocked their heads against a pillar. The culprit was punished through corporal punishment. Physical fighting also occurred; sometimes learners who fought were reprimanded and sometimes they were given a hiding (Relief Teacher).

Despite these various reports, all the stakeholders said that crime and violence were not issues in their school. They said crime had no effect on teaching and learning because nothing serious happened to disturb the smooth running of the school.

5.4.4 What are the causes of crime and violence at the school?

It was reported that learners who did not have money or food for lunch took those belonging to others. This was thought to happen because their parents did not have money to give to them. Over-age learners took advantage of younger learners in this way.

safety and security with them, including the local police and the community social worker, who provided support programmes for learners who were abused or victims of violence.

Learners said that educators gave them some form of protection during break so that bullies would not intimidate them. The parents felt that a programme should be put in place that would prevent bullies from intimidating the younger learners.

5.5 School 5

5.5.1 Introduction

School 5 is a primary school situated west of Johannesburg in a predominantly coloured area. Unemployment in this area is very high and most post-matriculants roam the streets and engage in gang-related activities.

There is a 1,4 metre high fence around the school. The ceiling in the principal's office had been damaged; thieves had entered through the roof. Windows have recently been replaced. The principal showed the researchers a number of knives that had been confiscated from learners. There was no security guard, and access to the school was open; however, a private security firm patrolled the premises. There were graffiti on the walls.

5.5.2 Do you think your school is a safe school?

Perceptions of safety and security at school ranged from positive to very negative. The latter mainly came from the educators and learners, while parents saw the school as safe despite the number of serious crimes that had been reported. One of the key factors identified by the 'negative' contingent as rendering the school insecure was the easy access of strangers and criminals to the school yard during school hours. As one educator pointed out,

Our school is not safe. I mean look at the fence. Anyone can jump. Our gate situation is also not controlled. There are lots of people coming in the school yard without permission. We have a gentleman by the name of [...] who regularly comes inside and not only interferes with our secretary but comes into classes and interferes with educators.

The deputy principal, on the other hand, emphasised that the school was safe to a certain extent:

To a certain extent, yes. With regard to older children bullying younger ones, I think we need to look into that. I think the children are relatively safe here. I think the children are safe if teachers are around.

Parents felt that the school was very safe and secure, but they also pointed out the poor economic and social environment in the surrounding community. One parent said,

It is safe here. We started our school here and even our children are schooling here.... You see the environment is a big, big problem. We have got a lot of big families maybe in two rooms or so. You see the environment is the whole problem. There is no work here. Most of the parents are not employed and are staying at home. There are fewer facilities for our children. In a three room we have six brothers and sisters and two parents. We have one or two children and you add the grandchildren. Some of us are married and still waiting for accommodation. Where are you gonna get the privacy?

Parent also raised concerns about the fencing, saying that they would prefer a higher fence or, even better, a concrete one. Learners were vociferous about lack of security at the gate and the

height of the fence. They pointed out that some months ago learners' school bags were stolen by high school boys who jumped over the fence while learners were at assembly. The learners were very angry that there was no security at the gate. The only control of the gates was before and after break, when prefects controlled movement into and out of the school.

5.5.3 What is the nature and impact of crime and violence at your school?

Bullying, sexual abuse, alcohol abuse, and racism were reported as common by some of the educators, the principal and the deputy principal. As the deputy principal pointed out:

Okay. Bullying is the number one. Also teasing each other because they know each other's family. There are some cases of racial tensions among the children. Resident children do not easily accept the children coming from Soweto. They will tease them or fight them. And we had a few cases before where children from the high school will come over and bully our children here to the extent that they are scared to leave the school premises. The children feel safer here than they feel outside the school.

The learners said that there was a great deal of fighting, usually between older and younger boys. It was also common for girls to fight with one another. On the second day of fieldwork, two Grade 2 boys were brought to the office as they had been fighting. One of the boys was crying and he had bruises on his face. An educator explained that the one who was crying had been beating a girl and that the other boy had intervened.

Respondents reported that sexual abuse was common in the community. As educators pointed out, one girl was being abused by two of her uncles; the case had been reported to the auxiliary social worker and the local clinic. The involvement of children in sexual activities seemed to be a real problem in this community.

We also have cases where our bigger children go to the mineshaft, across the road from the robot and take part in sexual activities and smoking dagga and sniffing glue. And that is reported to the teachers. There are lots of cases of abuse that teachers pick up here at school and we refer it further, before the parents even know (Deputy Principal).

As part of a class assignment, learners carried out a survey on good and wrong behaviour, talking to learners from the foundation phase about bullying. From the data collected they shaped the code of conduct. Learners complained about the prefect system, claiming that the prefects treated their friends leniently during break but were harsh on other learners.

Asked about corporal punishment, educators vehemently denied its existence but learners said it was still being applied. One educator said,

No! No! No! We stopped. It now works the other way round. Teacher abuse. [Learners] swear at teachers and throw stones at the principal. They swore at teachers. They will chase you [laughing]. You are shocked. We see you are shocked. We are not even talking about Grade 7. We are talking about Grade 2 children, we are talking about Grade 1 children [laughing].

5.5.4 What are the causes of crime and violence at the school?

The home and community were identified as the main causes of crime and violence in the school. There are broken homes and overcrowding. Drug abuse, dagga, alcohol abuse and glue sniffing were mentioned as causes of neglect and abuse of learners in this school and community. The deputy principal commented:

Like the teachers explained it to you yesterday. The environment is of such a nature that most of them are coming from two-roomed houses and the parents have no privacy, that is the number one. And also our high incidence of alcohol abuse and drug abuse contributes to our children becoming overly aggressive. The aggression comes from their parents. And that aggression spills over into the children. You know they are victimised, bullied and abused at home. So they come to school and now become the abusers. And also the poor social economic environment where unemployment is rife, where 80% of homes are unemployed. So parents turn to crime in order to pay for their children.

It was further suggested that neglect of children, whereby parents disappear for weeks, was one of the prime causes of violence and crime. Some parents would leave the children without food or other necessities (Educator).

The culture in the community was blamed for most of the ills that befall learners. Some educators pointed out that there were some good, decent parents in this community – parents who wanted to see their children progress in education – but that they were in the minority. Many parents, particularly those whose children cause problems at the school, do not attend school meetings.

Parents also pointed out that the culture in the area is at fault, as older children provided a poor example for the younger ones. "You need to come here over the weekend and see how older children behave" (Parent). They also mentioned the impact of poverty, and that many children in desperate circumstances picked up bad behaviour in the street and not at home. Young girls were said to be going out with older men. Poverty was cited as a reason: 'These older men usually have money unlike the young boys who have nothing' (Parent).

Other causes of crime and violence identified had to do with overcrowding in classes. The large classes demoralised educators, according to the deputy principal. It was felt that some educators could not take the stressful life of teaching any more and were leaving the teaching profession in droves.

Some of the internal factors I would point is our number one ... we are sitting with massive classes. Our classes are overcrowded and as teachers we are expected to work more.... The workload is just too much for the few teachers around here. So overcrowding in the class is definitely a factor. Average class is about 45 and extreme cases are 58 to 64. And I will go further that the fact that corporal punishment has been totally abolished is definitely another factor. Because the children are now aware that the teachers cannot punish them so they just do as they please. I am not saying bring it back. I am saying that bring in a measure that will work well (Deputy Principal).

The educators were also concerned about the abolition of corporal punishment. They said the forms of punishment recommended by the Department were inadequate, and were regarded by learners as a joke. The parents also questioned the merit of abolishing corporal punishment. One of the parents said she recommended that her child be beaten. 'There are cases where you have to straighten the child and by just saying he should remain at school afterwards is not punishment' (Parent).

5.5.5 What kind of support is available?

The school gets support from the South African National Council on Alcoholism and Drug Dependence (SANCA), from Childline, and from an auxiliary social worker who is not fully trained. Educators were very negative about the role of the GDE in school affairs. They felt that the Department was doing nothing for them. As the deputy principal said,

programmes to alleviate crime and violence. Such programmes included counselling for victims and offenders, the encouragement of tolerance, and educator training and support.

The importance of developing partnerships to control crime and violence was also mentioned by many stakeholders. The suggested partnerships varied in nature, but included the need to work together with the police and the community to reduce violence and promote an environment conducive to safety and learning.

Many stakeholders felt that they were not being adequately supported in their efforts to create safe and stable learning environments at their schools. In some cases, a cycle of blame seems to have been established – parents felt that educators were uninterested in providing proper care and teaching for their children; educators felt that they were being inadequately supported by the community in their attempts to provide good education for the learners in their care; learners felt that educators did not care about them; and so on. All this engendered ongoing low morale and a seeming inability to cope with everyday reality.

On the other hand, stakeholders at some schools exhibited caring attitudes and an ability to work together. Some schools encouraged the surrounding community to use the physical facilities as much as possible for meetings, church activities, and workshops. One school even offered some of its land to the community for vegetable gardening, in the hope that the frequent presence of gardeners on the grounds would discourage theft and vandalism. In some cases partnerships with NGOs have been established, either for the physical improvement of safety conditions or to set up support or training programmes. Some schools have also begun joint programmes with their local police station in an attempt to show their learners the consequences of crime and violence, and to help them deal with it when it affects them as victims.

A worrying complaint by many educators and principals concerns their perceived relationship with the GDE and its district offices. There was a widespread perception among the respondents in this study that the GDE provided little if any support in this area. District officials rarely visited to discuss issues of safety and security. There was limited support in terms of training educators to cope with the victims of violence. Totally inadequate funding was made available to schools to install safety devices, to hire counselling and security personnel, or to run training courses of their own.

6.1.7 Commentary

What needs to be further explored is an integrated approach to crime prevention and the nature and content of the emerging programmes designed to address crime and violence.

Solving school crime and violence in the wider context implies creating structures that enable learners, parents, school personnel, and the wider community to work together to prevent violent criminal acts and to intervene when they occur in their schools. This requires the training of individuals to co-ordinate and train others in combating violent situations and dealing with victims of violence, and in developing specific skills to identify and deal with violent learners.

It was clear that most schools in this study did not have the resources to develop crime and violence programmes. Such structures include human and physical resources for co-operation and training. The respondents who worked in relatively violent schools had a greater need for training in handling violence and placed emphasis on co-operation with parent and community structures. The current workloads of educators do not allow them to play a critical role in counselling learners.

There are basically two types of schools – to put it crudely, those that work and those that do not. Although some of the schools in this study were situated in areas where a great deal of crime and violence occurred, learners and educators felt relatively safe in their schools and were able to pursue their tasks of learning and teaching. How are these schools different from others in similar circumstances that are on the verge of chaos? The answer seems to be that these schools have reached out to the communities and organisations around them to access whatever resources are

available and to develop partnerships to implement solutions appropriate to their environments. They struggle, they are not always successful, but they have a determination to succeed in the task of providing an environment conducive to teaching and learning.

6.2 RECOMMENDATIONS

6.2.1 Role of the GDE

None of the recommendations offered below can be carried out successfully by a single stakeholder. The key to success in this sphere is co-operation. As the body responsible for education in the province of Gauteng, it behoves the GDE to ensure that certain activities and programmes are initiated and carried to fruition.

- ❑ Safety in schools needs to be taken seriously. It is absolutely essential that a dedicated structure be created within the GDE to be responsible for the safety and security of schools. This structure should exist at both head office and district levels. The problem is too pervasive to be one sub-responsibility among many others.
- ❑ The GDE should examine ways in which it can assist schools to develop strong partnerships between education stakeholders in order to further the goal of an equitable and quality provincial education system that functions in an atmosphere of security.
- ❑ The GDE should ensure that every school develops a safety plan appropriate to its needs. This safety plan should encompass, *inter alia*, a code of conduct, adequate physical security measures, partnerships with other stakeholders and with NGOs, and strong links with the safety and security structure of the GDE.
- ❑ The GDE should examine the codes of conduct of every school within its jurisdiction to determine whether or not they adequately address the issues of crime and violence. If not, the school should be assisted to correct the situation.
- ❑ Although many of the recommendations above would be the responsibility of the schools or communities concerned, district officers render assistance where necessary to make schools safe and secure places of teaching and learning. It is understood that many district officials are already over-stretched in their duties, but the establishment of a dedicated structure for safety that extends to district level should alleviate this situation.

6.2.2 Safety plan

Every school should have a plan that deals with the safety and security of everyone that is part of the school – learners, educators, school management, non-educator staff, and visiting parents. The safety plan should be widely distributed within the school and among parents, and should become a living document rather than a dusty file on an office shelf. Every stakeholder should participate in the development of the safety plan, and understand its repercussions. Some specific points on this matter are:

- ❑ In terms of the South African Schools Act of 1996, the school governing body is responsible for initiating policies at their school. They should begin the process.
- ❑ In schools where crime and violence are major concerns, a separate committee could be established to develop and implement a safety plan. The committee should be as representative as possible. In addition to direct stakeholders, the committee could include representatives from the police or community policing forum, the local civic organisation, the religious community, and so on as appropriate to the particular school.
- ❑ The safety committee should be responsible for drawing stakeholders into the planning process and educating them about the safety plan once it is developed.

6.2.3 Code of conduct

According to the provisions of the South African Schools Act of 1996, schools were expected to develop a code of conduct governing the behaviour of learners. All schools have complied with this requirement. However, a number of points can be made with respect to the question of school safety:

- ❑ Existing codes of conduct should be reviewed to ensure that they include provisions regarding expected norms of behaviour. Specific crimes and acts of violence should be addressed in and prohibited by the code. Particular attention should be paid to common problems such as bullying, vandalism, theft, fighting between learners and so on.
- ❑ The code of conduct should be distributed to all learners and educators in the school.
- ❑ Learners must be conversant with the content of the code of conduct and its ramifications for their day-to-day behaviour. The code should be discussed with and among the learners, to a depth appropriate to the age of the learners.
- ❑ As part of the process of operationalising the code of conduct, learners could be asked to sign a declaration that they have read and understood the code and agree to abide by its regulations.
- ❑ Parents of learners should also be required to read the code of conduct and to sign a similar declaration indicating that they understand its provisions. Where necessary the school should make provision to assist parents who do not speak English and those who are illiterate.

6.2.4 Partnerships

Schools do not exist in isolation. They are part of the communities in which they exist. In order for any approach to safety and security to function well, all stakeholders must participate. Schools should:

- ❑ Ensure the participation of parents and other stakeholders in the development of safety plans for the schools to which they have entrusted their children.
- ❑ Encourage the community to take ownership of school safety, to work towards the safety of its primary users, and to make use of its facilities after school hours – for adult education classes, for extension courses, for church services, for community meetings, for dances, and so on. Such a school is less likely to be robbed or vandalised.
- ❑ Form partnerships with local police officials or stations to develop and/or implement school safety plans.
- ❑ Participate in community policing forums where they exist. Where they do not, encourage the formation of school-community-police forums to discuss and implement ways of addressing crime and violence in the neighbourhood of the school.
- ❑ Negotiate with security firms about the possibility of their patrolling the school in exchange for free advertising in the school newsletter or in various community locations.
- ❑ Explore partnerships with various commercial or business entities regarding sponsorship of workshops, training courses or security equipment.
- ❑ Create safe houses or safe businesses in the vicinity of the school where children know they will find immediate support if they need it.

6.2.5 Physical security

The school should provide a secure and safe environment in which learners and educators can pursue their business.

- ❑ Physical security measures appropriate to the environment of the school should be upgraded or installed. These measures could include, *inter alia*, fencing, intercom systems, locked gates, security patrols, a caretaker presence, and so forth.

- ❑ Not all measures need to be taken at all schools. One of the functions of the safety committee mentioned in 6.2.2 could be to analyse the needs of their particular school in this regard and to initiate appropriate measures.
- ❑ Where central funding is not forthcoming or is inadequate, the stakeholders should engage in fund-raising activities or in the negotiation of partnerships – with, for example, security firms – in order to fulfil the security needs of the school.

6.2.6 Reducing negative influences

- ❑ Care should be taken to prevent non-learners from entering the school premises, in order to ensure a secure environment for learners during school breaks and extramural activities.
- ❑ If appropriate, action could be taken to form a 'safety perimeter' of an agreed size around the school so that learners are not confronted with threats of assault or theft, or by persons attempting to sell drugs or other substances.
- ❑ Negotiations with the community policing forum or police personnel, as well as relevant community or town council structures may be indicated.
- ❑ Where necessary, action should be taken to relieve learners of weapons before they enter the school premises. Schools should be gun-free and knife-free zones.

6.2.7 Support strategies

Crime and violence are realities in many schools and communities, a situation inducing fear and stress. Many learners and educators are either victims of or witnesses to such incidents. It is necessary to provide personnel to help them cope with their personal realities.

- ❑ School management and educators should develop intra-school programmes for their learners to discuss crime alleviation and coping strategies. This should include discussions about ethical behaviour and discipline.
- ❑ Where appropriate, programmes should be developed to counter a 'gang' culture among learners.
- ❑ Counselling programmes for victims of crime and violence should be developed.
- ❑ Each school should have at least one trained counsellor available to assist learners or educators to cope with violence incidents. This could be achieved either by providing appropriate training for a teacher or by hiring a trained counsellor for a group of schools.
- ❑ In many schools, a 'discipline gap' has been left by the prohibition of corporal punishment. Where necessary, school management and educators should be assisted to develop effective forms of discipline for various levels of misbehaviour.
- ❑ Learners should be encouraged to participate actively in controlling the behaviour of their peers and in the development of a culture of discipline. Capable learners should be identified for training in mediation and negotiation among their fellows.
- ❑ Learners should be encouraged to report incidents of crime and violence, either to the school authorities or to the police. They should be assured of support and protection during this process.
- ❑ For learners who are fearful of exposure if they report crimes or other incidents, it may be useful to have an anonymous alternative. Learners should be aware of the existence of services such as Lifeline and Childline, and the telephone numbers of these services should be clearly posted at the school. Another approach could be the establishment of a toll-free number by the GDE for such reports to be made.
- ❑ Educators are also victims of and witnesses to violent and criminal activities. They, too, should have access to counselling where necessary and to support programmes to help them cope.

References

- American Psychological Association (APA). 1993. *Violence and Youth: Psychology's Response*. Washington, D.C.: APA.
- Asmal, K. 1999. A Call to Action: Mobilising Citizens to Build a South African Education and Training System for the 21st Century. Statement by Professor Kader Asmal, Minister of Education. 27 July. Pretoria: DoE.
- Bandura, A. 1977. *Social Learning Theory*. Englewood Cliffs, New Jersey: Prentice Hall.
- Bisetty, K. 1999. Crime in Schools Getting Worse. *The Daily News*, 17 June: 2.
- Booyan, P.A. 1995. Black School Principals' Lived Experience of Violence in Their Schools. Unpublished PhD thesis, University of Zululand.
- Clacherty and Associates. 1998. *Soul City: Children's Multi-media Series: Research into Selected Health Issues Facing Children in South Africa*. Johannesburg.
- Clacherty and Associates. 1999. *Soul City: Report on Script Testing for Soul City's Children's Series*. Johannesburg.
- Collins Cobuild. 1996. *Learners Dictionary*. London: Harper Collins.
- Community Alliance for Safe Schools (CASS). 2000. Protecting your School from Violence and Crime. Durban: Independent Project Trust.
- Cresswell, J.W. 1994. *Research Design: Qualitative and Quantitative Approaches*. London: Sage.
- Damon, J. 1999. Schools on Alert after Shooting. *The Cape Times*, 20 April: 1.
- Daniels, D.N., Marshall, F.G. and Ochberg, F.M. (eds.). 1970. *Violence and the Struggle for Existence*. Boston: Little, Brown.
- Department of Education (DoE). 1995. White Paper on Education and Training in a Democratic South Africa: First Steps to Develop a New System. *Government Gazette*, 357(16312).
- Department of Education (DoE). 1999. *Annual Report 1998/99*. Pretoria: DoE.
- Department of Education (DoE). 2000. *An Implementation Plan for Tirisano*. Pretoria: DoE.
- Du Toit, S.I. 1986. Violence in Society. Inaugural address delivered at the acceptance of the Professorship and position of Head of Department of Psychology, University of Pretoria.
- Else, N.P. 1999. Teachers' Perception of Physical Violence in Secondary Schools of Port Elizabeth. Unpublished MA Thesis, University of Port Elizabeth.
- Feshback, N., 1973. The Effects of Violence on Children. *Journal of Clinical Child Psychology*, 3:28-31.
- Flisher, A.J., Ziervogel, C.F., Charlton, D.O., Leger, P.H. and Robertson, B.A. 1993. Risk-taking Behaviour of Cape Peninsula High School Students. *South African Medical Journal*, 83:480-486.
- Gauteng Department of Education (GDE). 2000a. Action Plan for Gauteng Schools. *Gauteng News*, Number 3, March 2000.
- Gauteng Department of Education (GDE) 2000b. *Annual Report to the Legislature, 1999/2000 Financial Year*. Johannesburg: GDE.
- Gelles, R.A. 1974. *The Violent Home: A Study for Physical Aggression between Husbands and Wives*. Beverley Hills, CA: Sage.
- Gnagey, W.J. 1970. *The Psychology of Discipline in the Classroom*. London: MacMillan.
- Goldstein, A.P. 1984. *School Violence*. Englewood Cliffs, N.J.: Prentice-Hall.
- Gray, M.M.A. 1999. Crime Prevention in Schools: A Multi-disciplinary Intervention Research Project. *Social Work*, 35(4):375-386.
- Griggs, R. 1997. Children at Risk: The Security Situation in Durban Schools. Research report prepared for the Independent Projects Trust. Web site: <http://www.ipt.co.za/children.htm>
- Jewkes, R. 1999. *Treatment of Women: A Preliminary Report*. Pretoria: Medical Research Council and the Department of Health.
- Maja, B.I. 1995. *The Future Trapped in the Past: A Case Study of a Soweto Secondary School*. M.Ed Thesis, University of the Witwatersrand.
- Mecoamere, V. 1999. Violence in Schools is Increasing. *Sowetan*, 19 July: 6.

- Molakeng, S. 1999. Principal's Killing Brings Fears to Schools, Teachers. *Sowetan*, 19 April:5).
- Norval, A.J. 1984. *'n Teoretiese Studie van die Metodologie van Kruiskulturele Houdingsmeting*. Pretoria: HSRC.
- Page, R.M., Kitcin-Becker, S., Solovan, D., Golec, T.L. and Herbert, D.L. 1992. Interpersonal Violence: A Priority Issue for Health and Education. *Journal of Health Education*, 23(5): 286-292.
- Patton, M.M.Q. 1990. *Qualitative Evaluation Methods*. Newbury Park: Sage.
- Pillay, P. and Christerson, C. 1999. Empowering Pupils to End Violence. *Business Day*, 25 June: 2).
- Porteus, K., Clacherty, G., Mdiya, L. and Pelo, J. 1998. *Vuk'uyithethe: The Lives and Circumstances of Out-of-school and Out-of-age Children: A Preliminary Report*. Johannesburg: GDE.
- Pretorius, C. 1999. Schools Gripped by Fear. *Sunday Times*, 31 January: 5.
- Republic of South Africa (RSA). 1996a. *Constitution of South Africa*. Act 108 of 1996.
- Republic of South Africa (RSA). 1996b. *National Education Policy Act*. Act 27 of 1996.
- Republic of South Africa (RSA). 1996c. *South African Schools Act*. Act 84 of 1996.
- Skweyiya, Z. 2000. Mobilising for a Caring Society: People First for Sustainable Development. *Child Youth Care*, 8(1):14-16.
- Steinmetz, S.K. 1977. *The Cycle of Violence*. New York: Pranger.
- Stuart, B. 2000. School Crime, Violence Increasing, says Asmal. *Citizen*, 2 December.
- Vally, S. and Dalamba, Y. 1999. *Racism, 'Racial Integration' and Desegregation in South African Public Secondary Schools: A Report on a Study by the South African Human Rights Commission*. Johannesburg: SAHRC.
- Van den Aardweg, E.M. 1987. Possible Causes of School Violence. *South African Journal of Education*, 7(3):174-181.
- Van der Burgh, C. 1979. *Multipurpose Survey among Whites: Views on Certain Aspects of Dagga Use, Alcohol Consumption and Alcoholism*. A report prepared for the Institute for Sociological, Demographic and Criminological Research. Pretoria: HSRC.
- Van der Wart, V.V. 1990. Crisis Intervention: Does Your School Have a Plan of Action? *Curriculum*, 16(3):2-3.
- Van der Westhuizen, J. and Fourie, J. 1988. *Wheels of Misfortune: Alcohol and Drug Abuse*. Durban: Butterworth.
- Wodarski, J.S. and Hedrick, M. 1987. Violent Children: A Practice Paradigm. *Social Work in Education*, Special Edition, Fall: 28-48.

Appendix A Participating Schools

01 CENTRAL 1

- 011 Azara Secondary School
- 012 Vuwani Secondary School
- 013 Oakdale Secondary School
- 014 Glenvista Secondary School
- 015 Thomas Mofolo Secondary School
- 016 Glenanda Primary School
- 017 Naledi High School

02 CENTRAL 2

- 021 Hlakaniphani Primary School
- 022 Lerechabetse Primary School
- 023 Eldorado Park Secondary School
- 024 Silver Oaks School
- 025 Jabulani Technical School
- 026 Ibhongo High School

03 CENTRAL 3

- 031 Emisebeni Primary School
- 032 Edith Hinds High School
- 033 Job Rathebe Junior Secondary School
- 034 Thulare Secondary School
- 035 Thulasizwe Higher Primary School
- 036 Thabisang Primary School

04 CENTRAL 4

- 041 Westbury Secondary School
- 042 Fidelitas Secondary School
- 043 Mokgome Secondary School
- 044 Ikwewezi Primary School
- 045 Welhemina Hoskins Primary School
- 046 Meadowlands High School

05 CENTRAL 5

- 051 Witkoppen Primary School
- 052 Ithuteng Primary School
- 053 Northview High School
- 054 Alexandra High School
- 055 Allanridge Combined School
- 056 Fourways High School

06 CENTRAL 6

- 061 Vosloosrus Comprehensive Secondary School
- 062 Masithwalisane Secondary School
- 063 Illenge Secondary School
- 064 Goedehoop Primary School
- 065 Primrose Primary School
- 066 School of Achievement

07 NORTH 1

- 071 Olievenhoutbosch Primary School
- 072 New Hope Special School
- 073 Vulamehlo Primary Farm School
- 074 Dan Kutumela Secondary School
- 075 Chipa Tabane Secondary School
- 076 Sutherland High School

08 NORTH 2

- 081 Balebogeng Primary School
- 082 Mamelodi Centre School
- 083 Eersterust High School
- 084 Prosperitus High School
- 085 C.R. Swart High School
- 086 Ribane Laka High School

09 NORTH 3

- 091 Laudium Primary School
- 092 Laerskool Erasmia
- 093 Hoerskool Pretoria-Wes
- 094 Hoerskool Elandspoor
- 095 Himalaya Secondary School
- 096 Hofmeyr Secondary School

10 NORTH 4

- 101 Unified Primary School
- 102 Dimakatso Primary School
- 103 Amogelang Secondary School
- 104 Filadelfia Secondary School
- 105 Gerrit Maritz High School
- 106 Soshanguve High School

11 NORTH 5

- 111 Bonamelo Primary School
- 112 Matlhasedi Primary School
- 113 Kagiso Secondary School
- 114 Townview High School
- 115 Forte High School
- 116 Florida Park High School

12 NORTH 6

- 121 Jiyana Secondary School
- 122 Inqyizivele Secondary School
- 123 Boitumelo Secondary School
- 124 Umthabeka Primary School
- 125 Shukumani Primary School
- 126 Zitikeneni Secondary School

13 NORTH 7

- 131 Randfontein Sekondere Skool
- 132 Tswasongu Secondary School
- 133 Carlton Jones School
- 134 Tsitsiboga Primary School
- 135 Brandvlei Primary Farm School

136 Phahama Secondary School

14 SOUTH 1

- 141 B.B. Myataza (Abednego Manana S/S)
- 142 Davey Secondary School
- 143 William Hills Secondary School
- 144 Geluksdal Primary School
- 145 Thopodi Primary School
- 146 Mulwazi High School

15 SOUTH 2

- 151 Moghaka Secondary School
- 152 Sizanani-Thusang Secondary School
- 153 Jordan Secondary School
- 154 Matome Primary School
- 155 Lesabasaba Primary School
- 156 Tshepo Themba High School

16 SOUTH 3

- 161 Rust ter Vaal Primary School
- 162 Vukuzakhe Primary School
- 163 Lekoa Shandu Secondary School
- 164 General Smuts Secondary School
- 165 Theta Secondary School
- 166 Isizwe / Setshaba Secondary School

17 SOUTH 4

- 171 Alafang Secondary School
- 172 Thoko Thaba Secondary School
- 173 Ntombizodwa Secondary School
- 174 Monde Primary School
- 175 Sonqoba Primary School
- 176 Mohlodi Primary School

18 SOUTH 5

- 181 Alra Park Primary School
- 182 Dan Radebe Primary School (Duduza)
- 183 Kenneth Masekela Secondary School (KwaThema)
- 184 HTS (Springs)
- 185 Zikhethela Secondary School (Impumelelo)
- 186 Fred Habedi Secondary School

1			2			3		
---	--	--	---	--	--	---	--	--

1		2	
---	--	---	--

1		2		3		4		5		6	
---	--	---	--	---	--	---	--	---	--	---	--

1		2	
---	--	---	--

1		2		3		4		5		6		7	
8		9		10		11		12		13			

SECTION B: Learner enrolments

1		2		No.
---	--	---	--	-----

38

39

40

41

42

43

44-46

47-49

50-52

53-55

56-58

59-61

SECTION C: Nature and type of violence at school

Please tick all that are applicable. (The following are not exhaustive)

	1	2	3
Name calling	1	2	3
Hate speeches	1	2	3
Bullying	1	2	3
Racially motivated violence	1	2	3
Politically motivated violence	1	2	3
Sexual offences e.g. rape	1	2	3
Assaults/fighting	1	2	3
Theft of personal belongings, e.g. watch, textbooks, bicycle, etc.	1	2	3
Armed robberies	1	2	3
Gang related crime and violence in neighbourhood	1	2	3
Other (please specify)	1	2	3

02

Please tick all that are applicable. (The following are not exhaustive)

Types of crime / violence	1	2	3	4	5	
Assault of learners by outsiders	1	2	3	4	5	6-10
Assault of teachers by learners	1	2	3	4	5	11-15
Teachers being shot on the school premises	1	2	3	4	5	16-20
Teachers being killed on the school premises	1	2	3	4	5	21-25
Learners being killed on school premises	1	2	3	4	5	26-30
Teachers fighting each other physically	1	2	3	4	5	31-35
Violence by fellow learners	1	2	3	4	5	36-40
Drug use in school	1	2	3	4	5	41-45
Alcohol use school	1	2	3	4	5	46-50
Vandalism – destroying/damaging school property	1	2	3	4	5	51-55
Armed robberies	1	2	3	4	5	56-60
Name calling	1	2	3	4	5	61-65
Racist remarks by teachers	1	2	3	4	5	66-70
						71-75

	1	2	3	4	
Racist remarks by teachers	1	2	3	4	
Racist remarks by learners	1	2	3	4	
Learners carrying knives	1	2	3	4	30-33
Learners carrying guns	1	2	3	4	
Teachers carrying knives	1	2	3	4	34-37
Teachers carrying guns	1	2	3	4	
Theft	1	2	3	4	38-41
Intimidation as a result of race	1	2	3	4	
Intimidation as a result of disability	1	2	3	4	42-45
Intimidation as a result of own religion	1	2	3	4	46-49
Intimidation as a result of sexual orientation	1	2	3	4	50-53
Hate speech	1	2	3	4	54-57
Burglary	1	2	3	4	58-61
Vehicle hijacking	1	2	3	4	62-65
Sexual offences, e.g. rape	1	2	3	4	66-69
Bullying	1	2	3	4	70-73
Politically motivated violence	1	2	3	4	74-77
Racially motivated violence	1	2	3	4	06 6-9
Gang related crimes and violence	1	2	3	4	
Other (please specify)	1	2	3	4	

	1	2	3	4	
Name calling	1	2	3	4	10
Hate speech	1	2	3	4	11
Verbal abuse, e.g. swearing	1	2	3	4	12
Bullying	1	2	3	4	13
Racially motivated violence	1	2	3	4	14
Politically motivated violence	1	2	3	4	15
Sexual offences, e.g. rape	1	2	3	4	16
Assaults/fighting	1	2	3	4	17
Robberies	1	2	3	4	18
Student uprising	1	2	3	4	19
Gang related crimes and violence	1	2	3	4	20
Learners carrying knives	1	2	3	4	21
Learners carrying guns	1	2	3	4	22
Teachers carrying knives	1	2	3	4	23
Teachers carrying guns	1	2	3	4	24
Other (please specify)	1	2	3	4	

SECTION D: Causes / reasons for crime and violence

Factors contributing to possible crime and violence in school	
Family background of learners	01
Community in which the school is found, for instance, high rate of crime	02
Socio-economic status of the local community	03
Factors within the school, e.g. Management style, attitudes of educators & learners.	04
Gang related crimes and violence in neighbourhood	05
Availability of drugs	06
Availability of alcohol	07
Inadequate security measures in schools	08
Exposure to violence through TV programmes, movies, music lyrics, Internet, etc.	09
Size of school, e.g. large number of learners	10
Over-age learners	11
Other (please specify)	12

SECTION E: Impact of crime and violence

Effects of crime and violence on the school			
	1	2	3
Level of learner concentration in the class	1	2	3
School's discipline	1	2	3
Normal running of the school, e.g. punctuality.	1	2	3
Learners' academic achievement	1	2	3
Absenteeism	1	2	3
Drop out rate	1	2	3
Learners transferring to other schools	1	2	3
Educators' commitment	1	2	3
Parental involvement	1	2	3
Learners' attitudes	1	2	3
Other (please specify)	1	2	3

SECTION F: Measures used for a safe and secure school environment

	1	2	3	
The school has developed a policy to deal with crime and violence in the school	1	2	3	
Organised training for educators e.g. workshops/seminars dealing with crime and violence.	1	2	3	
The parents have been involved in the formulation of policies dealing with crime and violence in the school	1	2	3	47
Involved the community in determining ways to deal with crime and violence in the school	1	2	3	48
Organised campaigns to educate the school community about crime and violence in the school	1	2	3	
Keeping records of violent and criminal incidents	1	2	3	49
There are school watches where volunteers take turns to guard school	1	2	3	50
The following measures are in place at the school:	1	2	3	
• School identity cards for learners	1	2	3	51
• School identity cards for staff	1	2	3	52
• School identity cards for visitors	1	2	3	
• Spot-checks on learners for drugs	1	2	3	53
• Spot-checks on learners for guns	1	2	3	
• A school security / safety committee has been established to monitor the safety of the school	1	2	3	54
• Gates that are locked	1	2	3	55
• Erected a fence/wall around the school premises.	1	2	3	56
• The school has a system for watching on learners as they move about the grounds and buildings	1	2	3	57
• The school has a system for checking on learners as they move about the grounds and buildings	1	2	3	58
• Erected metal detectors to search every person coming into the school premises.	1	2	3	59
• Security guard(s)	1	2	3	
• Electronic security devices e.g. alarms, panic buttons	1	2	3	
Police patrol school all the time to prevent violence	1	2	3	67
Training for teachers to enable them to be alerted of early warning signs of violent behaviour among learners	1	2	3	68
The school has a trained counsellor available for learners	1	2	3	
Alternative measures for corporal punishment are in place to handle learners with disciplinary problems	1	2	3	69

Crime and violence prevention programmes in the school:	1	2	3
• conflict resolution and mediation skills	1	2	3
• safety plans			
• counselling of learners after they have been exposed to violence	1	2	3
Parents have been involved to reduce violence	1	2	3
The school has a system of referring to counselling those learners who are prone to violence	1	2	3
One member of staff in our school has been trained in sex education programme to help prevent sexual violence	1	2	3
The school provides extra-mural activities to learners	1	2	3
Education programme to deal with drug abuse	1	2	3
Other (please specify)	1	2	3

SECTION G: Developmental needs

Ability to develop policies on crime and violence in the school.	1	2	3
Teacher education programmes to address dealing with issues of crime and violence	1	2	3
Counselling of learners who are victims of violence	1	2	3
All schools to provide violence prevention programmes, e.g. course on tolerance, dealing with anger, etc.	1	2	3
Schools becoming community centres with community activities allowed after school hours.	1	2	3
All schools to work together with the police to reduce crime and violence in the schools	1	2	3
Forming partnerships with community structures to reduce crime and violence.	1	2	3
Forming partnerships with the business sector to address crime and violence.	1	2	3
For the government to make more money available to fund programmes directed towards addressing issues of crime and violence in schools.	1	2	3
To introduce a curriculum that will address crime and violence and its effects	1	2	3
To provide support groups for victims	1	2	3
To provide support groups for offenders	1	2	3
Other (please specify)	1	2	3

THANK YOU FOR YOUR CO-OPERATION

Appendix C

Educator Questionnaire, Quantitative Study

The Gauteng Department of Education has commissioned the Human Sciences Research Council (HSRC) to examine crime and violence in its schools. The aim of this survey is to examine the nature of violence experienced in Gauteng schools, the possible causes of crime and violence, the effects of crime and violence, and the extent to which school communities experience it. The mechanisms or various ways in which the schools deal with the problems related to crime and violence will be assessed and best practices in schools identified. The perceptions of learners, educators, school managers and the parents will be analysed and additional strategies to address issues of crime and violence recommended.

Your school has been selected to participate in this study. As an educator, your experiences and comments about how you deal with problems of crime and violence in your school are important in this regard. It would be appreciated if you could complete the attached questionnaire to help inform future planning and practices in the Gauteng Department of Education.

All information submitted to us will be treated with respect and confidentiality.

INSTRUCTIONS

Please answer all the questions in the questionnaire below by circling the number indicating your choice.

Example:

	Yes	No
This is a questionnaire about Crime and Violence	1	2

By circling the number 1 under "Yes", you show that you agree with the statement that this is a questionnaire about Crime and Violence.

01

SECTION A: Profile of teacher

Name of school		3-5										
Your contact		6-9										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 34%; text-align: center;">None</td> </tr> </table>	1	2	None		10							
1	2	None										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">1</td> <td style="width: 25%; text-align: center;">2</td> <td style="width: 25%; text-align: center;">3</td> <td style="width: 25%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td colspan="4" style="text-align: center;">(please specify)</td> <td></td> </tr> </table>	1	2	3	4	5	(please specify)						11
1	2	3	4	5								
(please specify)												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%;"></td> </tr> </table>				12-13								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 34%; text-align: center;">3</td> </tr> </table>	1	2	3		14							
1	2	3										

SECTION B: Training / Support in the school

	1	2	3	4
Strategies to address crime and violence needs in the school	1	2	3	4
Empowerment of victims of crime through victim empowerment programmes	1	2	3	4
Advice on school security	1	2	3	4
Support school authorities in establishing school safety	1	2	3	4
Support groups for learners who have been victims of violence	1	2	3	4
Other (please specify)	1	2	3	4

1	2	3	4
---	---	---	---

40

41

42

43

44

45

46

47

48

49

50

51

52

53

SECTION C: Nature and type of violence at school

Where is the sexual violence and violence in (1) or (2) occurred in your school?			
	1	2	3
Assault of learners by outsiders	1	2	3
Assault of teachers by learners	1	2	3
Assault of teachers by outsiders	1	2	3
Teachers being shot on the school premises	1	2	3
Teachers being killed on the school premises	1	2	3
Learners being killed on school premises	1	2	3
Violence by fellow learners	1	2	3
Teachers fighting each other physically	1	2	3
Alcohol use in school	1	2	3
Drugs use in school	1	2	3
Vandalism - destroying/ damaging school property	1	2	3
Armed robberies	1	2	3
Racist remarks by learners	1	2	3
Racist remarks by teachers	1	2	3
Learners carrying knives	1	2	3
Learners carrying guns	1	2	3
Teachers carrying knives	1	2	3
Teachers carrying guns	1	2	3
Theft	1	2	3
Intimidation as a result of race	1	2	3
Intimidation as result of disability	1	2	3
Intimidation as a result of own religion	1	2	3
Intimidation as a result of sexual orientation	1	2	3
Hate speech	1	2	3
Burglary	1	2	3
Vehicle hijacking	1	2	3
Sexual offences, e.g. rape	1	2	3
Bullying	1	2	3
Racially motivated violence	1	2	3
Other (please specify)	1	2	3

Table 1: School Safety and Security Incidents

Assault of learners by outsiders	1	2	3	4	5
Assault of teachers by learners	1	2	3	4	5
Teachers being killed on the school premises	1	2	3	4	5
Teachers being shot on the school premises	1	2	3	4	5
Learners being killed on school premises	1	2	3	4	5
Violence by fellow learners	1	2	3	4	5
Teachers fighting each other physically	1	2	3	4	5
Alcohol use in school	1	2	3	4	5
Drugs use in school	1	2	3	4	5
Vandalism - destroying / damaging school property	1	2	3	4	5
Armed robberies	1	2	3	4	5
Name calling	1	2	3	4	5
Racist remarks by teachers	1	2	3	4	5
Racist remarks by learners	1	2	3	4	5
Learners carrying knives	1	2	3	4	5
Learners carrying guns	1	2	3	4	5
Teachers carrying knives	1	2	3	4	5
Teachers carrying guns	1	2	3	4	5
Theft	1	2	3	4	5
Intimidation as a result of race	1	2	3	4	5
Intimidation as a result of disability	1	2	3	4	5
Intimidation as a result of own religion	1	2	3	4	5
Intimidation as a result of sexual orientation	1	2	3	4	5
Hate speech	1	2	3	4	5
Burglary	1	2	3	4	5
Vehicle hijacking	1	2	3	4	5
Sexual offences, e.g. rape	1	2	3	4	5
Bullying	1	2	3	4	5
Racially motivated violence	1	2	3	4	5
Politically motivated violence	1	2	3	4	5
Gang related crimes and violence	1	2	3	4	5
Other (please specify)	1	2	3	4	5

10-14

15-19

20-24

25-29

30-34

35-39

40-44

45-49

50-54

55-59

60-64

65-69

70-74

75-79

03 10-14

15-19

20-24

25-29

30-34

35-39

40-44

45-49

50-54

55-59

60-64

65-69

70-74

75-79

04 10-14

15-19

Assault of learners by outsiders	1	2	3	4
Assault of teachers by learners	1	2	3	4
Teachers being killed on the school premises	1	2	3	4
Teachers being shot on the school premises	1	2	3	4
Learners being killed on school premises	1	2	3	4
Violence by fellow learners	1	2	3	4
Teachers fighting each other physically	1	2	3	4
Alcohol use in school	1	2	3	4
Drugs use in school	1	2	3	4
Vandalism – destroying/damaging school property.	1	2	3	4
Armed robberies	1	2	3	4
Name calling	1	2	3	4
Racist remarks by teachers	1	2	3	4
Racist remarks by learners	1	2	3	4
Learners carrying knives	1	2	3	4
Learners carrying guns	1	2	3	4
Teachers carrying knives	1	2	3	4
Teachers carrying guns	1	2	3	4
Theft	1	2	3	4
Intimidation as a result of race	1	2	3	4
Intimidation as a result of disability	1	2	3	4
Intimidation as a result of own religion	1	2	3	4
Intimidation as a result of sexual orientation	1	2	3	4
Hate speech	1	2	3	4
Burglary	1	2	3	4
Vehicle hijacking	1	2	3	4
Sexual offences e.g. rape	1	2	3	4
Bullying	1	2	3	4
Racially motivated violence	1	2	3	4
Politically motivated violence	1	2	3	4
Gang related crime and violence	1	2	3	4
Other (please specify)	1	2	3	4

	1	2	3	4
Name calling	1	2	3	4
Hate speeches	1	2	3	4
Bullying	1	2	3	4
Racially motivated violence	1	2	3	4
Politically motivated violence	1	2	3	4
Sexual offence e.g. rape	1	2	3	4
Assaults / fighting	1	2	3	4
Robberies	1	2	3	4
Student uprising	1	2	3	4
Gang related crime and violence	1	2	3	4
Learners carrying knives	1	2	3	4
Learners carrying firearms	1	2	3	4
Teachers carrying knives	1	2	3	4
Teachers carrying firearms	1	2	3	4
Other (please specify)	1	2	3	4

SECTION D: Causes / reasons for crime and violence

Family background of learners	1	2	3	
The levels of crime and violence in community	1	2	3	37
Socio-economic status of the local community	1	2	3	38
Factors within the school:				39
• Lack of proper disciplinary measures	1	2	3	
• Corporal punishment	1	2	3	40
• Unchallenging lessons	1	2	3	41
• Management style of principal	1	2	3	42
• Name calling by learners	1	2	3	43
• Name calling by educators	1	2	3	44
Gang related crimes and violence in neighbourhood	1	2	3	
Availability of alcohol	1	2	3	45
Availability of drugs	1	2	3	
Exposure to violence through TV programmes, movies, music lyrics, Internet sites	1	2	3	46
Size of school, e.g. large number of learners	1	2	3	47
Inadequate security measures	1	2	3	48
Lack of discipline at home	1	2	3	49
Lack of community activities in the area	1	2	3	50
Over-age learners	1	2	3	51
Other (specify)	1	2	3	52

SECTION E: The impact of crime and violence

	1	2	3
Level of learner concentration	1	2	3
School's discipline	1	2	3
Normal running of the school	1	2	3
Learners' academic achievement	1	2	3
Absenteeism	1	2	3
Dropout rates	1	2	3
Learners transferring to other schools	1	2	3
Educator morale	1	2	3
Parental involvement	1	2	3
Learners attitudes	1	2	3
Other (please specify)	1	2	3

SECTION F: Measures used for a safe and secure school environment

The school has developed a policy to deal with crime and violence in the school	1	2	3
Organised training for educators, workshops/seminars dealing with crime and violence	1	2	3
The parents have been involved in the formulation of policies dealing with crime and violence in the school	1	2	3
Involved the community in determining ways to deal with crime and violence in the school	1	2	3
Organised campaigns to educate the school community about crime and violence in the school	1	2	3
Keeping records of violent and criminal incidents	1	2	3
There are after school watches where volunteers take turns to guard school	1	2	3
The following measures are in place at the school:			
• School identity cards for learners	1	2	3
• School identity cards for staff	1	2	3
• School identity cards for visitors	1	2	3
• Spot checks for knives	1	2	3
• Spot checks for guns	1	2	3

Security measures:			
• Gates that are locked	1	2	3
• Erected a fence / wall around the school premises	1	2	3
• The school has a system for watching on learners as they move about the grounds and buildings	1	2	3
• The school has a system for checking on learners as they move about the grounds and buildings	1	2	3
• Erected metal detectors to search every person coming into the school premises	1	2	3
• Security guards	1	2	3
• Electronic security devices e.g. alarms, panic buttons	1	2	3
Police patrol school all the time to prevent violence	1	2	3
Training for teachers to enable them to be alerted of early warning signs of violent behaviour among learners	1	2	3
The school has a trained counsellor available for learners	1	2	3
Alternative measures for corporal punishment are in place to handle learners with disciplinary problems	1	2	3

13
14
15
16
17
18
19

Crime and violence prevention programmes in the school:			
• conflict resolution and mediation skills	1	2	3
• safety plans	1	2	3
• counselling of learners after they have been exposed to violence	1	2	3
Parents have been involved to reduce violence	1	2	3
The school has a system of referring to counselling those learners who are prone to violence	1	2	3
One member of staff in our school has been trained in sex education programme to help prevent sexual violence	1	2	3
The school provides extra-mural activities to learners	1	2	3
Education programme to deal with drug abuse	1	2	3
Other (please specify)	1	2	3

20
21
22
23
24
25

26
27
28
29

SECTION G: Developmental needs

	1	2	3
Ability to develop policies on crime and violence in the school	1	2	3
Teacher education programmes to address dealing with issues of crime and violence	1	2	3
Counselling of learners who are victims of violence	1	2	3
All schools to provide violence prevention programmes, e.g. course on tolerance, dealing with anger, etc.	1	2	3
Schools becoming community centres with community activities allowed after school hours	1	2	3
All schools to work together with the police to reduce crime and violence in the schools	1	2	3
Forming partnerships with community structures to reduce crime and violence	1	2	3
Forming partnerships with business to address crime and violence	1	2	3
To introduce a curriculum that will address crime and violence and its effects	1	2	3
To provide support groups for victims	1	2	3
To provide support groups for offenders	1	2	3
Other (please specify)	1	2	3

THANK YOU FOR YOUR CO-OPERATION

Appendix D

Learner Questionnaire, Quantitative Study

Schools and other public institutions are supposed to offer safer and secure environments for all including members of the school community. However, these ideal conditions are not found in every school. This causes concern to all including the government. The Department of Education Gauteng Province has therefore, commissioned the Human Sciences Research Council (HSRC) to undertake an investigation into crime and violence in its schools.

The aim of this survey is to examine the nature of crime and violence, the effects of crime and violence, and the extent to which school communities experienced it. The mechanisms or various ways in which the schools deal with the problems related to crime and violence will be assessed and best practices in schools identified. The perceptions of learners, educators, school managers and the parents will be analysed, and additional strategies to address issues of crime and violence recommended.

Your school has been selected to participate in this study. Your experiences and comments about how to deal with problems of crime and violence in your school are important in this regard. Please be assured that all information submitted to us will be treated with respect and confidentiality.

INSTRUCTIONS

Please answer all the questions in the questionnaire below by circling the number indicating your choice.

Example:

For example, in the question of gender if you are a boy you respond as follows:

Gender:

1	Male	2	Female
---	------	---	--------

If you want to cancel, you shade the whole block or number as follows:

Gender:

	Male	2	Female
--	------	---	--------

Where a scale is used: circle the number that corresponds with the answer applicable to you.

Please answer all the questions applicable to you in the following pages.

Please remember:

Crime is an offence for which there is punishment by law. So if one breaks the law, a crime is committed. Violence is all behaviours or actions that are disorderly or against the rules and laws.

SECTION A - Learner profile

Please tell us more about yourself and about your school and home background.

1. Name of school		3-5
-------------------	--	-----

2. School type		6-9
----------------	--	-----

3. How long have you been at this school?	1	2		10
---	---	---	--	----

4. How long have you been at this school?	1	2	3	4	5	11

5. How long have you been at this school?	1	2	3	4	12
---	---	---	---	---	----

6. How long have you been at this school?	1	2	3	4	5	6	7	13
---	---	---	---	---	---	---	---	----

7. How long have you been at this school?				14
1	Suburb	5	Tribal village	
2	Inner city	6	Informal settlement	
3	Township	7	Other (specify)	
4	Farm			

8. How long have you been at this school?	1	2	3	15
---	---	---	---	----

9. How long have you been at this school?	1	2	3	16
---	---	---	---	----

SECTION B

Please circle the number or numbers that best describe(s) your experience on the following questions:

Crime, Violence and Involvement at School

Please indicate if you have any experience or personal involvement of the following types of crime / violence at your school. Circle the number(s) that applies to your experience by using the following scale:

	1	2	3	4	
Name calling	1	2	3	4	17-20
Hate speech	1	2	3	4	21-24
Verbal abuse, e.g. swearing	1	2	3	4	25-28
Bullying	1	2	3	4	29-32
Violence from other racial groups	1	2	3	4	33-36
Intimidation as a result of place of origin (where one comes from)	1	2	3	4	37-40
Intimidation as a result of physical disability	1	2	3	4	41-44
Intimidation as a result of own religion	1	2	3	4	45-48
Intimidation as a result of sexual orientation	1	2	3	4	49-52
Politically motivated violence	1	2	3	4	53-56
Violence that is related to witchcraft	1	2	3	4	57-60
Sexual offence - e.g. rape	1	2	3	4	61-64
Vandalism - destroying or damaging property	1	2	3	4	65-68
Vehicle hijacking	1	2	3	4	69-72
Assaults/fighting	1	2	3	4	73-76
Learners being killed on school premises	1	2	3	4	02 10-13
Kidnapping	1	2	3	4	14-17
Drug possession in school	1	2	3	4	18-21
Drug use in school	1	2	3	4	22-25
Alcohol use in school	1	2	3	4	26-29
School fees related burglary/robbery	1	2	3	4	30-33
Theft	1	2	3	4	34-37
Theft / robbery of personal belongings e.g. watch, textbooks, bicycle, etc.	1	2	3	4	38-41
Gang related crime and violence	1	2	3	4	42-45

Learners carrying knives	1	2	3	4
Learners carrying guns	1	2	3	4
Teachers carrying knives	1	2	3	4
Teachers carrying guns	1	2	3	4
Another type of crime not mentioned (Please specify)	1	2	3	4

46-49
50-53
54-57
58-61
62-65
66-69

Please indicate if you have any experience or personal involvement of the following types of crime / violence in your home area. Circle the number(s) that applies to your experience by using the following scale:

Name calling	1	2	3	4
Hate speech	1	2	3	4
Verbal abuse, e.g. swearing	1	2	3	4
Bullying	1	2	3	4
Violence from other racial groups	1	2	3	4
Intimidation as a result of place of origin (where one comes from)	1	2	3	4
Intimidation as a result of physical disability	1	2	3	4
Intimidation as a result of religion	1	2	3	4
Intimidation as a result of sexual orientation	1	2	3	4
Politically motivated violence	1	2	3	4
Violence that is related to witchcraft	1	2	3	4
Sexual offence - e.g. rape	1	2	3	4
Vandalism - destroying/damaging school property	1	2	3	4
Vehicle hijacking	1	2	3	4
Assaults/fighting	1	2	3	4
Learners being killed on school premises	1	2	3	4

03 10-13
14-17
18-21
22-25
26-29
30-33
34-37
38-41
42-45
46-49
50-53
54-57
58-61
62-65
66-69

Kidnapping	1	2	3	4
Drug possession in school	1	2	3	4
Drug use in school	1	2	3	4
Alcohol use in school	1	2	3	4
School fees related burglary/robbery	1	2	3	4
Theft	1	2	3	4
Theft / robbery of personal belongings – e.g. watch, textbooks, bicycle, etc.	1	2	3	4
Gang related crimes and violence	1	2	3	4
Learners carrying knives	1	2	3	4
Learners carrying guns	1	2	3	4
Teachers carrying knives	1	2	3	4
Teachers carrying guns	1	2	3	4
Another type of crime not mentioned (Please specify)	1	2	3	4

74-77

04 10-13

14-17

18-21

22-25

26-29

30-33

34-37

38-41

42-45

46-49

50-53

54-57

Please indicate when the following types of violence / crimes taking place by using the following scale:
Circle all that applies.

Verbal abuse – e.g. swearing	1	2	3	4
Bullying	1	2	3	4
Racially motivated violence	1	2	3	4
Sexually related offences - rapes	1	2	3	4
Vandalism – destroying/damaging school property	1	2	3	4
Robberies of personal belongings	1	2	3	4
Theft	1	2	3	4
Alcohol related offences	1	2	3	4
Drug related offences	1	2	3	4
Gang related crimes and violence	1	2	3	4

58-62

63-67

68-72

73-77

05 10-14

15-19

20-24

25-29

30-34

35-39

Where in the school are crimes taking place?

Please indicate where the following types of violence / crimes taking place by using the following scale:
Circle all that applies.

	1	2	3	4	
Verbal abuse, e.g. swearing,	1	2	3	4	40-44
Bullying	1	2	3	4	45-49
Racially motivated violence	1	2	3	4	50-54
Sexual offences, e.g. rapes	1	2	3	4	55-59
Vandalism – destroying/damaging school property	1	2	3	4	60-64
Robberies of personal belongings	1	2	3	4	65-69
Theft	1	2	3	4	70-74
Alcohol related offences	1	2	3	4	06 10-14
Drug related offences	1	2	3	4	15-19
Gang related offences	1	2	3	4	20-24

How does your school respond to the reported incidents of crime and violence?

Please indicate the level at which your school has responded to issues of crime and violence using the following scale:

	1	2	3	4	
The school has developed a policy (policies) to deal with crime and violence	1	2	3	4	
The learners are free to report cases of crime and violence to the teachers	1	2	3	4	
The learners are free to report cases of crime and violence to police	1	2	3	4	
The learners are free to report cases of crime and violence to management of school	1	2	3	4	25
The corrective/steps taken to deal offenders are fair	1	2	3	4	26
The learners have been involved in the formulation of policy /policies dealing with crime and violence in the school	1	2	3	4	27
The parents have been involved in the formulation of policy /policies dealing with crime and violence in the school	1	2	3	4	28
					29

Statements	Scale				
	1	2	3	4	
• Security guard(s)	1	2	3	4	
• Care taker	1	2	3	4	
• Electronic security devices e.g. alarms, panic buttons	1	2	3	4	
• School identity cards for learners and staff	1	2	3	4	30
• School identity cards for visitors	1	2	3	4	
• Searches for weapon possession	1	2	3	4	31
• Seizing of weapons or dangerous materials	1	2	3	4	32
• Establishing a school security/safety committee	1	2	3	4	33
• Trespassing is not allowed at the school	1	2	3	4	34
• Reporting of people with suspicious behaviour, (e.g. loiterers)	1	2	3	4	35
Education – campaigns to educate the school community about crime and violence	1	2	3	4	36
Training – workshops or training courses on tolerance, dealing with anger, etc.	1	2	3	4	37
Counselling is given to learners who are victims of violence	1	2	3	4	38
Counselling is given to learners who have record(s) of crime and violence	1	2	3	4	39
The school is working together with the police to combat violence	1	2	3	4	40
The school is working together with community structures to reduce violence	1	2	3	4	41

Development of need

Please indicate the level of the need at your school to deal with issues of crime and violence by using the following scale:

Statements	Scale			
	1	2	3	
All schools in the Gauteng Department of Education to work together with the police to reduce violence in the schools	1	2	3	44
All schools to provide violence prevention programmes	1	2	3	45
All schools to provide support programmes for victims	1	2	3	46
Restrict access to schools – not allowing trespassing	1	2	3	47
To teach about safety matters in every school subject	1	2	3	48

Please indicate the extent to which you feel safe or unsafe at school or at home by responding to the following questions using the given scale:

	1	2	3
Do you feel safe when you are at school?	1	2	3
Do you feel safe when you are at home?	1	2	3
Are you given a hiding at school when you do not go according to the rules?	1	2	3
Are you given a hiding if you do not go according to the rules at home?	1	2	3
Do you feel free to report any cases of crime and violence occurring at school to the management of the school?	1	2	3
Do you feel free to report any cases of crime and violence occurring at school to the police?	1	2	3

THANK YOU FOR YOUR CO-OPERATION

Appendix E

School Management Team Interview Schedule, Qualitative Study

This is a questionnaire to gather information about crime and violence in Gauteng schools. The aim of the interview is to examine the nature of crime and violence experienced in Gauteng schools, the possible causes of crime and violence, and the effects of crime and violence. The mechanisms in which schools deal with the problems related to crime and violence will be assessed and best practices in schools identified.

Kindly answer the questions as honestly as possible, as your responses will assist the Department of Education in obtaining information on the problems associated with crime and violence in your school.

All information will be treated as confidential.

1. Name of school:
2. List of SMT (only designations of those present)

Name	Designation	Gender
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

1. **Do you perceive your school as a safe school?** Discuss aspects that could be changed in order to make the school a safe and secure place for teaching and learning.

2. **How do other people (outside the school) perceive your school?**

3. **What do you think are the biggest obstacles in creating a safe and secure environment, which is conducive to teaching and learning?**

Prompts: Safety

- *Exposure to violence through TV programmes
- *Over-age learners
- *Size of school
- *Inadequate security measures

MANAGEMENT

1. **Does your school keep a record of violent and criminal incidents?** (If yes, discuss how the process. If no, discuss reasons why the school does not keep a record of violent crime).

2. **Does your school have a safety plan that addresses fighting, name calling, bullying in place?** (If yes, discuss the safety plan in detail. If no, discuss reasons why the school does not have a safety plan).

3. **Are there definite consequences for any kind of violence or crime?**

PARENT / COMMUNITY INVOLVEMENT

1. **Does your school have community support and advice on security issues?** (If yes, what kind of support and advice? If no, why not).

2. **What role does the School Governing Body play with regard to fighting crime and violence in your school?** Explain the nature of their role regarding crime and violence.

3. How involved are the parents / community in ensuring security and safety in your school?

THE IMPACT OF CRIME AND VIOLENCE

1. In your opinion what effects does crime and violence have in your school?

Prompts:

- *Level of learner concentration in the class
- *School's discipline
- *Learners' academic achievement
- *Educators' commitment
- *Absenteeism
- *Drop out rate
- *Parental involvement
- *Learners transferring to other schools

MEASURES / MECHANISMS USED TO ADDRESS THE PROBLEMS OF VIOLENCE AND CRIME IN SCHOOL

What are the different measures in your school to fight crime and violence?

Prompts:

- School working with community to reduce crime
- *Training for educators to deal with learners with criminal behaviour (early warning signs)
- *Training educators to handle learners with disciplinary problems
- *Educators to be taught coping skills to deal with violence and crime
- *Projects like tolerance and acceptance to be included in the curriculum
- *Teaching about security within the curriculum of the school
- *Workshops for specifically identified learners to help them deal with the problems in the school
- *Social activities being provided for learners to keep them fully occupied within and outside the classroom

DEVELOPMENT NEEDS

What development needs does your school need to fight crime and violence?

Prompts:

*All schools should have violence prevention programmes, e.g. course on tolerance, dealing with anger, etc.

*Forming partnerships with community structures to reduce crime and violence in the schools

*School should provide support groups for victims

*Schools should provide support groups for perpetrators

*Counselling of learners who are victims and perpetrators

ADDITIONAL COMMENTS

Do you have additional comments, concerns or suggestions that you would like to make, which are not addressed in this interview?

Thank you for your support and assistance

Appendix F

Educator Interview Schedule, Qualitative Study

This is a questionnaire to gather information about crime and violence in Gauteng schools. The aim of the interview is to examine the nature of crime and violence experienced in Gauteng schools, the possible causes of crime and violence, and the effects of crime and violence. The mechanisms in which schools deal with the problems related to crime and violence will be assessed and best practices in schools identified.

Kindly answer the questions as honestly as possible, as your responses will assist the Department of Education in obtaining information on the problems associated with crime and violence in your school.

All information will be treated as confidential.

1. Name of school:
2. List of educators (only designations of those present)

Name	Designation	Gender
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

1. **Do you perceive your school as a safe school?** Discuss the aspects that could be changed in order to make the school a safe and secure place for teaching and learning.

2. **How do other people (outside the school) perceive your school?**

3. What do you think are the biggest obstacles in creating a safe and secure environment, which is conducive to teaching and learning?

Prompt: Safety

SUPPORT IN THE SCHOOL

What forms of support does the district provide to your school to ensure a safe and secure environment?

Prompts:

- *In service training / workshops
- *Support school authorities in establishing school safety
- *Dissemination of information
- *Advice on school security
- *Support groups of learners who have been victims of violence, etc

NATURE AND TYPE OF CRIME & VIOLENCE

What incidents of crime and violence (if any) do you experience most often in your school? How often (frequency of crime and violence)? Who was involved? Where does it occur? When does it occur? What is your school doing to reduce violent crime?

Prompts:

- *Bullying
- *Assault/physical fighting
- *Sex offences
- *Rape
- *Armed robbery
- *Murder
- *Gang related violence and crime in the neighbourhood
- *Vehicle hijacking
- *Educators hitting learners (corporal punishment)

MEASURES / MECHANISMS USED TO ADDRESS THE PROBLEMS OF VIOLENCE AND CRIME IN SCHOOL

1. What measures has the school introduced to fight / reduce crime and violence?

Prompts:

- *School working with community to reduce crime
- *Training for educators to deal with learners with criminal behaviour (early warning signs)
- *Training educators to handle learners with disciplinary problems
- *Educators to be taught coping skills to deal with violence and crime
- *Projects like tolerance and acceptance to be included in the curriculum
- *Teaching about security within the curriculum of the school
- *Workshops for specifically identified learners to help them deal with the problems in the school
- *Social activities being provided for learners to keep them fully occupied within and outside the classroom

Does your school have a safety plan that addresses fighting, name calling, bullying in place? (If yes, discuss the safety plan in detail. If no, discuss reasons why the school does not have a safety plan.)

Prompts: Who developed the safety plan? What process was followed? Who is responsible for implementing the plan?

DEVELOPMENT NEEDS

1. What are the development needs of the school to deal with crime and violence?

Prompts:

- *All schools to provide violence prevention programmes
- *All schools to provide support programmes for victims
- *Partnerships of family, school, community and business
- *Restricting access to the school
- *Teach about safety matters in every school subject

ADDITIONAL COMMENTS

2. Do you have additional comments, concerns or suggestions with regard to nature of crime and violence and how it could be reduced?

Prompts:

School environment e.g. safety, external environment, poverty, etc.

Thank you for your support and assistance

Appendix G

Learner Interview Schedule, Qualitative Study

This is an interview to gather information about crime and violence in Gauteng schools. The aim of this interview is to examine the nature of crime and violence experienced in Gauteng schools, the possible causes of crime and violence, and the effects of crime and violence. The mechanisms in which schools deal with the problems related to crime and violence will be assessed and best practices identified.

Kindly answer questions as honestly as possible, as your responses will assist the provincial education department in obtaining information on the problems associated with crime and violence in your school.

All information will be treated as confidential.

3. Name of school:

4. List of learners (only designations of those present)

Name	Designation	Gender
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

2. **Do you perceive your school as a safe school?** Discuss the aspects that could be changed in order to make the school a safe and secure place for teaching and learning.

- **Prompts:**
- Do you feel safe when you are at school?
- Are you given a hiding at school when you do not behave according to the rules?
- Are you being bullied?
- Are there definite consequences for any kind of violence or crime?
- Has corporal punishment been eliminated from the school?
- Are random searches for knives, guns, sticks etc. conducted on learners in the school?
- Does your school have a safety plan that addresses fighting, name calling, bullying?
- Does the school keep a record of violent and criminal incidents?
- Do you feel free to report any cases of crime and violence occurring at school?

3. **How do other people (outside the school) perceive your school?**

4. What do you think are the biggest obstacles in creating a safe and secure environment, which is conducive to teaching and learning?

Prompt: Safety

NATURE AND TYPES OF CRIME AND VIOLENCE

What incidents of crime and violence (if any) do you experience most in your school? How often (frequency of crime and violence)? Who was involved? Where do they occur? When do they occur? What did the school do?

Prompts:

- *Bullying
- *Assault/physical fighting
- *Sex offences
- *Girls being raped
- *Armed robbery
- *Murder
- *Shooting
- *Gang related violence in the neighbourhood
- *Vehicle hijacking
- *Learner(s) being stabbed
- *Name calling
- *Educators hitting learners

CAUSES OF VIOLENCE

1. What do you attribute crime and violence in your school?

Prompts:

- *Family background of learners
- *Community in which school is found
- *Factors within the school
- *Gang related crimes and violence in neighbourhood
- *Drugs and alcohol
- *Exposure to violence through TV programmes
- *Over-age learners
- *Inadequate security measures

THE IMPACT OF CRIME AND VIOLENCE

1. What effects does crime and violence have in your school?

Prompts:

- *Level of learner concentration in the class
- *School's discipline
- *Learners' academic achievement
- *Educators' commitment
- *Absenteeism
- *Drop out rate
- *Parental involvement
- *Learners transferring to other schools

MEASURES / MECHANISMS USED TO ADDRESS THE PROBLEMS OF VIOLENCE AND CRIME IN SCHOOL

1. What measures has your school taken fight violence and crime?

Prompts:

- *By starting violence prevention programmes
- *Implementing zero-tolerance policies
- *By increasing school security
- *Workshops for learners to help them deal with problems in the school

DEVELOPMENT NEEDS

What are the development needs at your school to deal with crime and violence?

Prompts:

- All schools to provide violence prevention programmes
- All schools to provide support programmes for victims
- Restrict access to school
- To teach about safety matters in every school subject

ADDITIONAL COMMENTS

Do you have additional comments, concerns or suggestions that you would like to make, which are not included in the interview?

Thank you for your support and assistance.

Appendix H

Parent Interview Schedule, Qualitative Study

This is an interview to gather information about crime and violence in Gauteng schools. The aim of this interview is to examine the nature of crime and violence experienced in Gauteng schools, the possible causes of crime and violence, and the effects of crime and violence. The mechanisms in which schools deal with the problems related to crime and violence will be assessed and best practices in schools identified.

Kindly answer the questions as honestly as possible, as your responses will assist the provincial education department in obtaining information on the problems associated with crime and violence in your school.

All information will be treated as confidential.

5. Name of school:
6. List of parent/community (only designations of those present)

Name	Designation	Gender
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

5. **Do you perceive this school as a safe school?** Discuss the aspects that could be changed in order to make the school a safe and secure place for teaching and learning.

.....

.....

.....

.....

6. **How do other people (outside the school) perceive this school?**

.....

.....

.....

.....

7. What do you think are the biggest obstacles in creating a safe and secure environment, which is conducive to teaching and learning?

Prompt: Safety

NATURE AND TYPE OF VIOLENCE

What incidents of crime and violence (if any) does this school experience most often? How often (frequency of crime and violence)? Who was involved? Where do they occur? When do they occur? What did the school do?

Prompts:

- *Bullying
- *Assault/physical fighting
- *Sex offences
- *Rape
- *Armed robbery
- *Murder
- *Gang related violence and crime in the neighbourhood
- *Vehicle hijacking
- *Learner(s) being
- *Name calling
- *Educators hitting learners (corporal punishment)

CAUSES OF VIOLENCE

1. In your opinion what causes crime and violence at this school?

Prompts:

- *Family background of learners
- *Community in which school is found
- *Factors within the school
- *Gang related crime and violence in neighbourhood
- *Drugs and alcohol use
- *Exposure to violence through TV programmes
- *Over-age learners
- *Size of school
- *Inadequate security measures

PARENT / COMMUNITY INVOLVEMENT

1. Are you involved as parents/community in ensuring a safe and secure teaching and learning environment?

.....
.....
.....
.....

2. Do you provide active support and advice on safety and security issues at this school? If yes, what kind of support and advice? If no, why not?

.....
.....
.....

3. Does the School Governing Body play a role with regard to reducing crime and violence at this school?

.....
.....
.....

THE IMPACT OF CRIME AND VIOLENCE

1. In your opinion what effects does crime and violence have on the teaching and learning environment?

Prompts:

- *Level of learner concentration in the class
- *School's discipline
- *Learners' academic achievement
- *Educators' commitment
- *Absenteeism
- *Drop out rate
- *Parental involvement
- *Learners transferring to other schools

.....
.....
.....

MEASURES / MECHANISMS USED TO ADDRESS THE PROBLEMS OF VIOLENCE AND CRIME IN SCHOOL

Are you aware of different measures the school is using to fight crime and violence?

Prompts:

- *School with community to reduce crime and violence
- *Training for educators to deal with learners with criminal behaviour (early warning signs)
- *Training educators to handle learners with disciplinary problems
- *Teaching about safety and security within the curriculum
- *Workshops for specifically identified learners to help them deal with the problems in the school

*Social activities being provided for learners to keep them fully occupied within and outside the classroom

*Keeping records of violent and criminal incidents

1. Does this school have a safety plan that addresses fighting, name calling, bullying? (If yes, discuss the plan in detail. If no, discuss reasons why the school does not have a safety plan.

Prompts: Who developed the safety plan? What process was followed? Who is responsible for implementing the plan?

DEVELOPMENT NEEDS

What do you see as the development needs of this school to deal with crime and violence?

Prompts:

*All schools to provide violence prevention programmes

*All schools to provide support programmes for victims

*Restrict access to school

*Teach about safety matters in every school subject

ADDITIONAL COMMENTS

Do you have additional comments, concerns or suggestions that you would like to make, which are not included in the interview?

Thank you for your participation

Appendix I

Observation Schedule, Qualitative Study

Researcher's general impressions

School appearance

Facility	Notes
Evidence of vandalism in classes	
Evidence of burglary	
Evidence of violence during breaks	
Broken windows	
Evidence of knives and guns being seized	
Graffiti on the walls (toilets)	

Security measures

Facility	Notes
Access control system	
School I.D. cards	
Fencing (razor wire)	
Surveillance cameras	
Police patrolling	
Guard(s) patrolling	
Gates locked	
Electronic security devices (e.g. alarm, panic buttons)	
Security guard(s) armed	
Security guard(s) equipped with cell phone or radio	
Strong room	
Neighbourhood watch	
Rules and procedures written on notices	
Posters with the phone numbers of Crime Stop	
Weapon searches	
Seizing of weapons	
Entrance and exit of people on the school grounds is controlled	
Signs in the school that tell people that crime is not permitted	

Appendix J
Letter to Principals
Introducing Study on Crime and Violence

[INSERT PHOTOCOPY OF LETTER DATED 15 AUGUST 2000 FROM DR
LEKHOTLA MAFISA TO DIRECTORS AND PRINCIPALS]

Appendix K
Letter Accompanying Questionnaire

[INSERT PHOTOCOPY OF LETTER DATED 30 AUGUST 2000 – SIGNED
BY TOMMY MAGAU AND MATSELANE TSHUKUDU]