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**IMPLEMENTATION OF PROGRAMMES FOR MAINTAINING CARE AND SAFETY OF
LEARNERS IN SECONDARY SCHOOLS IN THE GRAAFF REINET EDUCATION
DISTRICT**

BY

NKOSANA CARLON BILATYI

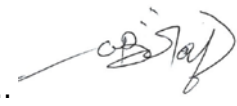
A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY IN THE FACULTY OF EDUCATION AT
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SUPERVISOR: PROFESSOR S.REMBE

JANUARY 2018

DECLARATION

I declare that **“Implementation of Programmes for maintaining care and safety of learners in the Graaff Reinet Education District Secondary schools”** is my own work and all sources that I have used, quoted have been acknowledged by means of references.

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ABSTRACT

The study examined the Implementation of programmes for maintaining care and safety of learners in Graaff Reinet District Secondary schools, South Africa. The study was triggered by the fact that despite legislation and, policies, in the implementation of care and safety of learners, the level of violence in the South African schools is escalating. The study was located in the interpretive paradigm and followed qualitative approach and case study design. Purposive Sampling was used to select participants who were 4 school principals, 4 heads of departments, 4 school safety officers, 4 School Governing Body Chairpersons, 4 SAPS members, 4 CPF members, 6 Focus Groups of learners, 1 Education Department Official who is responsible for care and safety. Semi-structured in-depth interviews, document analysis and focus groups discussions were used to collect data. The findings of the study suggest that schools used a variety of strategies to implement care and safety programmes. Data revealed that there are both intervention and prevention strategies that are used by schools to implement the programmes. Intervention strategies are meant to address issues after misconducts which might threaten care and safety of learners have happened. They intervene or come in between so as to change or modify the situation. They are meant to be reactive because they are implemented after the events have occurred and measures have to be taken to rehabilitate or address the causes. Prevention strategies are more proactive intended to instil skills, values and knowledge and to build characters of learners on important aspects like how to live with others, how to be good and responsible citizens, how to bind together as diverse group and as part of the community etc.

What can be observed from the findings of the study is that there have been mixed results in the outcome of the implementation of the strategies. the strategies are all interrelated but they are implemented in isolation. They are supposed to be linked so that implementation is not ad hoc and haphazard as is currently the case. There is need to integrate or to link those strategies which are meant to provide intervention

and those which are supposed to enhance prevention. Because this is not done schools have encountered a lot of challenges in the process. Something else which has stood up in the study is non-availability of both financial and human resources. The strategies cannot be implemented without adequate resources given the fact that schools are in different contexts. Capacity building of different actors is also very crucial but seems to be lacking in both intervention and preventive measures that are being implemented. There is lack of commitment and persistent negative attitude and corruption tendencies among stakeholders responsible for implementation. The study recommended more support and monitoring of the implementation process by the Department of Education. There should be more integrated and holistic approach to the implementation.

DECLARATION ON RESEARCH ETHICS CLEARANCE

I, **Nkosana Carlon Bilatyi**, student no: 8809681 hereby declare that I am fully aware of the University of Fort Hare's policy on research ethics. I have taken necessary precautions to comply with the rules and regulation. An ethical clearance certificate was granted to me by the University of Fort Hare's Research Ethics with **Reference No:...REM 281SBIL01.....**

Signature... 

DEDICATION

I dedicate this work to the Almighty GOD who has given me strength in difficult times. To my mother Sophia Misiwe Bilaty, who always prayed for me, gave me early education. To my children Entle and Amahle, I must say thank you for your patience when daddy was absent at home during the study. To my brothers and sisters, Bongani, Xola, Luyanda, Homba and Xoliswa, to all of you I say thank you for your unwavering support.

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Finally, my sincere thanks to all people who have contributed in many significant ways, but their names are not mentioned.

GOD BLESS YOU

ACRONYMS

CC- Code of Conduct

CCTV- Closed Circuit Television

CJCP- Centre for Justice and Crime Prevention.

COF- Certificate of Fitness

CPF- Community Policing Forum

CRISP-Crime Reduction in Schools Project

DBE- Department of Basic Education

DOE- Department of Education

EDO- Education Development Officer

GELS- Group Employment Liaison Scheme

GREAT- Gang Risk Education and Training

GRIP-Gang Risk Intervention

GFZ- Gun Free Zone

HIV-AIDS- Human Immune Virus/Acquired Immune Deficiency Syndrome

IPT-Independent Project Trust

LSA- Learner Support Agent

LO- Life Orientation

NSSF- National Schools Safety Framework

RCL- Representative Council for learners

RYOP- Reducing Youth Offending Programme

RSA- Republic of South Africa

SSPP -Safer Schools Pilot Project

SASA- South African Schools Act

SMT- School Management Team

SGB- School Governing Body

SAPS- South African Police Service

SABC- South African Broadcast Corporation

SASSA- South African State Security Agency

SEL- Social Emotional Learning

SNIP- School Nutrition Programme

SPWPS-School Positive wide support Programme

STI- Sexually Transmitted disease

SSO- School Safety Officer

SEM- Social Ecological Model

TADA- Teenagers Against Drug Abuse

TT- Tissa Thuto

U- UNESCO- United Nations Educational, Scientific and Cultural Organisation.

UNICEF- United Nation Children's Fund

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Care and safety of learners refers to the behavioral practices which protect children from danger, risks and injuries. It also includes environment that is free from violence since where there is no fear perceived, there is reverence for the school and its disciplinary measures (Hernandez & Seem, 2004; Marotz, Cross, Rush, 2005; Mathe, 2008; Chukwu, 2008). Schools should have positive environment which allows members of staff, learners and guests to freely interact without threats or fear. Learners and staff should feel psychologically, physically and emotionally safe and secure (Dwyer & Osher, 2000; Tabancali & Bektas, 2009; Butcher & Manning 2005). Consequently, care and safety of learners can also be viewed in a more practical and management oriented way. According to Hull (2010) care and safety of learners in a management oriented way includes, maintenance of school buildings and grounds, care of facilities, furniture and equipment with spacious corridors that allow free flow and emergency movement to prevent illness and death. Classes should accommodate the required educator-learner ratio. The playgrounds are reduced to limited space to ensure that learners are visible and are controllable.

Moreover provision of care and safety of learners includes school culture and the appropriate training of educators as well as school staff who should respond to threats and hazards. It also includes addressing the range of crisis the school can face such as death and natural disasters (Phaneuf, 2009). Reeves, Nickerson, Conolly-Wilson, Suson, Lazzaro, Jimerson, and Pesce (2012) contend that the educators on duty should provide learners with safety precautions to guard against the possibility of single learner slipping away and suffering injuries (Dilion, 2007). According to Mogopodi, Banyaladzi & Petros (2015) facilities like laboratories should be suitable for all learners because they help to transform theoretical education into practice making learning effective. Astor, Guerra, Van Acker (2010) suggest that provision of care and safety for learners is among the most essential components for achieving effective teaching and learning. This will only be achieved by putting in

place proper care and safety programmes and ensuring that they are effectively implemented (Netshitahame, & Vollenhoven, 2002, Astor et.al.2010).

1.2 BACKGROUND OF THE STUDY

1.2.1 Global Context

Globally, countries have adopted several programmes to enhance care and safety of learners in schools (Oguye, 2012). For example, in the United States of America (USA) care and safety of learners falls under the jurisdiction of the Department of Justice (DoJ) and the Department of Education (DoE). All community stakeholders take part in developing safety programmes like the Gang Risk Education and Training (G.R.E.A.T.) and the Gang Risk Intervention (G.R.I.P.) (Esbenson, 2000). The programmes are intended to address youth violence and deal with aggressive behaviour. Local authorities, parents, educators, school administrators, police officers and ex-youth offenders collaborate in the implementation of these programmes. The above-mentioned stakeholders tackle gangs, drugs, delinquency, bullying, aggressive behaviour and teenage pregnancy (Sheikh, Sarwar and Reid, 2010). Strategies for the implementation of the programmes include provision of the youth with conflict resolution skills, curriculum oriented lessons to deal with anger, enhancing communication and listening skills, anger management, counseling and how to overcome bullying. These are done by means of workshops (Garringer, 2008).

In the United Kingdom (UK) the government introduced a variety of programmes for care and safety of learners. They include Safer Schools Project (SSPP), Anti-bullying Project, Social Skills Training and the Parenting Wisely programme (Brand & Ollerarshaw, 2008). The Department of Education in conjunction with Youth Justice Board, Department of Justice, Police, local authorities, regional offices of the education Department, parents and educators work together to ensure implementation of the programmes (Smith & Ananiadou, 2003). The programmes are meant to serve as law enforcement and provision of reassurance to the community. Operational officers have been deployed in schools as a preventive measure to reduce violence. Parents and educators also come up with constructive

skills like videos, invitation of ex-offenders; former drug addicts etc. to conscientise learners with the intention of changing behaviour (Farrington& Ttofi, 2010).

In New Zealand, several programmes such as the Community Education Initiative Scheme (CEIS), Group Employment Liaison Scheme (GELS), Reducing Youth Offending programme (RYOP), the Te Hurihanga programme and Cool Schools Programme have been introduced (Ministry of Justice, 2012). The programmes were meant to educate learners on dangers of carrying weapons, gang violence and repeated anti-social behaviour. Police, business people, educators and social workers collaborate in the implementation of the programmes. A community based approach is one of the implementation strategies adopted where young people are educated on the norms, values and ethics of the society (Carrol-Lind, 2009). Young people are provided with support that encourages them not to offend but to change their lifestyle (Raskeukas, 2007; Shaw, 2001).

What emerged from studies in the above three countries were that there is a holistic approach to implementation of programmes for maintaining care and safety of learners in schools (Raskeukas, 2007; Shaw, 2001; Farrington& Ttofi, 2010; Smith & Ananiadou, 2003; Sheikh et al., 2010). The programme target learners in schools and youth within communities. Moreover, it involves stakeholders from within the schools and in the communities collaborating in the implementation (Raskeukas, 2007; Shaw, 2001; Farrington& Ttofi, 2010; Smith & Ananiadou, 2003; Sheikh et al., 2010). The programmes entail both prevention and intervention in nature.

1.2.2 The South African Context

In South Africa, the importance of care and safety of learners was given priority as it was entrenched in the Constitution (Department of Education, 2000; Barry, 2006). The Constitution of the Republic of South Africa, No. 108 of 1996 is the foundation and supreme law of the country (Republic of South Africa (RSA), 1996). It guarantees certain important rights to all the citizens. For example it guarantees the right to education by making schooling compulsory for all children between the ages of 7 and 15 years. But this right becomes meaningless unless all stakeholders among them, principals, educators, parents, children, learners, citizens and community members make the school environment conducive for teaching and

learning. Section 28 (1) (d) stipulate that every child has the right to be protected from maltreatment, neglect, abuse and degradation. This applies to whether children are at home, within their communities and at school (RSA Constitution, 1996). Schools need to create safe spaces where educators can teach and learners can learn.

Among the changes that took place after 1994 was that schools were given power to develop school policies. The school safety policies were among them (RSA Constitution, 1996). The safety policies were geared towards upholding learners' rights that are enshrined in the Constitution. This affirms commitment to the rights of all children in South Africa to ensure a safe and equitable access to quality education for all children. The policies are supposed to address safety threatening conditions like crime, violence, drugs, and the behaviour of learners (DoE, 2000, Barry, 2006). The safety of learners in schools is a responsibility of the state (RSA Constitution, 1996) which is formally recognized in the South African Schools Act (1996), in section 60(1) (Barry, 2006). The South African Schools Act guarantees learners' protection against maltreatment, abuse and degradation (RSA Constitution, 1996).

According to the South African Schools Act, the School Governing Body (SGB) has the responsibility to ensure that schools are safe, secure and there is a conducive environment for teaching and learning (RSA Constitution, 1996). It has been observed that in South Africa there are multiple forms of violence in schools, among them are assault, rape, carrying weapons to schools, theft, substance abuse and gang related violence, shooting and bullying (Govender, 2006, Human Rights Watch, 2008; Khan, 2008; Methi, 2010; Mnyaka, 2006). Therefore the School Governing Bodies (SGBs) should ensure school safety policies; procedures and structures are in place to enhance safety of learners. It is also believed in South Africa that safety within schools is not merely the absence of violence, but encompasses many other aspects critical to school safety such as health, infrastructure, occupational health, disaster risk management and curriculum design as indicated in the introductory paragraph. They include of both preventive and intervention aspects. Shaw (2001) asserts that the creation of safety policy must not only involve learners, educators, administrators and parents but all stakeholders in the community. Law enforcement officers, mental health professionals, business and community leaders should form

part of the process. The safety and the emotional well-being of learners need to be at the heart of safety policy making (Morrison, 2007). Consensus should be reached by all stakeholders and should not be imposed by the principals or SGBs.

Hurwitz (2006) asserts that it is important for schools to create safety policies where educators, learners, administrators, parents, law enforcements, mental health professionals and community leaders are involved. De Wet (2003) argues that the School Safety Policy should be implemented in a manner that it acts as a deterrent to all learners, to educate them about Zero tolerance to threats, to all learners at the school. He further argues that the schools should be regarded as teaching and learning institutions not as havens for acts of criminality. Weeks (2009) also concede that when implementing the school policy, the School Management Team (SMT) should ensure that learners are protected from each other and educators conduct the teaching without threats.

Hurwitz (2006) further states that the implementation of the school safety policy should consider that the lack of proper discipline at the schools can be a threat to care and safety of learners, because low achievers may become frustrated and resort to violence. It is therefore advisable that the entire community be involved in crafting short and long term safety measures. Morrison (2007) states that when the implementing the safety policy, the emotional well being of learners should be at the centre of policy implementation. This is not an aspect which is understood clearly by all members of school communities, hence there should be capacity building Weeks (2009). Bezuidenhout & Joubert, (2003) recommend that schools should provide training to educators and other staff, while learners should also be trained to reduce misbehavior. Educator training could include classroom management, crime prevention, and recognition of early warning signs of potentially violent learners. Therefore the school safety policies and programmes in South Africa are supposed to take into consideration these important aspects identified above. A number of school safety policies and programmes are implemented in schools to ensure care and safety of learners (Khan, 2008, Methi, 2010, Mnyaka, 2006). They are discussed below.

1.2.2.1 The Crime Reduction in Schools Project

According to Domingo-Swartz (2002), The Crime Reduction in school's project (CRISP) is a national programme which is the result of partnership between the University of Natal, the Department of Arts and participating schools. It was originally based at the University of Natal, the Department of Arts and Culture as the major founders of the project. The first phase of the project was piloted in 1999-2000 and launched by the South African government in 2001. The goals of CRISP were to reduce the level of crime in schools and create an environment using the strengths and assets of learners and create an environment that is conducive for teaching and learning. The programme offers a range of intervention strategies such as basic counseling and trauma debriefing in schools. Also it focuses on building character on educators and learners, which is aimed at provision of educators with skills that include content around values, critical thinking and self esteem (provision of material and skill to facilitate development of self esteem by educating them on crime and HIV/AIDS awareness (James, Reddy, Ruiter, McCauley, Borne&Van den B, 2006)

The programme is also meant to establish resource centres for families outside the school and to strengthen the families in reducing the levels of crime. Parents establish partnerships with the police and local organizations in providing the youth with skills, values and critical thinking abilities. Other strategies used include training parents, educators, SGB members in conflict resolution, involving the children in extracurricular activities and inviting the youth in correctional centres to share their experiences (Mabasa, 2014). Other interventions include employment of security guards, installation of fencing, metal detectors, and floodlights and in some case the closed circuit television in schools (Govender, 2006). According to Mkhondo (2005) there are other interventions such as developing a curriculum that teaches children the attitudes and skills they need to avoid violence, and programmes that enable parents to participate in their children's education. It is evident that the programmes include prevention and intervention aspects.

1.2.2.2 The Hlayiseka Project

The Department of Education in partnership with the Department of Justice developed

'Hlayiseka Project' which was piloted in three provinces, namely, Limpopo, Eastern Cape and Western Cape schools in 1999. In 2001 it was rolled out to other violence troubled provinces such Kwa- Zulu-Natal and Gauteng (Department of Education, 2010). Hlayiseka is a Tsonga word which means "be safe". It is the name that was given to the schools intervention programme, to equip schools to deal with the upsurge of violence (Burton, 2008). According to Khan, (2008, Magome, 2008), the programme was intended to assist in developing a tool for early warning systems to identify report and manage incidents of crime and violence in schools, also to determine the security needs that exist in a particular area. Khan (2008) observes that Hlayiseka is built on four building blocks, namely; "be prepared to prevent and manage problems; be aware of what is happening at the school; take action when something happens; take care to build a caring school. It is an on-going programme in most provinces that are affected by violence in schools.

The Hlayiseka is a "Nine Point Safe Schools Planning" which guides schools in the efforts of ensuring safety in schools. Schools implement the "nine point plan" by hiring personnel to monitor entrances and exits, thus regulate access to school property. The programme is aimed at identifying early trends of crime and violence at schools, prescribe remedies to help prevent incidents before they take place (Oosthuizen, 2008). Nine hundred schools have been trained in disaster management and first aid. Other strategies of implementing the programme include workshops that start conversation between the educators and the learners to raise awareness on issues of care and safety in schools and reducing crime and violence (Oosthuizen, 2008).

According to Burton (2008) the aim of the programme is to reduce the carrying of weapons, illegal substances abuse in schools, vandalism, sexual abuse and encourage random searching and seizure of weapons throughout the year. This is done by collaborating with community stakeholders in conducting random searches for illegal substances, firearms and drugs etc. The programme encourages police visibility linking 1000 schools to nearby police stations. Other strategies include the

hiring of security personnel to monitor the entrance and exits of schools to regulate access to schools' properties (Burton, 2008, Khan, 2008, Magome, 2008)It also entails the installation of fences, electric gates, and security gates as other strategies that are used to reduce crime (Joubert, 2008, Khan, 2008). But Burton argues that some of these aspects depend on the availability of financial resources. The police chiefs in areas support this initiative by ensuring the sustainability of this programme (Shaw, 2002; Joubert, 2008; Department of Community Safety, 2010). Just like CRISP, Hlayiseka programme also include prevention and intervention aspects.

1.2.2.3 School Safety Committees

The Department of Basic Education signed an agreement with the Department of Police to establish safe school committees across the country (Department of Basic Education (DBE), 2013). To implement the programme over 18309 schools were linked to police stations. The programme is referred to as "Adopt a Cop Strategy" because it requires schools to be linked to police stations. The intention is to bring the police to work directly with learners and schools by establishing friendship between them (Centre for Justice and Crime Prevention, 2008). The duty of the schools safety committee is to identify potential dangers inside and outside the school, and take measures to safeguard learners and to develop a comprehensive school safety plan. They lead the efforts to identify safety needs, select appropriate interventions based on the needs identified, collaborate with community stakeholders for the implementation of the safety plan and monitor, evaluate the effectiveness of the school safety initiatives (Department of Basic Education, UNICEF& Centre for Centre and Crime Prevention, 2015). The School Safety Committee is made up of the School Safety Officer who is an educator, SGB members, the School security personnel, Social Workers, a member of SAPS, Community Policing Forum members and learners (DoE, 2010).In the programme members of SAPS ensure that Safety committees are sustainable; they commit themselves to ensure safety in the school. Their undertaking to each school is calculated in terms of time required and this is linked to the member's job description. The member of SAPS builds a relationship with the school, visits the school regularly and assists school

management and learners regarding school safety. The member represents the station commander (DBE: 2013).

The Representative Council of Learners (RCL) play an important role in the safety committees to ensure that learners' voices are brought forward when issues of care and safety are debated, give support to each other if cases of violence arise and they are affected, and bring them to the attention of the Safety committee. They hold one another accountable for creating a safe school environment that is conducive to teaching and learning (Khan, 2008). According to Burton (2008) policeman should be included in the school safety committee to assist the Safety committee in formulating the school safety plan. They could assist in conducting crime threat analysis and pattern of crimes, so that specific interventions can be made, and identify partnerships to eliminate threats. They also assist in conducting random searches for drugs and illegal weapons.

The Community Policing Forum (CPF) members play crucial role in the Safety of the school to address violence and crime, encourage a culture of community ownership, and introduce programmes to prevent drug abuse, promote positive parenting, and help those who drop out of school. They also help to find solutions to challenges that are faced by the school on safety. CPF members are offered stipend to work in the school premises, monitor access points and keeping watch for dangerous objects and activities. These volunteers provide supervision; they are trained on conflict resolution, mediation skills so as to intervene in conflict situations (Department of Basic Education, UNICEF& Centre for Justice and Crime Prevention, 2015, Phaneuf, 2009; Xaba, 2006).

The School safety committee have a duty to implement the activities that are outlined in the school Safety plan, to collect data to assess the effectiveness and evaluate how appropriate are the interventions (DBE, 2013; DoE, 2010; Phaneuf, 2009; Centre for Crime Prevention, 2008). Like the two programmes discussed in previous sections, school safety committees implement both prevention and intervention aspects to ensure care and safety of learners.

1.2.2.4 School Code of Conduct

Section 8 of the South African Schools Act (1996) requires that the SGB develop a Code of Conduct for learners, after consultation with learners, educators and parents at the school. Consensus should be reached between the stakeholders (Botha, 2006). According to Oosthuizen (2008) learners have the right to be included in the process of drawing the Code of Conduct. The Code of Conduct for learners serves as an important step towards fostering a culture of care and safety. It reduces the incidents of violence and injury. It creates a context in which behavioural expectations are clearly communicated (Khomola, 2012). It must set a standard of moral behaviour for learners and equip them with the expertise, knowledge and skills they would be expected to display as worthy and responsible citizens (Botha, 2006; Mashau& Mutshaeni, 2013).

Section 10 of South African Schools Act (1996) states that, the Code of Conduct should contain school rules, regulations, sanctions and disciplinary procedures. This should include rules dealing with school safety and security, and the consequences for breaching safety and security (Rossouw, 2007; Bray, 2005). Also, Section 8(5) of SASA (1996) stipulates the protection of the rights of learners even during disciplinary hearings. After a consensus has been reached, every learner should receive a copy and the Code should be prominently displayed on notice-boards throughout the school.

In this way learners will always be aware of the school rules, which will guide their behavior while at school. Once the Code of Conduct has been formalized for implementation, a disciplinary committee needs to be elected. Its task will be to deal with incidents related to poor discipline at the school (Bray, 2005). All learners who contravene the school Code of Conduct must be given a fair hearing and, if found guilty, a befitting punishment is given to them (Joubert and Prinsloo, 2009).

1.2.2.4.1 Strategies for the implementation of the Code of Conduct

Measures taken for dealing with misbehavior include individual counseling where a learner is made aware of the consequence of his/her conduct. Repeat offenders are

referred to the Educator's support Team or withholding of privileges like participation in sport and excursions (Botha, 2006, Khomola, 2012). Mushau and Mutshaeni, (2013) argue that the Code of Conduct can include temporary removal from the classroom. Some learners are given interval detention by denying them access to the playground. Other strategies include detention which is compulsory to learners that have transgressed. The learner is required to perform certain duties after school hours such as being compelled to do certain tasks under supervision by sweeping corridors. These tasks are assigned in a positive way, avoiding embarrassment and humiliation (Bray, 2005). The detention is aimed at developing the academic side of a learner, such as allow the learner to do homework under supervision (Joubert and Prinsloo, 2009).

Serious cases e.g. theft, assaulting a fellow learner, found in possession of drugs and verbal abuse are marked by suspension. The learner suspension is for a maximum of a week but the parent is informed in writing. If transgression warrants expulsion e.g. stabbing of a fellow learner at school, this should be done after suspension and all other measures have been explored. This is the permanent exclusion of the learner from the school and will only be executed in the case of extreme offences (Botha, 2006, Joubert &Prinsloo, 2009). It is the responsibility of Head of Education to expel a learner from a public school when there is extreme breach of the school code (Section 9(1) of South African Schools Act) (Oosthuizen, 2008). The above misconduct is in line with the Department of education Guidelines that are shown in Table 1.1 below, which stipulate the punishment that must be passed for each act of misconduct. According to National Crime Prevention Council (2003) it is important to record misconduct, threats, injuries and actual incidents.

Table 1-1: showing the different categories of misconduct and levels of punishment

Level 5	Criminal misconduct Very serious violations of the school Code of Conduct, school rules or civil law. The incidents may need to be reported to the police, social welfare and the district support teams e.g. possession of drugs, intentionally using dangerous weapon, sexual harassment, abuse, assault and robbery and frequent repeat of Level 4 infringements
Level 4	Very serious violations of school code of conduct or RULES e.g. threatening with a dangerous weapon, an intentionally causing physical injury, frequent repeat of level 2 and 3 infringements
Level 3	Serious violations of school code of conduct or rules e.g. minor injury to another person, possession of or use of alcohol, severely disruptive behavior, and possession of dangerous weapon, theft or vandalism. Frequent repetition of level 2 infringements.
Level 2	Minor violations of school code of conduct or rules e.g. possession of cigarettes or tobacco, truancy of several classes, cheating during examinations or verbally threatening the safety of another person, frequent repetition of level 1 infringements
Level 1	Minor violations of general classroom discipline/care and safety e.g. bunking of classes, leaving the class without permission, cheating during class test, failing to do homework, dishonesty with minor consequences

Source: Department of Basic Education (2010) Guidelines on how to manage School Records

1.2.2.5 Regulations for Safety Measures in Public Schools

In accordance with Section 61 of SASA (1996), the Regulations for Safety Measures were issued in the government gazette in 2001 and were then amended in 2007 (DoE, 2007). They were developed to strengthen the safety policies and programmes in schools. The Regulations prohibit initiation practices in schools. It places responsibilities on principals and educators to ensure that learners are protected from initiation practices that endanger mental and physical health of learners. The Regulations establish violence and drug free public schools and prohibit carrying and storing of dangerous objects and weapons in the school premises. They also provide for search and seizure of illegal drugs and dangerous weapons in the school premises (Department of Education, 2007).

The Regulations also provide for control of premises in schools, to ensure that they are drug free zones. Schools are required to display clear signs that indicate procedures for access and that visitors may be searched upon entry in the school premises (DoE, 2007). Section (1) (a) of SASA (1996) permits the principal to take action that he/she may decide to safeguard premises. Any person seeking permission to enter a school should furnish their identity document and proof of address; declare any dangerous or illegal weapons and substances and may be searched upon entering the premises (DoE, 2007). The Regulations also stipulate how to ensure safety when learners go for excursions and school activities in terms of hired or school transport and accommodation, engagement of learners in different activities and how to handle injuries and learner safety when they are released early from school (DoE, 2007).

All the above programmes are interlinked and collaborative. Some programmes are meant to prevent the problem before it occurs. Such programmes focus on learners while they are still at an early age. They are meant to teach them life skills in resolving conflicts and intercultural understanding. Other programmes involve learners in challenging unacceptable behaviour, or are designed as interventions involving placing police officers in schools on a full-time basis, teaching parents parenting skills, involving different stakeholders outside the schools like community members and teaching children to control their emotions. The experiences of

educators, parents and learners highlight the need for a developmental approach to school care and safety. The school as an entity is made up of interdependent components such as the SGBs, principals, school management teams, parents and care givers. Together these components collaborate and interact within a great system to ensure the implementation of care and safety in the community. Only by dealing with all the aspect of violence in schools, the issues of care and safety can be enhanced and they show a holistic approach to care and safety of learners.

1.2.2.6 National School Safety Framework (NSSF)

The NSSF is another initiative intended to create a safe and supportive teaching and learning environment for all members of the school community, namely learners, educators, principals, SGBs and administration (Department of Basic Education, UNICEF, Centre for Justice and Crime Prevention, 2015). The overall aim of the Framework is to create a safe, violence and threat-free, supportive learning environment for learners, educators, principals, school governing bodies and administration. The broad objectives of this framework are to (Department of Basic Education, UNICEF, Centre for Justice & Crime Prevention, 2015, p5).

- Assist the school in understanding and identifying all security issues and threats;
- Guide schools to effectively respond to identified security issues and threats;
- Create reporting systems and manage reported incidents appropriately; and
- Help the school to monitor its progress over time.

The Framework aims to consolidate existing school safety and violence prevention initiatives and strategies, and provides the thread that links them all together. A key feature of the framework is that it draws on the relationship between violence and other ecological factors relating to safe and caring schools by locating the school within its broader community (Department of Basic Education, UNICEF, Centre for Justice and Crime Prevention, 2015). Hence it seeks to address not only issues regarding violence in schools but all factors from within and outside schools which lead to lack of care and safety of learners. It also provides for whole school approach to care and safety of learners. The success of the whole school approach rests on

each component being aware of its roles and responsibilities in the broader context. It implies the use of multiple strategies with a unifying purpose and reflects a common set of values. It requires dedication, support from principals, educators, support staff, learners, caregivers, and other community stakeholders (Department of Basic Education, Centre for Justice & Crime Prevention and UNESCO, 2015). Hence the overall support and monitoring from all required stakeholders is very crucial. The NSSF was approved in 2015 and is currently being rolled out in schools. All the above programmes, require these important aspects (Joubert and Prinsloo, 2009; DoE, 2007, 2010; Rossouw, 2007; Bray, 2005).

1.2.2.7 Support and Monitoring of the programmes

The purpose of support and monitoring is to track the progress made in the implementation of activities, to guard against shortcomings, to check whether extent to which the objectives have been achieved and to take early intervention (Ward, 2007). The DoE, NGOs, business community and police officials are supposed to provide support to schools to enable them implement learner care and safety programmes. These should be in the form regular visits, provision of resources and training of teachers and other associates of the school community (Ward, 2007). Provision of support including monitoring is supposed to be cost effective, prompt and be both long term and short-term (Elberlein, 2009). Support and monitoring has been given much emphasis in the NSSF (Centre for Justice and Crime Prevention et. al 2015).

Parents also play a pivotal role in providing support including monitoring. They are supposed to monitor classes of educators that are absent. They are also supposed to monitor discipline during important school events like sports and so forth. Representative Council of Learners (RCL) also provides support as they are assigned duties by liaison educators. They are assigned duties such as patrolling playgrounds during break as well as monitoring discipline during tuition time and being made change of classes (Oosthuisen, 2008). Schools are required to encourage SGB members and parents to participate in Community Policing Forum (CPF). The CPF support the schools accountable for implementing safety strategies and upgrades. They assist the police in generating safety in the schools, collaborate to introduce programmes in the community which promote non-violent parenting and

family relationships, teach parenting skills. They also keep learners constructively engaged with after school activities, preferably with good role models and educational enrichment, connect young people with employment opportunities, and prevent gangsterism, substance abuse, vandalism racism, xenophobia (Department of Basic Education, UNICEF, Centre for Justice & Crime Prevention, 2015).

All schools are currently implementing care and safety programmes discussed above (DoE, 2007; Oosthuizen, 2008; Joubert and Prinsloo, 2009; Roussouw, 2007; Bray, 2005; Xaba, 2006; Phaneuf, 2009; DoE, 2010). However, despite their implementation, the magnitude of violence and indiscipline in schools countrywide is of great concern to all stakeholders (Masitsa, 2008; Xaba, 2006; Omollo & Simatwa, 2010; Oguye, 2012). Ward (2007) posit that the Red Cross Children's Hospital in Cape Town has treated 8519 children in the past 6 years with injuries sustained at schools from either falling in stairs or playgrounds, assaults by blunt objects by peers, burns and other injuries resulting from fights and other types of violence related incidences. Similarly, Burton (2008) found that in South Africa 1.8 million children had been subjected to different forms of violence. He cites that 12.8 % of schools going children were threatened with violence, 5.8% of these were cases of assaults, 4.6% were caught in robbery and 2.3% were sexually harassed in schools. The above statistics indicate that misbehaviour in the form of bullying, intimidation; violence and harassment are still prevalent inside school premises (Joubert and Prinsloo, 2009; Roussouw, 2007; Bray, 2005; Xaba, 2006; Phaneuf, 2009; DoE, 2010; Centre for Justice and Crime et. al. ,2012).

Complaints on care and unsafe learning environment for learners have been reported several times on electronic media as issues of learners stabbing each other have time and again been highlighted by media (Burger, 2014; Daily Sun, 2014; SABC 3 News October 2014; Xaba, 2006). Incidences of theft, bullying, carrying guns, peddling drugs, drunkenness, smoking, sexual harassment in schools have been on the increase (Daily Sun, 2014; Burger, 2014; Burton, 2008; SABC1 News 01 September 2014; SABC 3 News 11 February 2015; Ward, 2007; Somerset Budget, 2014). This has also been observed by Xaba(2006) in his study on the status of safety and security status in the schools' physical environments in the Vaal-Triangle where he found that most of his target schools had adopted safety policies,

but it was not clear whether they were being implemented at all. He also found that some schools and principals were not clear regarding their responsibilities in ensuring care and safety of learners as they thought that learner safety was a Departmental responsibility; and hence, did not bother involving of the community or any other safety stakeholders such as the law enforcement agents and neighbouring schools. Other stakeholders have also voiced their concern that although the NSSF has been established and rolled out after 2015 and provinces, districts and schools are supposed to ensure it is implemented, most schools are not aware of the framework and its existence (Department of Basic Education, UNICEF& Centre for Centre and Crime Prevention, 2015)

Given the magnitude of the problems of violence and indiscipline in schools it is not clear how programmes for maintaining care and safety of learners are implemented. Hence, this study looked at the implementation of programmes for maintaining care and safety of learners in schools in the Graaff Reinet Education District, Eastern Cape province. Incidences of violence and indiscipline are prevalent in schools in the Graaff Reinet District and this has been escalating despite the implementation of the programmes for maintaining care and safety of learners (Bilatyi, 2013; District Support Team Report, 2014; Somerset Budget, 2014). However, it is not quite clear how such schools are operating. Hence, this study attempted to fill the gap by investigating how care and safety programmes for learners were implemented in schools in the Graaff Reinet Education District

1.3 STATEMENT OF THE PROBLEM

As outlined in the background, the South African government has put in place policies and programmes to ensure care and safety of learners (Xaba, 2006, Human Rights Watch, 2008). Yet, despite the implementation of these programmes the magnitude of violence and indiscipline in schools is still a concern (Masitsa, 2011; Xaba, 2006; Omollo & Simatwa, 2010; Oguye, 2012). Statistics indicate that misbehavior in the form of bullying, intimidation; violence and harassment are prevalent inside school premises. Complaints on care and unsafe learning environment for learners have been reported several times on electronic media as issues of learners stabbing each other have time and again been highlighted by media (Burger, 2014; Daily Sun, 2014; SABC 3 News October 2014; Xaba, 2006).

Incidences of theft, bullying, carrying guns, peddling drugs, drunkenness, smoking, sexual harassment in schools have been on the increase (Daily Sun, 2014; Burger, 2014; Burton, 2008; SABC1 News 01 September 2014; SABC 3 News 11 February 2015; Ward, 2007; Somerset Budget, 2014). Schools have adopted school safety policies and programmes but it is not clear how they have implemented them (Xaba, 2006).

Hence, this study looked at the implementation of programmes for maintaining care and safety of learners in schools in the Graaff Reinet Education District, Eastern Cape province. Incidences of violence and indiscipline are prevalent in schools in the Graaff Reinet District and this has been escalating despite implementation of the programmes of maintaining care and safety of learners (Bilaty, 2013; District Support Team Report, 2014; Somerset Budget, 2014). Henceforth this study attempted to fill the gap by investigating how care and safety programmes for learners were implemented in the Graaff Reinet Education District schools.

1.3.1 The purpose of the study

The purpose of the study is to investigate how strategies for maintaining care and safety of learners are implemented in Graaff Reinet Education District Secondary schools.

1.4 MAIN RESEARCH QUESTION

How are the programmes for maintaining care and safety of learners being implemented in Secondary schools?

1.4.1 Sub- research questions

(i) Which strategies have been put in place by schools to implement the programmes?

(ii) What support and monitoring mechanisms are provided to schools by stakeholders to ensure effective implementation of programmes on care and safety of learners?

(iii) What are the implications of the observed implementation of care and safety programmes to the development of an integrated system of care and safety for learners in schools?

1.4.2 Objectives of the Study

The main objective of the study is to examine how the programmes of care and safety are implemented in secondary schools.

(i) To find out what strategies have been put in place in the implementation of care and safety

(ii) To find out the support and monitoring mechanisms that are provided by the stakeholders to ensure effective implementation of care and safety programmes.

(iii) Propose alternative strategies for implementing care and safety programmes that might be used in schools in an effort to have a more integrated system of care and safety for learners.

1.4.3 Significance of Study

The findings of the study might benefit policy makers helping them to identify some loopholes in the policy documents on care, safety and security in schools and as such propose revisions and amendments. Bureaucrats in Provincial, District level might benefit from the study in that educators and school managers might find better strategies, techniques and solutions for effective care, safety and security of learners in secondary schools. The findings of the study might further provide vital reference material for other researchers who may want to carry out similar studies in ensuring care, safety and security of learners. This study might serve as a reliable source for empirical data and methodological yardstick for future research on the topic. The study might develop new knowledge that might trigger further research on care and safety of learners in secondary schools.

1.4.4 Delimitation of Study

The study focused on the implementation of care and safety programmes in Secondary schools as well as pockets of good practice. It was confined to four secondary schools in the Graaff Reinet District in the Eastern Cape. Participants included Principals, educators, Focus groups of learners, SGB Chairpersons, NGOs, police, an official from DoE who is responsible for care and safety in schools

1.5 DEFINITIONS OF CONCEPTS

1.5.1 Implementation

Implementation has been defined as the carrying out of a basic policy decision, usually incorporated in a statute but can be in form of important executive orders or court decisions (Long & Franklin, 2004). On the other hand (Anderson, 2010) define implementation as those actions by public or private individuals (or groups) that are directed at the achievement of the objectives set forth in prior policy decisions. He further explains it as the process of putting an idea, programmes, or set of activities new to the people attempting or expected to change. According to Brynard (2005) policy implementation is equated with service delivery. Implementation in this study means activities conducted by educators, principals and other stakeholders put efforts to achieve objectives set by the public policy on issues of care and safety of learners in schools.

1.5.2 Care and Safety of learners

Care and safety of learners means protection of learners from any form of danger and possible harm, protecting learners from ridicule, fear and humiliation, harassment, violence (Prinsloo, 2005; Squelch, 2001). Protection of learners also implies looking at the mental and physical safety of learners, to maintain discipline e.g. secure walls, fencing and gates, a code of conduct that aims on good discipline. This implies a clean and safe environment that is conducive to effective education. There should be well-cared facilities such as clean toilets, furniture and equipment. Schiffbauer (2000) also contends that due attention should be given to verandas, hallways and stairways where learners walk to and from classes.

For the purpose of this study, safe schools are those schools that are characterized by learners, educators, and non-teaching staff; interact in a positive, non-threatening manner that reflects the educational mission and vision of the school at the same time fostering positive relations and personal growth.

1.6 CHAPTER OUTLINE

Chapter One

This Chapter discussed the background which led to the investigation of the implementation of programmes for maintaining care and safety of learners in secondary schools in the Graaff Reinet District. This section further discusses the statement of the problem, the purpose and research questions of the study. The assumptions and delimitations of the study were also deliberated in this section.

Chapter Two

The Chapter discusses the theoretical framework used in the study, which strategies the schools used for the implementation of care and safety of learners, what support and monitoring mechanisms schools received from stakeholders for care and safety of learners, what challenges schools encountered when implementing care and safety of learners, how these findings of the study could be used to develop an integrated framework that can be implemented for care and safety of learners.

Chapter Three

The chapter presents and justifies the research methodology adopted in the study. It also discussed the philosophical assumptions underlying the various methodologies and the post positivism paradigm which informed this study. The research design, population, sample and sampling procedures, data collection instruments and ethical consideration were discussed.

Chapter Four

In this chapter, the researcher presents and analyses all the data that was collected through face to face interviews, focus groups of learners and document analysis.

Chapter Five

This chapter discusses the findings of this research. The discussion includes the comparison of the findings of this study with the data found in literature. The objective of chapter is to bring the findings on the implementation of programmes for maintaining of care safety of learners in secondary schools.

Chapter 6

The chapter gives summary of the findings in relation to the problem, the methods used to reach to the findings and how they relate to the research questions. Conclusions and recommendations reached and their implication for policy makers and suggestions for further research that is required in the area concludes the chapter.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is divided into two parts. The first part focuses on theoretical frameworks which informed this study and Part II discusses empirical studies conducted on major aspects or issues in the implementation of programmes for maintaining of care and safety of learners.

Educators in most communities are faced with challenges of teaching in schools that are characterized by violent neighborhoods. Reports indicate that educators are affected by not only local crime, also witness a number of their learners being victims of violent and acts of crime (Burton & Leoschut, 2012). On daily basis they interact with learners who have aggressive behaviour, have anti-social behaviours that are brought into the classroom situation, as well as learners who are affected by grief and trauma (Aramis & Lopes, 2005). Educators may be challenged by learners, which is associated with learners growing up in violent and disadvantaged neighborhoods, as well as exposure to negative adult and peer role models. Safety and care are a prerequisite for any learning institution.

Being safe at school means the learner feels at home, develops confidence, maintains a positive state of mind, and does not show any signs of withdrawal (Centre for Justice and Crime Prevention and the Department of Basic Education (CJCP & DoE), 2012). Feeling insecure at school can have considerable ramifications including developing anxiety, fear and feelings of uncertainty and confusion. When insecurities in the physical environment (perhaps brought about by bullying) are internalized, they can lead a child to develop a poor “self-concept,” low self-esteem and a lack of belief in his or her own goodness, skills or abilities and eventually dropping out of school (Amanchukwu, 2012).

PART I

2.2 THEORETICAL FRAMEWORKS

According to Merriam (2001) a theoretical framework provides a researcher with lens to view the world. Henning, Van Rensburg and Smit (as cited in Mahlo, 2013) add that a theoretical framework positions a study in the discipline or subject in which a researcher is working. Thus, the theoretical frameworks which informed this study are Social Cognitive Theory, originally referred to as Social Learning Theory suggested by Bandura in 1977; Social Ecological Model suggested by Urie Bronfenbrenner in the 1970s and Top Down and Bottom up Model of Policy implementation.

2.2.1 Bandura's Social Cognitive Theory

The study was guided by the Social Cognitive Theory originally referred to as Social Learning Theory developed by Bandura in (1977). The theory identifies human behaviours interaction of (a) personal (cognitive) factors which include person's expectations, beliefs, attitudes, knowledge and intelligence, (b) behaviour which incorporates individual actions, skills, choices, practice and self-efficacy, and (c) environmental factors which encompass resources, consequences of actions, other people, and physical setting (Bandura, 1986; Richardson, 2003; Santrock, 2007, Ahlstrom, 2009). When implementing different strategies to help maintain care and safety in schools, educators consider the effect the strategies have on learners. This is referred to as triadic reciprocal determinism (Richardson, 2003). Bandura (1986) argues that behaviour, the environment, and cognition as well as other personal factors operate as interacting determinants that have a bidirectional influence on each other. The theory further asserts that expectations, self-perceptions, goals, and physical structures direct behaviour, with the results of that behavior having an impact on those cognitions and biological properties hence important to have appropriate programmes which will be implemented properly to have impact on the individual.

Environmental events in the form of modeling, instruction and social persuasion affect the person and the person in turn evokes different reactions from the environment depending on his/her personality and physical features. The

implementation that is done by schools for the implementation of care and safety are related to the way the behavior of the learners before and after the implementation. Therefore, the behaviour determines aspects of the environment to which the individual is exposed, and behavior is, in turn, modified by the environment (Ahlstrom, 2009, Wainman, 2010, Santrock, 2007). Hence, Bandura (1986) emphasizes that behavior is not just a product of environmental and personal factors, but that all three are constantly shaping each other. People are viewed as self-organizing, proactive, self-reflecting and self-regulating rather than as reactive organisms shaped and shepherded by environmental forces or driven by concealed inner impulses (Pajares, 2002). By implementing care and safety programmes the schools will take into consideration that the environment in which they operate should be conducive and able to promote care and safety. It is, therefore, important for schools to consider reciprocal interactions that take place in individual learners, so that schools may design care and safety strategies that would encourage learners to be responsible for their behavior all the time. This implies that schools can develop care and safety programmes based on the environmental aspects and the behavior that is molded by the environment.

The theory suggests that people cognitively represent the behaviour of others and then sometimes adopt this behavior themselves (Santrock, 2007). By observing others, people acquire knowledge of rules, skills, strategies, beliefs, attitudes, thoughts and feelings (Santrock, 2007). This process is called modeling or observational learning. For instance, a child might observe the parent's aggressive behaviour at home and when observed at school, the child might show the characteristics of his/her parent's behaviour. Educators' behaviours might also be imitated by learners through hidden curriculum. Research has found that learners with verbally hostile educators are more likely to act with peers in hostile ways, and that these learners may take on some of the educator behaviour (Cameron & Sheppard, as cited in Masitsa, 2008). The measures that are taken by the schools in providing care and safety of learners depend on what is being implemented to ensure their care and safety and how the implementation impacts on the learners. . So this theory will inform the study with regards to how implementation of the programmes has to take into consideration behavioral aspects.

Consequently, the modeling of punitive measures when implementing care and safety strategies may unintentionally suggest to learners that the use of aggressive and coercive action is appropriate (Cameron & Sheppard, as cited in Masitsa, 2008). Because educators are role models for learners, their behaviour, even when meting out disciplinary measures, is seen by learners as an example to be emulated (Masitsa, 2008). Hunter (as cited in Serakwane, 2007) asserts that observational learning is a very powerful way of acquiring attitudes, skills and knowledge. Thus, educators should always set an ideal example to learners by applying care and safety measures properly. Another aspect which is emphasized in the Social Cognitive Theory is self-efficacy. Self-efficacy is a person's belief in their ability to perform certain behaviour through controlling their own level of functioning and controlling other events that affect that behaviour (Bandura, 1991). According to Bandura (1991) self-efficacy may arguably be one of the most important aspects of behaviour change, because a person's belief in their ability influences choices, effort expended, and how long the person perseveres in the behaviour. Self-efficacy may also influence behaviour because people are more interested in and place more value in activities in which they feel efficacious (Bandura, 1991). Bandura sees self-efficacy as a critical factor in cognitive and behavioural change since it determines the execution of learned cognitive and behavioural coping skills (Bandura, 1986). In general, research has shown that self-determined behaviours are of higher quality and have more positive correlates than controlled behaviours (Deci & Ryan, as cited in Zounhia, Hatziharistos & Emmanuel, 2002). As a strategy to maintain care and safety educators could help learners develop self - efficacy, this would equip learners with the skills to cope with the difficulties they encounter in life. Thus the study will seek to find out whether measures that ensure the positive behavior are enhanced to ensure care and safety of learners.

This theory is relevant to the study as it provides a framework for understanding and predicting different types of learner behaviour in schools (McStay, 2008). The Social Cognitive Theory is useful for not only understanding behaviour, but also identifying implementation of care and safety programmes in which undesirable learner behaviour might be modified or changed (Pajares, 2002). For example, the strategy of behavior modelling can be used in schools to teach school rules and equipping learners with skills for dealing with different situations. Learners learn about

usefulness and appropriateness of behaviours by observing live models who can be teachers, peers, family members, guest speakers, neighbourhood and many others. As such the analysis of the implementation of care and care programmes will be viewed in accordance to the manner in which the behavior and cognitive aspects affect reception of the programmes.

Symbolic models such as those found in mass media like televisions, movies, computer-based training programmes and many others could also be used. Schools can employ a positive discipline strategy of reinforcing positive behaviour by creating an environment rich in positive outcomes. The environment around the learners provides the rich source for observing and mentally cataloguing these examples for future use in their own learning environments (Gibson, as cited in Drolet, 2012). As learners encounter experiences in which they are made aware of their abilities and rewarded for their achievements, they can begin to internally assess their skills and capabilities (Drolet, 2012). Thus, the care and safety strategies of creating a positive environment will encourage learners to concentrate on their school work rather than engaging in acts of misconduct. By using clearly defined and stated rules, learners are made aware of their expectations and can actively work towards achieving their perceived goals. Such strategies will reinforce maintaining of care and safety in schools. Since learners are viewed as self-organizing, proactive, self-reflecting and self-regulating (Pajares, 2002), it is imperative for schools to adopt care and safety strategies which will reinforce these aspects in learners. This would encourage learners to demonstrate appropriate behaviour in all circumstances. The theory fits in the study because by using clearly defined rules, learners will understand what is expected of them in and around the school, not pose danger to fellow learners but behave in a manner that ensures care and safety in the schools premises. Even in the community at large learners would not go to places where they can be easily be harmed or be forced to emulate undesirable behaviour. However, the Social Cognitive Theory has been criticized for paying too little attention to developmental changes (Santrock, 2007) which have great influence on adolescents' behaviour in secondary schools.

The implementation of care and safety programmes largely depends on what the implementers (mainly educators) and receivers (learners) understand about the programmes. Drolet (2012) argues that in order to develop self-regulation and self-

efficacy in the classroom, there must be enough time to create a sense of mastery in each subject. The main concern regarding the implementation basing on development of self-regulation and self-efficacy is mainly the time that is required which might vary from learner to learner and school to school. Despite the highlighted weaknesses, the theory remains relevant to the study because of its emphasis on behaviour modification through reciprocal interactions. Hence, there is need for schools to understand the structures in the systems that are implemented for the learners for each school so that schools can adopt appropriate programmes to maintain care and safety in schools to create a conducive learning and teaching environment for both learners and educators.

Bandura's Social Cognitive Theory has also been in line with how the implementation of safety and care can be modeled taking into consideration the behavior and cognitive aspects of the recipients (learners). Literature shows that the theory emphasizes that the learner's behavior is influenced by reciprocal interaction among behaviour, personal/cognitive factors and environmental factors. Behaviour modeling and self-efficacy are the key concepts of the theory. Modelling learner behaviour and developing self-efficacy in learners are strategies which can be adopted by schools to maintain care and safety programmes. The implementation of the care and safety programmes which is the main focus of the study can be effectively implemented if there is consideration modeling learner behavior and developing self-efficacy. The theoretical framework discussed in this section is relevant to the study which focuses on the implementation of care and safety programmes used in secondary schools as it points on the importance of behavior and cognitive aspects and how they can play a role of care and safety of learners.

In summary, the theory posits that human beings learn by observing how others behave (we learn by imitation but also by counter examples, e.g. parents, peers, those portrayed in the media) and by modeling our own behaviour on what others do and what we see around us. It also outlines that whether we receive a reward or a punishment will determine how we decide to behave the next time round. Rewards can be financial and non-financial; they can come in the form of material goods or in the form of satisfying altruistic motivations. Using this perspective, the study will look into how the implementation of care and safety programmes in schools can be effectively modeled in such a manner that the learners are able to follow the right

kind of behavior. This can be done by introducing and implementing programmes like keeping records of misconducts that are related to care and safety, introduce corrective measures to modify the behavior that is exhibited by the learners.

In the light of the above summary this research shall investigate how learners who have transgressed care and safety regulations are dealt with, reward procedures instituted by schools like the anonymous reporting in Hlayiseka Programme, Crime Reduction in schools Programme, and record keeping are connected to the behavior and responses of the learners. This study shall also explore how parents, educators and community members influence learner's behaviours through their actions. Based on the above theory it will be suitable for the study as it will assist the researcher to interrogate the findings within a framework of positive care and safety implementation strategies and in proposing a positive a care and safety management model. Given what Bandura has said regarding different influences the study will investigate whether the type of programmes put in place to ensure care and safety at school and whether their implementation have met or not met desired objectives in ensuring care and safety in schools.

2.2.2 Social Ecological Model

The researcher also used the social ecological model (SEM) by Urie Bronfenbrenner to inform this study. This model enables us to understand factors affecting behavior and also provides guidance for developing successful programme through social environments (Prager, 2012). The study seeks to understand the reasons for continued violence and unsafe incidents in school regardless of implementation of programmes to maintain care and safety in schools. Social ecological model emphasizes multiple levels of influence such as individual, interpersonal, organizational, community and public policy (Golden & Earp, 2012). The argument is that behaviours are shaped by the social environment, that is, the interaction between an individual with the environment shapes their behavior and this varies when individuals interact with other individuals, organizations, communities as well as public policies. In this study the effect of what is happening is to ensure that there is coordination between behavior and safety and care by implementing programmes that are effective. The interaction of individual and the social environment as shown

in figure 2.1 below is important in ensuring that the implementation is effective since there is reasonable influence exerted by the factors of social environment.

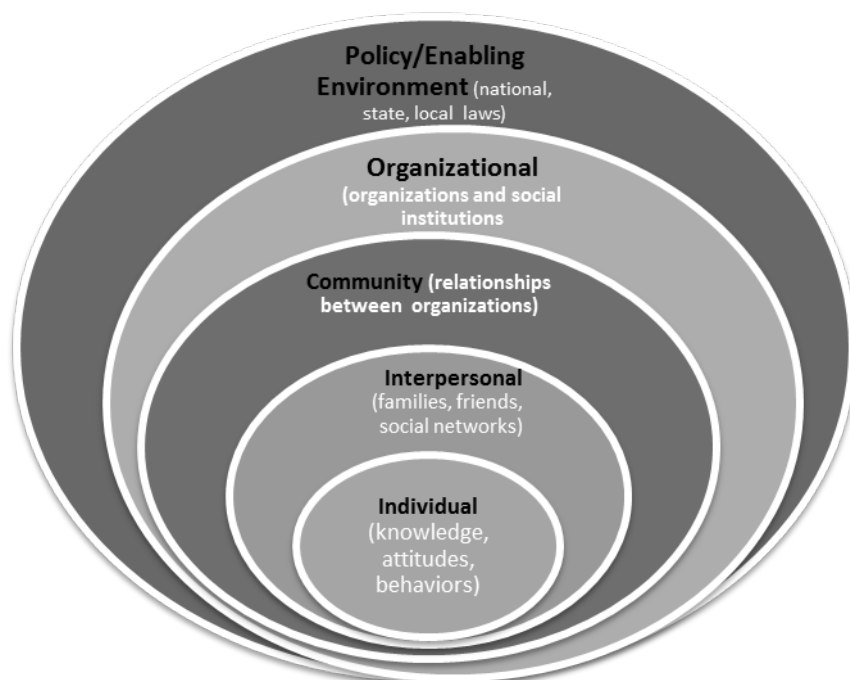


Figure 2-1: Social Ecological Model (Mackie, 2013)

2.2.2.1 Individual

Most care and safety programmes in schools are implemented to change or enforce attitudes and behaviours of individuals that ensure that there is a conducive safe learning environment. However, characteristics of an individual that influence behaviour change vary, they include knowledge, attitudes, behaviour, self-efficacy, developmental history, gender, age, religious identity, racial/ethnic/caste identity, sexual orientation, socio-economic status, financial resources, values, goals, expectations, literacy, stigma, belief supporting use of violence anger or hostility toward others substance use and history of engaging in violence(Prager and Posthumus, 2010). Incorporating these different characteristics that influence an individual in school programmes that ensure care and safety in schools such that they influence the needed conducive learning environment is not always easy. Even

though school-based programmes tend to help learners to develop social, emotional and behavioural skills to build positive behavior their effectiveness varies. Alarming cases of violence and ill-discipline that causes harm in schools have been on the increase as noted in the earlier discussions. Targeting change in individual behavior, Mackie (2013) suggests that to reduce violent behaviour among young people, programmes that teach parent's skills to model a child's behaviour can be formulated and become important in assisting the young people. The author's assertion points at the efforts of trying to target positive individual behavior change from the immediate family before the individual gets to interact with other social environment actors. In essence, the argument is learners can be modeled into positive behaviour through their families such that when they get to school they already behave in a positive or good manner. In addition, there is a suggestion of individual classroom based health curriculums that teach ways to cope with loss and disappointment, and learn warning signs for depression are also important (Mackie, 2013). The point that is raised is on assessing the individual and factors in the environment that influence their behavior it is important to focus on ways that help the individual to cope with other external aspects that influence their behavior like losses or disappointment. The implementation of care and safety programmes in this case should not be taken as simply the administering of a code of conduct but a consideration of the individual's characteristics and social environment that exert some influence on the individual's behavior. It is important to look at how this process is being done in schools. This study will investigate whether the care and safety programmes that are currently being implemented include such issues and the strategies which are used.

2.2.2.2 Interpersonal

The SEM theory also indicate that formal (and informal) social networks and social support systems that can influence individual behaviours, including family, friends, peers, co-workers, religious networks, customs or traditions (Kaplan, 2000). Prager and Posthumus (2010) underscored the importance of peer programmes that educators administer to youth and how they can promote positive norms amongst their circle of friends and peers. The aspect of interpersonal relations between the individuals that are part of the schooling community is important in the safety and care of learners. Masitsa (2011) posits that a safe school is a place where educators

teach and learners learn, and non-educators work in a warm and welcoming environment, free of intimidation and the fear of violence, ridicule, harassment and humiliation; where everybody is physically and psychologically safe. The author further comments stating that when the child enters the school, the duty of care of the parent or guardian is delegated to the educator or the school, thus, educators have a legal duty to ensure the safety of learners at school. This therefore implies that the creation of the safe school environment does not merely depend on the rules and regulations that are dispensed but also depends on the way the educators handle the monitoring and implementation of the regulations and the interaction with the learners. The educators also need support from the parents and the community in implementing the safety and care programmes that are introduced by schools. Interpersonal relations among the different stakeholders that are involved in the school day to day activities helps to clarify the protocols of maintaining and improving safety and care but also the implementation of those protocols. According to Asmal and Tshwete (2000) a school with clear norms and expectations, fair procedures and the involvement of members of the community (educators, parents, learners, principals, administrators and community service) are less likely to experience high level of security threats. The implementation of programmes does not entirely depend on laying down or stipulating dos and don'ts for learners to follow but there is also the aspect of interpersonal relations that must be maintained by different stakeholders who are part of a school. It was the intention of this study to determine the role of interpersonal relations in influencing positive behavior in other learners.

2.2.2.3 Community

Aligned with the interpersonal aspect, the community contributes to the individual's behaviour and also the implementation of the safety and care measures that are adopted by schools. Rejeski, Brawley, McAuley & Rapp(2000) posit that the community level of influence in modeling or influencing the behavior of an individual mainly focuses on relationships among organizations, institutions, and informational networks within defined boundaries, including the built environment village associations, community leaders, businesses and transportation. Communities have a role to play in helping to promote safety and care in schools. Kassiem (2008)

points out that if violence or crime (especially when it has become endemic) is not stopped in communities, it will be impossible to stop in schools. Communities have to deal with crime within the community so as to prevent crimes in schools. There is a connection between the different institutes in the community which when working together can deal with challenges facing the community. For instance, the police and ward committee members, CPF members can work together to identify high crime zones. So, community associations can work with schools to develop a series of programmes to reduce and prevent violence. Nickerson and Martens (2008) suggest that school-based intervention may only affect violence (or crime) in a limited way, underscoring the need for community partnerships to tackle this complex and multifaceted issue. The introduction of the Hlayiseka programme is one of the examples of community and schools collaboration that can be used to assist with dealing potential criminal activities and violation of rules. Identifying social factors that are within the system emanating from the community can help schools to improve the implementation of care and strategies. The effectiveness of the implementation of care and safety measures in schools largely depends on the support that is provided by the community especially when they reinforce what is stipulated by the schools. Additionally, education school district offices play a major role by creating, implementing, monitoring and evaluating policies that are aimed at preventing criminal activities or violation of school rules. The study will examine what is being done by the community to contribute to the effective implementation of care and safety programmes in schools.

2.2.2.4 Organizational

The SEM postulates that organizational setups that are organizations and social institutions have regulations, norms and values that are stipulated to effect transformation, order and human development. The regulations, norms and values influence the interaction and behaviour of individuals and communities. The school as an organization operating within a particular social context is affected or influenced by the different aspects in the social environment. In the same way as an organization it also affects the individuals and other aspects within the social environment especially with regards to human development. The school helps to shape the learners' development. Other organizations in the educational social

environment at a macro-level also help to shape the way the educational operations are run be it at national, provincial, district or local level. These organizations play a role in establishing and implementing rules and regulations that help schools. The organizational or social institutions consider rules and regulations for operations that affect how, or how well, for example, services are provided to an individual or group. A school district creates, implements, monitors, and evaluates a policy to prevent violent behaviour in schools (McLeroy, Bibeau, Steckler& Glanz, 2004). The study will look into how organizations are affecting the implementation of safety and care strategies employed by secondary schools. More specifically, this research intends to establish the role played by district officials, SAPS and Social Services Department in the fight against violence in schools.

2.2.3 Policy/Enabling Environment

The policy level focuses on understating what state, national and global laws and policies, including policies regarding the allocation of resources. The policies that are implemented by different organizations impact processes within the social environment that individuals and communities interact. The aspect of policy as highlighted by the theory is of great importance to the study as it focuses on policies that are being implemented to ensure care and safety in South African secondary schools. Policy design means the formulation of care and safety policies and putting in place structures for implementation (Kemunto, Role and Balyage, 2014).Furthermore, Kemunto, Role and Balyage (2014) argue that despite the fact that educators are best placed to raise the alarm over failures to adhere to basic care and safety strategies, the responsibility is left to the small number of quality assurance officers working for the Ministry of Education. This may not be possible without putting in place a care and safety policy implementation framework ((Kemunto, Role and Balyage, 2014).More significantly, the study will examine the implementation of those policies that are supposed to effect care and safety in secondary schools. This might also include discussion of policies that help different stakeholders to partner with school districts to provide care and safety based technology and other resources in disadvantaged communities. The role played by SAPS and Social Services agencies together with the department of education in the implementation of policies that guide strategies that ensure care and safety in

schools. The principles of social ecological models are consistent with social cognitive theory concepts which suggest that creating an environment conducive to change is important to making it easier to adopt healthy behaviors (Prager & Posthumus, 2010).

The World Health Organization (2002) in a study carried out in Switzerland and it outlines that to prevent violence and identify risk there are protective factors that are to be considered that emanate from the social environment. Darnton (2008) suggested that identifying these factors that protect people or put them at risk of experiencing or perpetrating violence can help determine where prevention efforts should be focused. Risk factors are conditions or variables associated with a lower likelihood of positive outcomes and a higher likelihood of negative or socially undesirable outcomes. Protective factors have the reverse effect; they enhance the likelihood of positive outcomes and lessen the likelihood of negative consequences from exposure to risk. However, Prochaska, Redding and Evers, (2008) warned that just as the presence of risk factors does not guarantee that a person will experience violence, the presence of protective factors does not ensure that a person will be shielded from violence. Risk and protective factors should be assessed at all levels of the Social-Ecological Model, a framework that illustrates the complex intersections between individual, relationship, community, and societal factors that put individuals and communities at risk for experiencing or perpetrating violence (Sallis, Owen & Fisher, 2008). It is essential that efforts to address and prevent violence take into account risk factors that are linked to violence, as well as protective factors that can prevent violence within families and communities. The study will investigate whether these factors are taken into consideration in the implementation of care and safety programmes in schools.

Using this theory is essential for this study as it informs the researcher on the different aspects of the social ecological influence on human behavior and, as such highlighting key areas for prevention. It offers also a framework for programme planners to determine how to focus hazard or violence prevention strategies (Darnton, 2008). The study will investigate the roles played by various stakeholders in schools thus evaluating their contribution towards strategies that have been put forward to reduce violence in schools and enhance care and safety. In order to

prevent violence, it is important to implement programmes and policies that can reduce risk factors and increase protective factors at each of the different levels in the model.

This study will also be informed by the combined approach of top down and bottom up policy implementation models. (Sabatier and Mazmanian, (1980), Anderson, 2010) contend in policy implementation process there are two perspectives. This statement is also supported by Paudal (2009) that there are two perspectives in the implementation process (i) The Top-Down perspective and (ii) The Bottom-Up perspective. These perspectives or approaches are discussed below.

2.2.4 Top-Down Perspective/Approach

According to the Top-Down Approach 'the starting point is the authoritative decisions', as the name implies, centrally located actors are seen as most relevant to producing the desired effect (Schofield, 2001). The main actors are regarded to be the decision-makers who are responsible to formulate an efficient statute which suits to the kind of existing problem. To increase the level of efficiency top-down theorists thus demand a clear and consistent statement of the policy goals, a minimization of the number of involved actors, a limitation of the extent of change necessary and to find an institution which supports the point of view of the policy makers in order to guarantee that the implementers sympathize with the new statute (Matland, 1995:147).

According to Treib and Pulzl (2007) the Top-Down school is represented by scholars such as Van Meter and Van Horn (1975); Nakamira and Smallwood (1980); and Sabatier (2008) who contend that implementation in the top-down approach is the hierarchical execution of centrally defined policy intentions. The top-down model is a well-known model in the policy analysis arena (Anderson, 2010) and is based on the assumption that a small, elite group (usually government) is responsible for policy decisions and that this group governs an ill-informed public (the masses) (Haque, 2005). Policy decisions made by the elite flow downward to the population at large and are executed by the bureaucracy (Long & Franklin, 2004). Decisions are taken at the top and there is no popular participation which, at best, is merely the expression of values and choices of the privileged who dictate their views to the masses, thus

excludes low level employees that are directly affected (Anderson, 2010). The top-down approach might be criticized because of its mere focus on the created statute (Matland, 1995:147). It fades out the discussion process which has taken place before the agreement on one solution and treats the following implementation process as if there is no other opinion or no political feature concerning the solution of the problem which might lead to resentment among the educators who have favored another solution. The fact that in a democratic legislation process several different parties try to agree upon a mutual consent and displays the often contradictory content of a legal act in order to satisfy everyone in the coalition. However, the most striking criticism of the top-down approach has to deal with is the way it regards the single actors within the process (Paudal, 2009). The approach clearly favors the decision-makers as key actors in the process of implementation and does not pay much attention to the administrative staff that carries out the legal act. As Long and Franklin (2004) observed "if those responsible for carrying the policy out are unwilling or unable to do so, little will happen" (Long and Franklin, 2004) thus the variable commitment's quite important for the successful implementation of a programme. Of course commitment is relevant at all levels, however, this research will focus on the so called 'street level' as the communication between the implementers and the target group seem to be the most crucial one in implementation process: "lower-level bureaucrats actually made policy by giving it concrete meaning through their actions" (Urwin and Jordan, 2007). The researcher would like to explore whether there was involvement of various stakeholders in the formulation of care and safety strategies and also how their being implemented under prevailing circumstances.

2.2.5 The Bottom-Up approach

The scholars like (Lipsky 1971, 1980; Ingram 1977; Elmore, Herjn and Hull, 1982) belong to the Bottom-Up camp. They argue that implementation consists of everyday problem solving strategies of "street-level bureaucrats". Urwin and Jordan (2007, Anderson, 2010) refer to the Bottom-Up policy as the backward mapping approach which recognizes the importance of additional actors, other than policy makers at the top. The reasons for this they interact with one another in congested spaces eventually implement policies. According to Pulzl and Treib (2007) the Bottom-Up

model criticizes the view that local bureaucrats are the main actors in policy delivery and see implementation as the negotiation processes within networks of implementers. Furthermore, Pulzl and Treib (2007) contend that the aim of the Bottom-Up is to give accurate empirical description and explanations of interaction and problem solving strategies of actors involved in delivery and policy implementation. The Bottom-Uppers argue that implementation cannot be separated from policy formulation. They pay attention not only to one stage of the system but to the whole process how policies are defined, shaped, implemented and redefined (Fraser, Dougile, Mabee, Reed & McAlpine, 2005).

Bottom approach allows the local community and players in the lower ranks of a community or organization to express their views and to help define the development course for their area in line with their own views, expectations and plans. However, the bottom-up approach cannot be applied (nor is it applicable) systematically to all places in all circumstances (Fraser, et.al. 2005). Depending on the specific cultural context of each Member State and in line with the principle of subsidiary, the participatory process is often more of a trend or a desirable working approach than a day-to-day reality. The bottom-up approach is one element that makes the leaders approach even more useful as the top assumes the role of leading people into a destiny they participated in authoring (Anderson, 2010). It aims to encourage a process of active participation in every aspect of development policy. Under the bottom up approach the involvement of local players is sought at all levels, either through consultation or by involving them in the partnership. Advocates of the bottom approach argue that it accommodates the whole community, promoters of ideas and projects, the civic and voluntary sector, economic and social interest groups and representative public and private institutions (Cloete & Wissink, 2000). They argue that success of policy implement is likely to succeed of people at the bottom have participated at every stage i.e.: during the definition phase, during implementation, during evaluation and the revision of the programme either directly or through those bodies representing collective interests.

Bottom-up theorists have been criticized for the overvaluation of the degree of actual local independency from the policy-makers as the implementation could not work without the resources and institutional structure provided by the central planners (Evans and Harris, 2004). Financial and human resources might have a great impact

on the implementation process as it can make it more efficient. Above that, the administrative staff cannot claim any democratic power which enables them to decide on their own how to implement a statute decided by the elected representatives of the people (Evans & Harris, 2004).

Furthermore, obliterating the distinction between formulation and implementation will have two very significant costs. First, it makes it very difficult to distinguish the relative influence of elected officials and civil servants thus precluding an analysis of democratic accountability and bureaucratic discretion, hardly trivial topics. Second, the view of the policy process as a seamless web of flows without decision points precludes policy evaluation (because there is no policy to evaluate) and the analysis of policy change (as there is never a defined policy at to which changes into another defined policy at (Anderson, 2010).

It is also worth observing that top-downers and bottom-uppers have been motivated by somewhat different concerns and thus have developed different approaches. Top-downers have been preoccupied with (a) the effectiveness of specific governmental programs and (b) the ability of elected officials to guide and constrain the behavior of civil servants and target groups (Fraser, et.al, 2005).

. Addressing such concerns requires a careful analysis of the formally-approved objectives of elected officials, an examination of relevant performance indicators, and an analysis of the factors affecting such performance (Elmore, 1979). Bottom-uppers, on the other hand, are far less preoccupied with the extent to which a formally enacted policy decision is carried out and much more concerned with accurately mapping the strategies of actors concerned with a policy problem. They are not primarily concerned with the implementation (carrying out) of a policy per se but rather with understanding actor interaction in a specific policy sector (Bovens & Zouridis, 2002).

The two models have been discussed highlighting their advantages and disadvantages.

The study will be guided by the bottom up approach in conjunction with the top-down approach to policy implementation which put more emphasis on the role of street level bureaucrats in the implementation of the programmes. These models are

considered appropriate for this study as they will be used to discuss the information that is gathered on the implementation of care and safety programmes. The approaches will help the researcher to investigate policies are implemented in institutions. It will assist the researcher to investigate whether educators and SGBs are empowered to implement them. The researcher needs the theory to understand how educators are modeling children's behaviors to promote care and safety (Haque, 2005). The success of the programme is contingent when both elements are used in an intertwined manner (Anderson, 2010; Fraser et.al, 2005; Bovens& Zouridis, 2002; Pulzl & Treib, 2007; Sabatier, 2008).

While identifying best practices in care and safety it is critical to reduce the number of young people involved in and affected by violence in schools. The manner in which a programme is implemented can have an enormous impact on its effectiveness even the best programs are effective only when implemented with high quality and fidelity to the program's design. In other words, using an effective strategy is only part of what is required to achieve effective results (Fraser et.al, 2005). Details of programme delivery, including characteristics of the youths receiving the intervention, the setting in which they are treated, and the intensity or duration of the intervention, play important roles in determining effectiveness. Programmes must be delivered with design fidelity, to a specific population of recipients, within a specific context, and for a specific period of time (Sabatier, 2008).

Unfortunately, very little is known about how to preserve a care and safety programme's positive effects when it is implemented on a wide-scale or national level. What research has been conducted indicates that effective implementation is at least as important to a programme's success as the characteristics and content of the programme itself (Hupe and Hill, 2007, Riccucci, 2005). Studies of programme implementation consistently find that effectiveness depends on the following principles, according to a review by (Riccucci, 2005)

- The project addresses a pressing local problem.
- The project has clearly articulated goals that reflect the needs and desires of the "customer."
- The project has a receptive environment in both the parent organization and the larger system.

- The organization has a leader who is committed to the objectives, values, and implications of the project and who can devise practical strategies to motivate and effect change.
- The project has a director who shares the leader's ideas and values and uses them to guide the implementation process and ongoing operation of the project.
- Practitioners make the project their own rather than being coerced into it; that is, they buy into it, participate in its development, and have incentives to maintain its integrity during the process of change.
- The project has clear lines of authority: There is no ambiguity as to who is in charge.
- The change and its implementation are not complex and sweeping.
- The organization has secure administrators, low staff turnover, and plentiful resources.

Cloete & Wissink (2000) organize these same principles into four categories: general organizational factors, programme factors, change agent factors, and staffing activities. While they acknowledge the importance of a program's characteristics, such as its theoretical basis, they also stress that positive change and success are dependent on much more than the specific characteristics of a prevention program or intervention. Characteristics of the implementer and the environment in which the programme is implemented, even the target population have a significant influence on overall programme effects.

In this case the learners as consumers of care and safety programmes in schools have a role to play. Learners can support or reject the safety and programmes if not consulted or if it is imposed on them as is the case with Top Down approaches. In schools the main actors may be School Governing Bodies, School Management Teams and educators. On other hand when the Bottom Up approaches are used the safety and care programmes could be implemented successfully as learners could be part and parcel of those programmes since their views could be incorporated. It is the work of the study to explore to assess if the Bottom up approaches were effectively used in the implementation of school care and safety programmes.

PART II

2.3 RELATED LITERATURE ON IMPLEMENTATION OF PROGRAMMES FOR MAINTAINING CARE AND SAFETY OF LEARNERS IN SCHOOLS

Part 11 discusses available literature regarding the implementation of programmes for maintaining of care and safety of learners in schools. Role of various stake holders, strategies used to maintain care and safety for learners and the roles of different stake holders in the monitoring and support of safety programme in light of existing empirical literature, as well as pockets of good practice, and the integrated framework will be discussed in light of existing empirical literature.

2.3.1 Prevalence of violence in schools

Shootings and deaths in schools throughout the United States have left parents believing that their communities are no longer safe from the most extreme examples of youth violence (Bidwell,2014) This perception, combined with the increased lethality of youth violence in the early 1990s, has lent urgency to the search for effective violence prevention efforts. Hundreds of youth violence prevention programmes are being used in schools and communities throughout the country, yet little is known about the actual effects of many of them (Gottfredson&Gottfredson, 2000; Armstrong &Webb,2006).

However, such scenarios are not only found among American communities they are also prevalent among South African communities as confirmed by Mncube and Harber (2013). The scourge of violence in South African schools is cause for concern; daily reports appear in the written and electronic media about high levels of violence, physical and sexual abuse, and gang-related activities in the schools. Carrying knives, guns and other weapons has become part of daily school life. These incidents underline the extent of violence and crime experienced in South African communities, which generally impacts negatively on education and what happens in the schools in particular (Mncube& Harber, 2013).

Also studies conducted in various contexts have shown that if violence is left unchecked over time in school settings, it can have a detrimental impact on both teaching and learning. Even those who are not directly affected come to feel a

heightened sense of school insecurity as a result of the media panic that tends to magnify isolated incidences of school violence (Gottfredson, Wilson, & Najaka (2002). Hence a need to implement safety and care programmes in schools.

Maring & Koblinsky (2013) concede that in United States of America while care and safety measures are being implemented a few care and safety programmes have been rigorously evaluated, including many ongoing efforts. The evaluations that have been done indicate that much of the funds America spends on youth violence prevention is spent on ineffective sometimes even harmful programmes and policies (Mendel, 2000), Zions, Zions, & Simpson, (2002).

It is on the background of such concerns that this study sought to find out how care and safety programmes are being implemented in South African secondary schools as disruptive behavior hampers the learning of the well behaving students and is a cause for educators' stress (Klassen and Chiu, 2010, Noorudin & Baig, 2014). Most of the care and safety problems are mild and occur during lessons (Skiba, Michael, Nardo, & Peterson, (2002) and behaviour problems tend to be more common in middle than in elementary schools (Resnick, Ireland and Borowsky, 2004). Such retrogressive behaviours have to be looked at, analyze their root cause and prepare adequate strategies to minimize their prevalence or completely eradicate them.

Horner, Sugai, and Anderson (2010) pointed a school as an institution where learners are equipped with knowledge and skills in an enabling and safe environment. Correspondingly, Sørli and Ogden (2007) also found out that schools should provide their clients with a conducive learning atmosphere, put in place positive interventions, support and care to ensure successful learning. It has also been argued that clear behavioural expectations and positive feedback are the core elements of school-wide positive behaviour interventions and support which has proven to be effective in schools in reducing learner suspensions and office referrals (Bradshaw, Mitchell & Leaf, 2010), and in improving classroom climates and the social competence of the students (Sørli & Ogden, 2007). Several strategies to ensure improvement of care and safety of learners in secondary schools have emerged and will be discussed below on the basis of existing literature.

2.3.2 Strategies for Implementing Care and Safety of Learners: Global Perspective

Different activities are affecting schools throughout the globe. One of the countries that is affected by violence in schools is America. According to Kemunto, Role and Balyage (2014) in the United States of America it is very common to hear and read about students shooting fellow students or teachers. A supporting notation is given by UNICEF (2009), Ward, Day & Beva (2009) concur that studies in individual states, such as Wisconsin and North Carolina, indicate substantial increases in youth violence or school violence. American schools are experiencing different forms of violence which include the assault (with or without weapons), threats of force, bomb threats, sexual assault, bullying or intimidation, arson, extortion, theft, hazing, and gang activity. Perumean-Chaney, & Sutton, (2013) cite an attack incidence at the Columbia High School in 1999 which was an attack on an American school at a time that it was least expected. Citing a recent experience of violence Kemunto, Role and Balyage (2014) stated that in America in 2012, there was a mass shooting incident which led to the death of 30 students and six adults. Incidences of violence are rampant in the US schools (Balyage (2014)). To deal with issues of violence in the schools UNICEF (2009) mentions three categories of care and safety programmes that are used by some of the schools which are school-management-based, environmental modification and educational and curriculum-based programmes. School-management-based are programmes that focus on learner behavior, alternative schools, and cooperative relationships with police and law enforcement (Scott, Granberg-Rademacher (2007) Environmental modifications are programmes based on changing learner behavior by changing learners' social or physical environment. This includes installing metal detectors and hiring security guards, but also includes larger-scale programmes like setting up after-school programmes and increasing or decreasing school size (Johnson, 2000). Educational and curriculum-based programmes are based on teaching students' behavior-management skills and nonviolent conflict resolution (Page, 2004).

According to the World Bank (2011) studies indicate that some middle school educators in European Union countries identified support systems and resources that would facilitate more effective teaching in violent communities and ensure care

and safety of learners. A study conducted by Blaya & Debarbiex, (2008) investigated the strategies that were supposed to be used by schools against the ones that are being implemented revealed that although strategies advocated for behavior management training, including instruction on how to teach communication, social problem-solving, and conflict resolution skills. The study discovered identified interventions as key elements of successful violence prevention programmes (Blaya & Debarbiex, 2008). Researchers note the importance of building learners' social competencies as well as developing skills to reduce antisocial behaviour because prevention is generally more effective than punitive intervention (Wilson, Gottfredson, Najaka, 2001). The study compared the implementation of the technique of behaviour management training with the ones mentioned above.

The World Bank (2011) study also states that at the school level, educators advocated for strong, engaged principals and deputy principals; clearly articulated learner conduct policies; and consistent consequences for youth who violate the rules (Hoffman, 2012). The South African schools also have the stern measure of dealing with youth that violate school laws, hence this study focused on the implementation of the strategies. Educators also seek improved school security features such as well-trained hall monitors, greater use of technology (cameras, metal detectors), and regular review of crisis management plans. Such efforts have been found to play an important role in reducing learner aggression (Singh, 2012) and may also reduce educators' exposure to school violence (Galand, Lecocq & Philippot, 2007). Casella (2000) established that there has been unanimous support for implementation of peer mediation programmes in American public schools because it enables learners to solve disputes and gave them tools to mediate conflicts in their schools and communities. Further, prior studies carried out in the United States of America by Casella (2000), United States Department of Education (2000) including a randomized control study in urban middle schools serving predominantly African American youth, found that participants in peer mediation had fewer disciplinary violations and suspensions for violent offenses than those who were not involved in mediation. The study will look at the strategies being implemented that is being done in the schools to find out if there is peer education and also if it is being effectively implemented.

Joubert (2008) posit that principals, educators, health professionals need to assist schools administrators and other stakeholders about safety requirements and create awareness workshops. Involvement of politicians as part of the school community should be used as one of the strategies. The implementation of HIV/AIDS policies, the awareness groups, change in attitude, and involvement of the SGB is a key strategy (Burton&Leoschut, 2012). Stakeholders should prioritize care and safety by provision of adequate funding (Burton&Leoschut, 2012).The implementation of these programmes requires adequate funds. Other measures regarding ensuring care and safety include setting up of care and safety committees, encouraging adherence to safety precautions in laboratories, training of staff in first aid and disaster management techniques which involve the community regarding what should be done during natural disasters (Oosthuizen, 2008). The study looked into how these strategies above are implemented in schools and how these different strategies help to maintain or improve care and safety in schools.

Research support for SEL strategy is growing (Durlak, Weissberg, Dymnicki, Taylor, &Schellinger, 2011). A Meta-analysis of a study carried out on 213SEL-based programmes in the United States of America by Ttofi and Farrington (2011) found that if a school implements a quality SEL curriculum, they can expect more socially appropriate student behaviour and an 11 percentile increase in academic test scores in comparison with schools without SEL strategy. Studies demonstrate that learners exposed to SEL activities feel safer and more connected to school and academics, build work habits in addition to social skills, and build stronger relationships with peers and teachers (Zins, Bloodworth, Weissberg, & Walberg, 2004). Given the manner in which SEL programmes are being formulated and implemented as well as their effect, the researcher intended to evaluate how the care and safety strategies are also being formulated and implemented to curb spread of violence in schools. Several randomized control trials (RCTs) of bullying prevention strategies (based on the SEL framework) have found significant reductions in teacher-reported physical bullying (Brown, Low, Smith, & Haggerty, 2011) and self-reported physical aggression (Espelage, Basile, & Hamburger, 2013); however, no RCT has been conducted with learners with disabilities. While these strategies have been used with learners in the USA, the study will find out whether the SEL programmes are implemented in South Africa.

As seen in some of the programmes, interventions that aim to improve youths' moral-reasoning, problem-solving, and thinking skills are also effective approaches to reducing youth violence in high-risk populations (Mathe, 2008). For instance, one moral-reasoning-based intervention implemented in Canada in "behaviour-disordered" high school students has demonstrated lasting positive effects by reducing police contacts and official school disciplinary actions (Canadian Council on Learning, 2008). Evidence of the effectiveness of social problem-solving interventions includes a study of children and young adolescents referred for treatment of anti-social behaviour; these youths showed significantly lower aggression scores after treatment and lower rates of externalizing behaviour 1 year later (Townsend, 2000). Furthermore, as asserted by Skiba & Rausch (2006) in the United States of America and Canada, Zero-Tolerance policies which are aimed at promoting the prevention of violence and drug abuse have been implemented in schools. The policies encompass expulsion of middle and senior high school students who contravene rules related to weapons, controlled substances and violence (Rowe, 2002). In Canada, Ontario school boards have developed and implemented policies and procedures in accordance with the Safe Schools provision of the Education Act which stipulates regulations under the Act and Ministry of Education that guide the programme memoranda (Ontario Ministry of Education, 2007). These procedures are publicly available on school boards' websites. School boards also provide training related to safe schools policies for administrators, teachers, and other staff members (Ontario Ministry of Education, 2007). The study therefore, looked for elements that in the programmes implemented in America and Canada that are making them effective. The study also looked at how the schools are implementing their programmes and what can be learnt and improved from what is being done in the America and Canada when implementing safety and care strategies.

In Australia, there have been incidences of aggressive behavior which have been disturbing care and safety in their schools. Stewart (2004) remarks that it is well recognized that in Australian schools many learners are, on the one hand, more assertive and openly aggressive, or, on the other hand, more apathetic than might

have been the case in earlier decades. In these schools, traditional behaviour-management practices, including corporal punishment, are largely prohibited contemporary practices centre on management through supportive school programmes including appropriate curricula and school-support structures (Stewart, 2004). According to the New South Wales Ministry of Health, New South Wales Department of Education and communities, the Heart Foundation, (2016) many of the Australian education authorities have passed regulations granting principals the authority to exclude misbehaving learners from their schools, this authority includes suspension and, in worst-case scenarios, expulsion. There are restrictions on the number of days for which a principal can suspend a learner, and any expulsion is at the discretion of the education authority itself (New South Wales Ministry of Health et.al (2016). The study looked into the implementation of the current care and safety programmes and how they correspond with the programmes being implemented in Australia.

In the African region, several countries have also come up with care and safety programmes for learners. However, despite the measures, they are also experiencing worrying cases of violence. Extreme cases of violence have been reported in Nigeria where the Boko-Haram terrorists have been attacking and kidnapping learners in different schools. Describing this precarious situation in Nigerian schools Obiamaka (2015) mentions that many learners go to school with guns and some others sold themselves to the Boko Haram Sect and are being used to bomb down schools as in the case of Federal Government College Yobe State, where a child was made to bomb down the school. Discoveries from the study by Obiamaka (2015) reveal that there are some devices for the improvement of security in the public secondary schools such as central communication centre, staff and identity cards for learners, visitors' guild lines, burglary bars, iron doors, secured car parks are available, while a good number of the devices such as closed circuit television, access control, security lightening and sprinkler system to control fire and damage. The study will examine how the schools are implementing their programmes if there are any similarities and what can be learnt and improved from what is being done in the Nigeria when implementing care and safety strategies.

Similarly, this approach of care and safety which involves stakeholders was adopted in some Nigerian schools according to Amanchukwu (2012). The “Be Safe and Sound” Campaign. The “Be Safe and Sound” campaign was a public education and awareness campaign launched in 2002 to involve parents in the issue of school safety and security (Visser, 2004). It encourages parents and School Principals to actively evaluate the school’s social climate and its physical environment. The campaign is based on the premise that while security devices such as locks and alarms are important, tighter security alone will not make a school safer (Naidoo, 2000). Preventative safety measures that focus on behaviour and environmental design, such as conflict resolution programmes, zero tolerance policies, bullying prevention programmes, visitor policies and community service programmes, are critical (Prinsloo, 2005). The “Be Safe and Sound” campaign encourages parents to partner with school principals in Nigeria to organize school safety and security committees or action teams (Amanchukwu, 2012; Masitsa 2011). These action teams, comprised parents, school principals, teachers, learners, law enforcement and other key players, have been charged with the following tasks (Masitsa 2011):

- To assess local school safety and security needs;
- To identify and engage community leaders and other concerned citizens who can help set safety and security priorities;
- To create action plans mapping out goals and objectives for addressing specific safety and security problems;
- To promote and advocate for school safety and security in the community;
- To enact positive change in and around the school compound; and
- To evaluate the effectiveness of school safety and security improvements.

This campaign seems to suggest that serious attention is increasingly being paid to safety and security in schools. The campaign has been a considerable success in the Edwin Stanton Elementary School in Philadelphia, United States of America where a school’s safety and security action team conducted several kinds of safety and security research in January and February 2003 (Amanchukwu, 2012). The study looked into how the “Be Safe and Sound” strategy above is being implemented in schools and how it is helping to maintain or improve safety and care in schools.

Implementation of care and safety programmes for learners in Kenya has also raised a lot of concerns as schools have experienced a lot of violence. According to Oduor & Omoro (2012) on 26th August 2012, eight pupils from Asumbi girls' boarding Primary School in Homa Bay were burnt to death. To tackle the issues of violence, the government of Kenya has introduced a number of strategies. Safety and Standards Manual prepared by the Ministry of Education which is distributed into schools. According to Kemunto, Role and Balyage (2014) the Safety and Standards Manual identifies 13 areas of safety that should be adhered to. The authors explain that the schools should have properly demarcated and fenced grounds with a secure gate, the grounds are required to be neat, beautiful and safe by use of learners, staff, parents, and community members at all times. Proper signage is also part of the requirements. For instance, the school should post a "no tress-passing and visitors report to head teachers' office" sign at the main gate. The school should ensure classrooms, dormitories, offices, kitchens, toilets; and other physical structures are clean, well maintained, and safe and properly utilized (Kemunto, Role and Balyage, 2014). Further explaining, Kemunto, Role and Balyage (2014) state that it is the responsibility of school administrators, teachers, staff and students to ensure that the school environment is safe by establishing clear school rules and policies. The study will look into the way the care and safety strategies are being implemented as such finding out if the different implementation methods used in these different countries can be used in South Africa and if not finding out what input can provide to improve the implementation of these strategies will be significant.

2.3.3 Strategies used by schools in implementing care and safety of learners in South Africa

According to Joubert (2007) an initiative was launched in South Africa called the Safe Schools Project in 2000 to create safe and disciplined learning environments. This venture is a national initiative by the Education Department to promote safety at schools and involves surveillance of violence and injury at schools, develops discipline and behavior codes and provides learner training and after school safety activities (Joubert, 2007). In essence the implementation of the initiative as alleged by Joubert (2007) encompassed environmental changing strategies which would involve increasing the skills base and expertise of educators, making sure there are

norms for behaviour and procedures at school, and managing classes in a way that contributes to learning and building the self-esteem of learners. A study by Elberlein (2009) mentions that some schools have formed a relationship with the South African Police as a way to ensure safety and care in their schools. The author argues that this relationship provides police reservists for visits to the school on a regular basis and also assists the school to perform searches when required. The school has also adopted a cop under the SAPS's "Adopt-a-Cop" initiative (Elberlein, 2009). Findings of a research by Kritzinger (2016) mentions that to deal with cyber-bullying, some schools in South Africa are stopping learners from using their phones, tablets or other devices with an internet connection as the school policy dictate that these devices should be confiscated if they are used in class. Elberlein (2009) argues there are general assistants that help with the implementation of the school's access procedure, who are tasked with unlocking the school's main gate to allow access to the school. Elberlein (2009) also mentions that there is monitoring of visitors who are required to fill in the visitors' book and are then directed to the office.

2.3.4 Schools Code of conduct

Another strategy that is used to promote care and safety in school is having a code of conduct. A code of conduct is a set of rules outlining the social norms, rules, proper practices and responsibilities of individuals, party or organization (Gilman, 2005). According to South African School Safety Framework by Makota and Leoschut (2016), the school governing body should develop the school code of conduct. The manner in which the code of conduct is implemented determines its effectiveness in maintaining care and safety in schools. This research looks into how the code of conduct like other strategies is being implemented to ensure that there is care and safety in schools. Discussing about the code of conduct assisting to create a safe learning environment, Makota and Leoschut (2016) state that preparedness comes from having the necessary codes of conduct, school safety policies and procedures in place, and ensuring that learners and educators are familiar with the content of these safety policies and procedures. The implication in this case, is that the code of conduct is effective when the stakeholders that are involved in the education system have an understanding of the code of conduct. The study sought to explore if the stakeholders had a deep understanding of the code of conduct that

have been put in place by the schools. According to South African School Safety Framework (NSSF) by Makota and Leoschut (2016), disciplinary procedures contained in the Code of Conduct must emphasize that corporal punishment was outlawed in schools in 1996 when the South African Schools Act was passed. This Act stipulates that care and safety implementation must be fair, corrective and educative and not punishment-orientated (Xaba, 2006).

A code of conduct for learners and educators serves as an important stepping-stone towards fostering a culture of teaching and learning, mutual respect, accountability, tolerance, co-operation and personal development within schools and any other learning institutions (Khomola, 2012, Szachnowicz, 2003, Safe Schools Action Team, 2008, Ward, 2007). The school community (including learners) must negotiate what steps and processes will be taken if a learner breaks the Code of Conduct (Xaba, 2006). Accordingly, the development process must spell out clearly the consequences of contravening the Code of Conduct for each instance of misbehavior. The Code of Conduct should include the rights of learners and educators, the responsibilities of learners, the responsibilities of educators with regard to learners, the responsibilities of parents with regard to learners, school rules, regulations and procedures, the scope of the Code of Conduct and its legal implications (Oosthuizen, 2005). The issue of outlining the parameters of what has to be done and what should not be done as pointed out by Xaba (2006) and Oosthuizen (2005) has to be clear and this has implications on the implementation of the code of conduct in schools. The study intended to pinpoint the demarcations of the rules and regulations embedded in the code of conducts in the schools under study and how these demarcations impacted the implementation of the code of conduct. Therefore, assessing the impact it has on care and safety in the schools.

Additionally, Butcher and Manning (2005) mention that learners themselves seem to be cooperative when they are involved and take ownership of processes and programmes they are invited to participate in. The involvement of different parties in the process of administering the code of conduct is important if the implementation is to be effective, thus the study will look into the involvement of the various parties in the formulation and implementation of the code of conduct. Du Plessis & Loock (2007) discovered that ineffectiveness of safety strategies maybe a result of not including all stakeholders in their formulation. It's not only are learners and educators

that are supposed to be aware of the code of conduct but the other community members, various stakeholders as asserted by the South African School Safety Framework. Makota and Leoschut (2016) posit that the framework emphasizes a whole-school approach to violence prevention and acknowledges that school principals are not solely responsible for school safety. Given that school violence has deep societal roots, the solution to this problem lies in a collective effort from a range of different stakeholders (Makota and Leoschut, 2016). The authors further state that only through the collective effort of every member of the school system, can safety and violence-related matters be understood, addressed, and ultimately reduced. This study seeks to establish how different stakeholders are involved in the creation and implementation of the code of conduct. Stakeholders like educators, learners, principals and HODs play a bigger role in the formulation of safety programmes (Butcher and Manning, 2005). The study will assess how the code of conduct in different schools is being handled as to how its implementation has to be understood by all stakeholders that are involved in the school system. This will encompass noting how it is impacting on safety and care in the schools.

2.3.5 School-based Social and Emotional Learning (SEL) programmes

School-based Social and Emotional Learning (SEL) programmes developed to prevent school violence, including bullying, are predicated on the belief that academic skills are intrinsically linked to learner's ability to manage emotions, regulate emotions, and to communicate and problem-solve challenges and interpersonal conflicts (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Managing to incorporate the components of SEL programmes plays a major part in ensuring safety and care in schools. Within the SEL framework, there are five interrelated skill areas: self-awareness, social awareness, self-management and organization, responsible problem solving, and relationship management. Self-regulated learning is both directly and indirectly targeted in these strategies, with the use of social skill instruction to address behavior, discipline, safety, and academics and to help learners become self-aware, manage their emotions, build social skills (empathy, perspective-taking, respect for diversity), build friendship skills, and make positive decisions (Zins, Bloodworth, Weissberg, & Walberg, 2004). School based violence prevention strategies that facilitate SEL skills, address interpersonal conflict,

and teach emotion management and have shown promise in reducing violence and disruptive behaviors in classrooms (Wilson & Lipsey, 2007). Many of these social-emotional and social cognitive intervention programmes target risk and protective factors that have consistently been associated with aggression, bullying, and victimization in cross-sectional and longitudinal studies (Espelage, Basile & Hamburger, 2012). All the programmes discussed in the introduction and background of this study has aspects of SEL. Hence, this study will assess the development and implementation SEL aspects in the programmes and how they have effect on the implementation of safety and care strategies in schools.

2.3.6 Record keeping

Existing empirical literature indicates that schools which effectively keep records are able to improve safety and care environments (Makota and Leoschut, 2016; Kemunto, Role and Balyage, 2014; Burton & Leoschut, 2012). According to Amanchukwu (2015) school records include books, documents, diskettes and files that contain information pertaining to care and safety at the school. Records assist responsible authorities within a school to identify hot spots, anticipate danger and can be the basis for formulation of preventative and intervention strategies. Record keeping if done well also helps to maintain transparency between the educators and the learners as well as the community especially parents. This study looked into how the implementation of record keeping is ensuring the maintenance of safety and care in schools. Three records strategy proposed by Netshitahame and Vollenhoven (2002) include the incident report, school register of misconduct and individual learner register of misconduct. The individual learner register enables the school to monitor problematic learners through keeping of each time disciplinary action is taken against a learner (Naidoo, 2000). Further, it has been discovered that records which show the description of the inappropriate behaviour, the disciplinary consequences and actions taken and a parental signature to acknowledge the misconduct and resultant disciplinary action taken are more effective (Burton & Leoschut, 2012). This record provides information on the disciplinary history of the learner and may be used to motivate for specific support interventions for the learner (Burton & Leoschut, 2012).

Kemunto, Role and Balyage (2014) argue that educators and other school authorities increase safety and care by keeping accurate and up-to-date records of incidents relating to school safety. The accurate keeping of school records contribute to the process of maintaining discipline and safety as such it has considerations on how to ascertain that accurate records are kept are significant. The study will assess how the schools ensure that records are accurate as this has a ripple effect on the implementation of the safety and care strategies. Makota and Leoschut (2016) posit that these records also serve as a useful measure against which to monitor the effectiveness of the school's safety plan in reducing levels of violence in schools. Furthermore, Kemunto, Role and Balyage (2014) mention that briefing the Head teachers periodically on the status of school safety is crucial. The periodically updates are based on the records that are available as such the process of keeping and dispatching the records is essential in upholding safety and care. The process of record keeping is of value and cannot be undervalued; therefore the implementation of recording keeping has to be good. Considering the factors outlined in this section, the study sought to find out how the effective implementation of keeping of records helps to maintain or promote safety and care in schools.

2.3.7 Guidance and counseling

There is a growing body of evidence that suggests that guidance and counseling contribute to a positive school climate (O'Malley, Katz, Renshaw & Furlong, 2012); Orpinas& Horne, 2010; Xaba, 2006). Guidance and counseling is part of the modern school system that help learners to cope with issue of abuse, violence and other disturbing occurrences. Taking that into consideration the implementation of the guidance and counseling is pivotal as it helps to maintain safety and care. Guidance and counseling enables bullied, abused, discriminated or learners facing social problems to gain morale and retention of students' social and emotional development (Orpinas& Horne, 2010). In addition, Xaba (2006) pointed out that guidance and counseling can act as a protective factor against risky and aggressive behaviour such as bullying. For these reasons, researchers are increasingly suggesting that we need less focus on measuring and decreasing negative outcomes (e.g., a focus on aggression and bullying in schools) and more focus on increasing positive outcomes such as fostering caring and safe school climates

(O'Malley et al., 2012; Orpinas& Horne, 2010). Furthermore, according to Obiamaka (2015), students who have been suspended can be required to participate in programmes that address their problem behaviour and, for some offences. Sometimes for educators to be able to deal with learners that misbehave does not necessarily imply punishing the learners, sometimes counseling help to understand their reason for their behavior which is usually followed by guidance. The learners might change their behavior which helps to promote care and safety in schools. This study examined what is done in terms providing counseling and guidance especially focusing on the implementation aspects. A recent study shows that students who have gone through counseling feel more care within schools (O'Malley et al., 2012). Guidance and counseling has also been proven to be an effective strategy to educate learners of dangers of certain behaviours such as drug abuse, unprotected sex and drinking (Orpinas& Horne, 2010). The implementation of the process of guidance and counseling to promote safety and care was explored in this study.

2.3.8 Clinical Interventions

The study also reviewed the clinical interventions strategy as one of the strategies that is used to promote safety and care in schools. Clinical interventions like therapies and counseling by psychologists and social workers also help in the enhancement of safety and care environment within schools (Grossi, Aginsky, &Grossi, 2010). Eurocentric studies on behavior modeling have underscored the importance of two models that is the Functional Family Therapy (FFT) and Multi-Systemic Therapy (MST) (Hincks-Dellcrest Centre, 2008). The Functional Family Therapy focuses on tertiary youth violence prevention programs that are used by the family as a therapy approach. Functional Family Therapy (FFT) is actually a secondary and tertiary prevention program, since it targets youths 11 to 18 years old at risk of or already demonstrating delinquency, violence, substance use, conduct disorder, oppositional defiant disorder, or disruptive behaviour disorder (Hincks-Dellcrest Centre, 2008). The study sought to examine its formulation as its implementation in South African secondary schools. The study looked at the programme into application of the therapy's phases. The phases of the intervention include engagement (to reduce the risk of early dropout), motivation (to change maladaptive beliefs and behaviours), assessment (to clarify interpersonal behaviour

and relationships), behaviour change (including skills training for youths and parents), and generalization (in which individualized casework is used to ensure that new skills are applied to functional family needs) (International Institute of Restorative Practices, 2009). The study explored how the implementation of the therapy as strategies influences safety and care in schools.

Multi-systemic Therapy (MST) is an intensive family-and community-based treatment that addresses multiple determinants of antisocial behavior (Hincks-Dellcrest Centre, 2008). This approach is implemented within a network of interconnected systems that includes one or more of the following contexts: individual, family, peer, school, and neighbourhood. MST targets families with children in the juvenile justice system who are violent, substance-abusing, or chronic offenders and at high risk of out-of-home placement (International Institute of Restorative Practices, 2009). These different systems are important in helping to create a conducive environment for learners, both at school and in their communities (Molla, 2011). The study assessed the implementation of the MST in the South African secondary schools. The applications of the main strategies of the therapy are of significance because they ensure that causes of violence and abuse are dealt with (Molla, 2011). The study, therefore, sought how the process of implementing the therapy as a strategy is able to ensure safety and care for learners in schools.

In the context of South Africa emphasis has been put on mental wellness through counseling and consultation with psychologists (Darlington & Scott, 2003). This study took the aspect of mental wellness as one of the aspects that had to be investigated, looking at how the implementation of proper mental wellness programmes promote safety and care in schools. A study conducted in Jamestown by UNICEF South Africa (2014) discovered due to lack of facilities, the youth in the community are increasingly vulnerable to alcohol and drug abuse, pregnancy, gangsterism and unemployment. The assertion points to the aspect of the community being connected to the problems that are encountered at schools and as such the study looked into how the relationship between schools and communities is being maintained to ensure the mental wellness of the learner. This can be done through proper communication and coordination especially between the parents/caregiver and the educator. The two parties can discuss any behaviors that they deem alarming that might be exhibited by the learner and necessary steps can be taken.

The implementation of this process of information exchange is only possible and progressive if there is a good relationship between the schools and the communities (South African Police Service, 2009). As such the study looked at these aspects when looking into the aspect of mental wellness. Scaleppi, Teed, & Torres (2000) noted that when behaviour is seen from a system's perspective, interventions can be generated at many levels: individual, family, group, institution, and community. This approach enables psychologist practitioners to assess recurring needs, risks and crises, predict likely transition periods, thereby allowing them to plan programmes and interventions that both treat and prevent uncalled for behaviour (Scaleppi, Teed, & Torres, 2000). Findings by Naidoo (2000) asserted that the nature of the mental health services in South Africa is not effective because it is Eurocentric in its derivation, value-base and orientation. Furthermore, psychologist services are concentrated in towns and mainly the upper middle class (Naidoo, 2000). Conclusively, the researcher is of the view that a clinical intervention in ensuring safety has not been effectively implemented to ensure success of safety and care strategies. This study therefore will explore the aspect further trying to find out whether it is effectively implemented.

2.3.9 School Safety Committees

According to Xaba (2006), it is vital for the SGBs to engage in the formulation of strategies for care and safety. The author argues that in adopting strategic planning, the first step is to establish a School Security Safety Committee (SSSC) in the implementation of safety measures. Setting up of school safety committee is a strategy which came into being when The Department of Basic Education signed an agreement with the Police to establish safe school committees across the country (Department of Education, 2010; South African Police Service, 2009). The function of the school safety committee is to develop a comprehensive school safety and violence prevention plan (Makota and Leoschut, 2016). The study sought to understand how the Schools Safety committees in the schools that were under study were performing their function especially with regards to the implementation of strategies that help with care and safety in those schools. To have an understanding of how the committee is able to execute its function, knowing the members involved

is necessary. The aim of the School Safety committee is to create partnership with community structures essential for enhancing school safety (Pollack and Sundermann, 2001). Usually the School Safety Committee comprises internal stakeholders of the school, for example learners, educators, School Governing Body (SGB) members and school security personnel as well as extra role players who include the SAPS, the Metropolitan Police, local ward councilors, social workers and Community Police Forums (CPFs) (South African Police Service, 2009). The programme is referred to as “Adopt a Cop Strategy” because it requires schools to be linked to police stations. The intention is to bring the police to work directly with learners and schools by establishing friendship between them. The member of the SAPS becomes the link (liaison officer) between the school and the SAPS and becomes a resource to the school on policing, safety and security and crime prevention issues (Department of Education, 2010, South African Police Service, 2009). The duty of the school’s safety committee as identified by Coetzee, (2005); and Xaba, (2006), is to identify potential dangers inside and outside the school, and take measures to safeguard learners looking at the physical safety of the learners as follows:

- Identify precautions to be taken when certain equipment is used e.g. power driven equipment should not be used in the vicinity of the learners. Learners are not allowed to operate power driven equipment such as lawnmowers, trimmers, chainsaws and tractors etc.
- Marking out parking areas for staff, visitors and learners (bicycles, motor cycles, cars)
- Compiling rules about driving of vehicles on school property
- Checking and ensuring the routine servicing and appropriate placing of firefighting equipment, first aid equipment and other emergency equipment, ensuring that emergency drills are held regularly.
- Checking on storm damage to identify possible dangers
- Checking that there are no poisonous or potentially harmful plants in the school gardens.
- Ensuring that if there is a swimming pool or any open water, it is securely fenced off and there are special regulations about its use.

- Arranging ways of training people to deal with specific, emergencies such as fire fighting teams, search and rescue teams, first aid squads, ensure that there are fire drills that conducted monthly to safeguard learners on outbreak of fire(Department of Education, 2010:p17).

2.3.9.1 Safeguarding learners -Indoors

- Repair all broken windows, furniture promptly and remove broken glasses immediately such as, the filling of cracks on walls, replacing falling gutters, ceilings, mend broken doors, replace broken windows,
- Ensure that floors are not slippery, extra care may be need in wet weather and that no learner is allowed to run in the passage. They ensure there is enough light in corridors, replace fused bulbs.
- Ensuring that electrical fittings are properly sealed and routinely checked, faults must receive immediately (Department of Education, 2010)

2.3.9.2 Safeguarding learners -Outdoors

- Set aside different sections of the school grounds for different age groups where possible.
- Check the cleanliness of toilet facilities regularly and attend to problems
- Close all the loopholes in fencing around the school, to ensure that school grounds are maintained by cutting and trimming the grass and trees on regularly basis.
- Avoid there is no piling up of rubbish heaps and dump on the school property
- Ensure that learners avoid excessive exposure to sun during hot days
- Fireworks and other explosives should not be allowed on school property
Department of Basic Education, UNICEF &Centre for Justice and Crime Prevention (2015).

2.3.9.3 Safeguarding learners – Use of tools and machinery

- To ensure that instructions written that indicate the exact times for mowing, garden machine operators
- All users must wear protective clothing such as safety goggles, helmets
- It is also the duty of the Safety Committee to always remind educators in staff meetings to observe safety precautions especially those that are using laboratories as classes, to store chemicals and gases aside, the use of protective clothing by learners (gloves, masks, goggles) when conducting experiments under close supervision
- The Safety Committee ensures that gas cylinders are kept in a secure cage, outside the building and are properly closed when not in use. Rooms with gas cylinders must be properly ventilated.
- In Assembly which are held on Mondays and Fridays, members of the Safety Committee are given time slots to talk about safety issues such as warn learners about the dangers of electricity, caution learners on playing dangerous games when they are at the playgrounds Department of Education, 2010, Mathe, 2008, Phaneuf, 2009, Xaba, 2006)
- In case of fire and bomb threats, earthquakes and freak weather conditions, a clear signal is needed from the safety committee. The Safety committee must have an evacuation plan to ensure that everyone evacuates the building as quickly as possible in an orderly fashion according to predetermined routes
- Everyone must congregate at a safe place away from the building and a roll call must be taken. Emergency services must be contacted. Absentees must be followed up by a specially prepared and identified search and rescue team

Most of the duties of safety committee are related to Delictual Law or entail duty of care on the side of the school which is very crucial in maintaining care and safety of learners. They are also covered by most of the programmes discussed in the introductory Chapter.

2.3.10 Responsibilities of Safety Committees

Members of the Safety Committee have the responsibility to draw the safety plan of the school; how the plan should be implemented and monitored. They are charged with the responsibility of ensuring that safety plans of the schools are evaluated from time to time. One of their core duties is to attend the capacity building workshops/trainings that are organized by the Department of Education. The attendance of these trainings provides them with skills that would ensure care and safety to both educators and learners, thus ensures they stay ahead of criminals that can vandalize the school (Department of Education, 2010). A policeman has to be included in the school safety committee to assist in conducting random searches for drugs and illegal weapons (Department of Education, 2010, Mathe, 2008, Phaneuf, 2009, Xaba, 2006). The study therefore looked into what is being done by structure that represents the School Safety Committee to assist with the implementation of safety and care strategies.

2.3.11 Anonymous reporting of incidents

Linked to school committee is anonymous reporting where learners are encouraged to report to the principal or members of the safety committee incidents such as drug smuggling, dangerous weapons. Carter & Carter (2001) argues that the objectives of anonymous reporting is to increase pride and ownership by learners, educators and other personnel and put others on the alert that they are in an environment that is owned and cared for. Anonymous reporting of incidents of tip offs have been discovered as another strategy to that can reduce violence and ensure safety and care within schools. According to Astor, Guerra & Van Acker (2010) learners do not like to report incidents or behaviours which contravene the school code of conduct to protect themselves from other misbehaving students who in turn might report them if they are caught misbehaving as well. The study examined what has been implemented to encourage learners to report incidents of misbehavior to authorities so that they be handled in a manner that promote safety and care. Trump (2008) suggests that facilities which include anonymous SMS or tip-off box should be provided in the schools. Furthermore, the research (Khan, 2008, Mabasa, 2014) recommended that learners who report on incidents directly should have their names kept in confidentiality. Additionally, a study conducted by Netshitahame and

Vollehoven (2002) in South Africa found out that 90% of learners were interested in reporting respondents if there are mechanisms to ensure that their identity will not be revealed. The studies by Bennet-Johnson (2004) and Netshitahame and Vollehoven (2002) reveal that learners are acutely aware of the violence occurring at their schools, even when they are not directly affected by it. Thus, they are important sources of information about what is happening within the school grounds. Many learners are, however, reluctant to report their experiences of violence and bullying (Burton and Leoschut, 2012). For this reason, it is important that schools encourage reporting and communicate to learners that reporting is in their best interest and are for purposes of support rather than punishment. This study will therefore examine how the schools are formulating strategies that promote anonymous reporting of mischievousness and how the strategies are being implemented. The study also assessed how strategies that are being implemented are effectively ensuring safety and care of the learners. According to Oosthuisen (2005) developing anonymous reporting includes establishing post boxes which must be accessible, put them at strategic placers in the school for learner to write letters to report certain incidents Carter& Carter (2001). The post boxes are not only used to report negative things but to report positive things as well. There is a person who is nominated to empty the card box on daily bases. It is the duty of the Safety officer to read the reports each day (Xaba, 2006). After reading them, she/he must complete an incident report for all serious incidents and take action. It is important to file the report and give feedback to learners (Joubert, & Prinsloo, 2009). DBE (2012) states that educators should be trained on “learner confidentiality” how to report and record the misconduct to accommodate learners who have verbally reported threats to educators.

2.3.12 Use of technology

Xaba(2006) argues that much as the School Safety Committee is charged with the responsibility or removing obstacles from school grounds(shrubs, broken bottles, ensuring clear visibility, keeping unused buildings and doors securely locked, eliminating blind spots, the use of natural surveillance is important in which one can be seen, eliminate hiding . According to, Dodd (2000), technology plays an important role in improving safe and care levels in schools. It helps in reduction of threats through use of drug testing technology such as drug meter and multi panel drug

testing device (Dodd, 2000). Szachnowicz (2003) also indicate that technology such as cameras help monitor learners at the play areas and enables authorities to obtain evidence of what happened in a particular incident. The schools under study are from a disadvantaged section of the country as such, strategies like using a surveillance camera, metal detector and other more advanced technology might not be available in those schools. However, the study sought to find out what kind of technology is available and how is the technology that is available being used; its implementation to ensure that there is promotion of safety and care in those schools. Further, technologies such as metal detectors also improve safety of learners by reducing the number of learners smuggling dangerous weapons like guns and knives in the school premises. Weapons-scanning metal detector systems scan for metal weapons that are carried by an individual (Oosthuizen, 2008). These metal detectors are able to detect the metal weapons that are in the learners or any individual entering the school premises. Sautner (2001) discovered that implementation of technology as strategy of improving security has failed mainly because of lack of funding to install the required equipment. The use of technology in South African schools to help improve safety and security is also increasingly important with the upsurge of violence, therefore this study will also investigate what is being done in schools. Security technology serve as an aide to physical security measures can be excellent tools and a great contribution to the safety of schools and staff in schools and in reducing violence in schools (Simpers, 2004). This study will therefore, examine what is being implemented in terms of using technology to improve or assist with security to make sure that the learners are safe and cared for.

In the study conducted by Mncube, Harber & Du Plessis (2011) revealed that strategies to enhance care and safety include encouragement of parental involvement and support for teaching and learning programmes. School managers, SMT members, staff in general must be consistent in the application of regulations and policies within the school (Eisner & Malti, 2013). Safety policies, emergency plans, and code of conduct for learners must be enshrined and be exercised for the safety of everyone at school (Safe Schools Action Team, 2008).

All the strategies discussed in the above sections are part of the programmes which are summarized briefly in Chapter 1. Some of them are presented in more detail below.

2.3.13 The Crime Reduction in Schools Project (CRISP)

The Crime Reduction in Schools Project (CRISP) is a national programme that was launched by the South African government. The first phase of the programme was piloted in 1999-2000. In 2001 it was fully operational (Domingo-Swartz, 2002). The programme is meant to establish family resource centres outside the school to help reduce violence and also help to strengthen the families in reducing the levels of crime (Domingo-Swartz, 2002; Sloth-Nielsen, 2008). Ward (2007) stressed the importance of co-operation between parents, police, learners and educators in the implementation of safety measure. Under the CRISP parents establish partnerships with the police, local organizations in providing the youth with skills such conflict resolution skills, involving recreational facilities. The SAPS and Development of Social Development organise (anti-crime/ drug tournaments known as Teenagers against Drug Abuse (TADA) for boys and girls), teach learner moral values and critical thinking abilities (Sloth-Nielsen, 2008). Parents visit schools for motivational talks to learners on life skills, how to evade STIs, HIV/AIDS, and how to behave in general. Parents are given time slots in the Assembly, talk about norms and values. Inmates, ex offenders, ex-drug addicts from Correctional and rehabilitation centres are encouraged to share their life stories with learners in schools (Domingo-Swartz, 2002, Ward, 2007). The programme entails skills development among young through training that helps the facilitation of interactions between educators and learners (Domingo-Swartz, 2002).

Consequently, the study examined the interactions between the different stakeholders to find out how the interactions are helping to create a safe and conducive learning environment. Aspects of the CRISP programme are focused on fostering interactive relationships among the stakeholders in the school system as such examination of the way that is being done is important considering that this helps to foster safety in schools. Domingo-Swartz (2002) and Shaw (2001) also argue that training also includes basic counseling skills and trauma debriefing at schools which has been discussed in detail above. According to Kiplin (2005) in addition to responding to crime and conflict through victim support and trauma counseling for parents and learners, CRISP also contributes to long-term crime prevention by equipping learners with skills and knowledge, and keeping them

occupied in meaningful and positive pastimes. This entails that the study, through the trajectory of CRISP the researcher was able to assess other programmes that are were being used by the schools to make sure that the learners are equipped to deal with any traumas, crime or challenging life encounters. Furthermore, it involves character building in the classroom programme designed to provide educators with skills to include content around values, conflict resolution skills, critical thinking and self-esteem in their teaching programmes (Domingo-Swartz, 2002). It is important for learners to establish relationships with educators within the school because educators are aware what is needed to work at maintaining safe environment (Dodd, 2000, Matseke, 2008, Szachnowicz, 2003, The Safe Schools Action, 2005, Sautner, 2001).

Educators also engage in activities which build team work making sure that everyone feels as part of the team. Commenting on the importance of school care and safety and interaction between educators and learners, Butcher & Manning (2005, Krishnaveni & Anitha, 2007) concur that a safe school is one in which the total school climate allows learners, educators, administrators, staff, and visitors to interact in a positive, nonthreatening manner that reflects the educational mission of the school while fostering positive relationships and personal growth. Taking this assertion into consideration, the interactive relations between educators and learners goes a long way in ascertaining some degree of care and safety.

The study assessed what programmes are aimed at the character building and how are they being implemented such that they help reduce crime and promote safety and care in those schools. There are a number of strategies that are used such as training parents, educators, SGB members in conflict resolution, involving the children in extracurricular activities and also inviting the youth in correctional centres to share their experiences (Mabasa, 2014). The programme train parents to be involved in the programmes that help development of learners and security of the schools. According to Domingo-Swartz (2002) educators get training to help the learners with character building, self-esteem development programme through the curriculum, including the HIV/Aids awareness and working with group's programmes. According to Mabasa (2014) under the programme the SBG establishes School Security Committees that have to contribute in some way to develop security plans.

This research explores the implementation and effectiveness of the strategy if it is being incorporated by the schools. The totality of the programme might not be implemented but the aspects of the programme were assessed to find out if their implementation is helping with maintaining or improve safety and care.

2.3.14 The Hlayiseka Project

The Department of Education in partnership with the Department of Justice developed 'Hlayiseka Project' which was piloted in three provinces, namely, Limpopo, Eastern Cape and Western Cape schools (Khan, 2008; Department of Basic Education and MIET Africa, 2010; Mampane, 2010; Van Jaarsveld, 2011). In 2001 it was rolled out to other violence troubled provinces such Kwa Zulu-Natal, Gauteng (Department of Education, 2010). Hlayiseka is a Tsonga word which means "be safe". It is the name that was given to the schools intervention programme, to equip schools to deal with the upsurge of violence (Burton, 2008). (Khan 2008, Magome, 2008) argue that the programme was intended to assist in developing a tool for early warning systems to identify report and manage incidents of crime and violence in schools, also to determine the security needs that exist in a particular area. It is an on-going programme in most provinces that are affected by violence in schools. The programme was intended to assist in developing a tool for early warning systems so as to identify, report and manage incidents of crime and violence in schools. Burton (2008) says that the aim of the programme is to reduce the carrying of weapons, illegal substances in schools, vandalism, sexual abuse, encourage random searching and seizure throughout the year. This is done by collaborating with community stakeholders in conducting random searches for illegal substances (firearms and drugs etc.).

According to Khan (2008) the programme provides a toolkit that serves to equip individuals with an Early Warning System with four building blocks, which are, being prepared, aware, taking action and taking care. As such the school authorities carry out diagnosis through diagnostic tool to assess where the school is with regards to managing safety at the school then put relevant departmental policies and legislations in place to ensure learners and educators safety (Khan, 2008). This is followed by the school identifying the issues that are threatening safety at the school

(Burton, 2008; Khan, 2008). According to Khan (2008) this is done through surveys that are taken by learners, the surveys deal with safety spots, routes to and from school, verbal abuse, bullying, dangerous weapons, sexual violence, substance abuse, physical assault and discrimination. The next step is taking action by developing safety plans. According to Khan (2008) armed with information that is obtained through surveys the school develops a plan of action or a safety plan. Finally, the school sets up a system that facilitates the reporting and recording of incidents of violence (Khan, 2008).

This study will look if the schools under study have these structures that are prescribed in the programme with the main focus being on the implementation of the four the building blocks. The study will take into account the other strategies include workshops that start conversation between educators and learners, the hiring of security personnel to monitor the entrance and exits of schools in order to support the programmers' implementation. The installation of fences, electric gates, and security gates are some of the strategies that are used to reduce crime. The police chiefs in areas support this initiative by ensuring the sustainability of this programme, by building a relationship with schools conducting regular random search visits (Shaw, 2002, Joubert, 2008, Department of Community Safety, 2010). The study will examine the effectiveness of the implementation of the programme looking at the support provided by the other stakeholders to make sure that the programme is succeeding in promoting care and safety.

2.3.15 Regulations of Safety in schools

In accordance with Section 61 of South African Schools Act, the Regulations for Safety Measures were issued in the government gazette in 2001 and amended in 2007 (Department of Education, 2007). They were developed to strengthen the safety policies and programmes in schools. The Regulations of Safety Measures has three areas that are of primary focus. According to Eberlein (2009) these key areas entail making schools violent and drug free zones, allowing access to public school premises and general measures to be adopted at public schools in order to ensure improved safety for both learners enrolled and staff employed at these schools. The researcher assessed whether the Regulations statutes are being implemented.

There are several statutes in the Regulation policy nonetheless therefore not all of the statutes might be implemented by schools and as such the study examined those that are being implemented with regards to their impact on safety and care. The Regulations prohibit initiation practices in schools. It places responsibilities on principals and educators to ensure that learners are protected from initiation practices that endanger mental and physical health of learners by stipulating the following: (Joubert, 2008). The regulation states that:

No principal, educator or learner may allow or participate in any act or practice which involves initiation practices or may cause or contribute to the humiliation, degradation, harassment, assault, crimen injuria, intimidation or maltreatment of learners (Joubert&Prinsloo, 2009, RSA, Constitution, 1996). There should be a relationship of mutual trust and respect between learners, also between learners and educators. Victimization of the one by the other is unacceptable, and peer pressure cannot be regarded as a justification for engaging in acts of victimization (Dempsey, 2012). (De Wet, 2003, Khomola, 2012) further argues that the Learner Representative Council should represent the interests and views of all the learners and promote proper conduct of learners. However, no learner has the right or authority to punish other learners. In RSA Constitution (1996) learner's rights are protected from abuse by adults or other learners and learners' behaviour must be free of any violence and in line with the democratic values of human dignity, equality and freedom (Joubert& Prinsloo, 2009, RSA, South African Schools Act, 1996)

2.3.16 Responsibilities of principals and governing bodies on prohibition of initiation practice

Mabasa (2014) argues that to ensure learner care and safety, the principal must ensure that no initiation practices take place in his or her school, including hostels, or during any school activities away from the school premises. The principal must put systems in place to encourage learners to bring such practices to his attention and to ensure that such learners be free from victimization. De Wet (2003) also asserts that the Head of Department must ensure that this system is in place in every school in his or her province within a year after the commencement of these regulations. The principal, as head of the institution in terms of section 16(3) of the Act, has a primary responsibility to ensure that learners are not subjected to crimen injuria, assault,

harassment, maltreatment, degradation, humiliation or intimidation from educators or learners and must protect learners from such practices. A principal must also take reasonable steps to ensure that such practices are not caused by peer pressure (SASA, 1996).

Chauke (2009) in his study that he conducted in Mamelodi found that, for effective care and safety in schools, the disciplinary system should be based on human dignity and on respect and consideration for others and not on fear or assault. (Joubert, 2008, Matseke, 2008) concur that, educators have a duty to care for and protect learners from violence because of their *in loco parentis* status. If any initiation practices or acts take place through the actions of learners, the school governing body as the authority responsible for the discipline of learners, must take appropriate action in terms of section 8 of the Act or a Code of Conduct to prevent such practices and to protect learners from such practices. If any initiation practices or acts take place in a school and members of staff are involved or allow such actions to take place or fail to take the necessary precautions to prevent such practices from taking place, the employer must take disciplinary actions in terms of applicable law against such perpetrators (Mncube, Harber & Du Plessis, 2011).

2.3.17 Responsibilities of educators on prohibition of initiation practice

Educators must protect, promote and respect the rights of learners and have a responsibility to assist the school governing body with discipline at the school and school related activities (Mncube, Harber & Du Plessis, 2011). Matseke (2008) also suggests that, every educator has a duty to control the actions of learners when such actions may inflict harm to others or to the learner, or violate the rights of other learners or educators. Educators must take reasonable measures where necessary to prevent a learner from harming himself or herself or others. Nicholas (2009) maintains in cases where a learner cannot adjust to the school and where his or her behaviour is objectionable in that it violates the rights of others, that an educator has the obligation to refer such a learner to the principal and to inform the learner's parents and the school governing body. An educator at the school has the same rights and obligations as a parent to protect, control and discipline a learner according to the Code of Conduct during the time the learner is in attendance at the school. The Regulations establish violence and drug free public schools by

prohibiting the carrying and storing of dangerous objects and weapons in the school premises. They also provide for search and seizure of illegal drugs and dangerous weapons in the school premises (Department of Education, 2007). The Regulations also provide for control of premises in schools, to ensure that they are drug free zones. One of the Safety requirements that are stipulated in South African Schools Act 1996 is the promotion of health in schools. To manage alcohol and drug abuse, schools are urged to establish links with stakeholders, and establish clear policies on drug abuse (Gerada, 2005). According to Du Pont Merlo, Arria and Shea (2013) schools manage the use of drugs through random drug testing (RSDT) which is a school based prevention programmes that include written substance use policies, learner assistance policies, parent involvement and community support (the Department of Education, 2013, Du Pont, et al, 2013). Joubert (2008) asserts that the substance abuse in South Africa is far more urgent as compared to the countries of the world. The threat posed by substance abuse has forced the South African government to include provision for random search and seizure and drug testing in schools.

2.4 DRUG TESTING IN SCHOOLS

Drug testing has been commonly used in workplace in US Department of Transportation, New Zealand and Finland; it emerged as a non-punitive strategy in schools (The Department of Education, 2013, Du Pont et. al, 2013) concur that it is important to note that on reasonable suspicion that a learner is using drugs, a search may be conducted. The reasonable suspicion may be established by other learners informing the Principal about the presence of drugs on school premises, such as dagga, traces of drugs. The South African Schools Act stipulates that drug testing should be used by the Principal in a thoughtful and careful manner that supports the health and dignity of the learner (Burton, & Leoschut, 2012, De Waal, 2011). The DBE (2013) states that drug testing should be supported by a school Code of Conduct and policy, it can be enforced and should provide clear guiding principles on what steps should be followed should anyone be found breaking the rules regarding drug use. The search may be conducted by Principal or he/she would delegate the duty to an educator who has received sufficient training. Sznitman & Romer (2014) argue that the person who is conducting the search must be of the same gender as the learner, the search must be conducted in private not in front of other learners. It

must be conducted in the presence of an adult as a witness; she/ he must be of the same gender as the learner. Gerada (2005) further argues that, if the drugs are found, they should be photographed. The search may not be extended to private parts of the learner. If the drugs are not found, as private parts are not allowed to be touched, the last resort is to request the learner to strip down her/his underwear while the clothes are searched (De Waal, 2011, DBE, 2013)

The following are steps that should be followed when conducting drug testing methods:

2.4.1 Drug testing Methods

According to Gerada (2005 McKeganey, 2005,) drug testing methods include the taking of blood, urine, saliva, hair, sweat, analyzing the sample to determine whether it contains certain substances. There are two methods for drug testing such as biological testing, which involves a screening test followed by a confirmatory test if the test results are positive. Another one is hair testing, which is able to test drugs used within the past 12 weeks or longer depending on the length of the hair sample (Nelson, 2003). The third method include 1-3 day taking urine samples, 1-36 hours for saliva, 1-4 days sweat which is very expensive.. The most popular testing method that is used in schools is taking samples of urine from a learner who is suspected of using drugs. These are the steps that followed when the urine drug testing samples is used (Department of Basic Education MIET of Africa, 2010, Gerada, 2005, McKeganey, 2005).

Step 1:

Upon reasonable suspicion for the possession of drugs, the parents/ guardians should be informed as soon as possible. If suspicion that a learner is carrying drugs or illegal substance in their pockets or clothing. Only the clothing may be searched not the bags or locker.

Step 2

If the drugs are found, drug testing may be conducted by person of the same gender as the learner, in the presence of an adult witness of the same gender as the learner, out of sight of any person.

Step3

The testing kit must be opened in the presence of both the learner who is to be tested and the witness.

Step4

The Principal or delegate must remove the drug testing device from the sealed packaging in the presence of the learner and the witness.

Step 5

The Principal or person delegated on the presence of both the learner and the witness, read the information contained in the package, insert of the testing device before the test is conducting.

Step6

The test must be conducted as prescribed in the package used

Step 7

The learner must be asked first if they have taken any medication

Step 8

The person conducting the test must be wearing gloves

Step 9

The learner will be required to provide a sample of urine (some tests require saliva)

Step 10

The Principal or delegate will then test the urine using the testing device according to appropriateness method

Step 11

The package inside the device indicates how the result of that is to be interpreted

Step 12

If reports are required by the Department of Education, they should be furnished with the learner's permission. After the test confidentiality and dignity of the learner should be kept, not to expose the drug test results to the learners.

The learner should be referred to the appropriate resources for counseling or treatment. This can lead to stigma or a sense of being disgraced (Department of Education and UNICEF (2009). Counseling will be conducted by a school Social worker or a Social Worker provided by an outside institution who provides services at a rate that is fair to the parent/guardian (DBE, 2013, Molla, 2011).

It is important schools are required to display clear signs that indicate procedures for access and those visitors may be searched upon entry in the school premises (Department of Education, 2007). Section (1) (a) of SASA grants the principal to take steps that he may consider to safeguard premises. Any person seeking permission to enter a school should furnish their identity document and proof of address; declare any dangerous or illegal drugs. They may be searched upon entering the premises (Department of Education, 2007). The Regulations also stipulate how to ensure care and safety when learners go for excursions and school activities in terms of hired or school transport and accommodation, engagement of learners in different activities and how to handle injuries and learner safety when they are released early from school (Department of Education, 2007). The study examined what is being done to uphold the implementation of the Regulations of care and safety.

2.4.2 The role played by the stakeholders in the implementation of the programmes

2.4.2.1 School Management Team (SMT)

The SMT plays an important role in the implementation of safety and care programmes (Mabasa, 2013; Bialobrzaska, Rendell & Winkler, 2012). The study assessed the role that is played by bodies in schools that help to maintain and

improve safety and care, the SMT is one of the structures that are supposed to perform that function. It also oversees the development of a safe school environment, developing a negotiated school safety procedure in line with existing policy. The Schools Safety Framework indicates that SMT has a duty to identify infrastructure needs that facilitate safety, support and quality education (Mabasa, 2013; Bialobrzaska, et al, 2012). Masitsa (2011) discovered that shortage of power was a cause of concern in ensuring safety and care within schools. SMT are mandated to identify volunteers that can work with the school on issues of safety, care and health (Burton & Leoschut 2012; Bialobrzaska, et al, 2012). SMT monitors the safety and risk factors in the school and as well involve the RCL in decisions on school safety and discipline procedures and ensure that the RCL is trained to represent their fellow students on these issues (Mabasa, 2013; Masitsa, 2011; Leoschut, 2008). The Department of Education (2007) stipulates that, the SMT have the following responsibilities for establishing and maintaining a safe, secure and orderly environment.

- Exhibit appropriate leadership for learners and school personnel
- Ensure proper supervision of learners and staff
- Develop, support and evaluate a consistent school level safety plan, policies to address general safety matters.
- Report all criminal acts as provided by law
- Ensure that the educators and school personnel are trained in a variety of strategies for dealing with specific needs
- Monitor the School Safety Plan

2.4.2.2 Educators

Educators play a significant role in ensuring safety and care in schools. Eisner and Malti (2013) advanced that educators play a pivotal role of implementation of care and safety. They ensure that the code of conduct and school safety policy are implemented on a daily basis in the classroom/school. Moreover, according to Eisner and Malti (2013) they are also mandated with the role of reporting all safety issues to

the safety officer. Visser (2004) suggested that educators should be equipped with skills on how to discipline children in an appropriate and empowering manner. Schools also appear to have greater success with standardized materials and methods, as well as programmes that can be incorporated into the regular school programmes. Educators also articulate school care and safety programmes regularly and also have warning systems in place to identify and report on the potential for violence, crime and other issues Gottfredson, Gottfredson, Czeh, Cantor, Grosse, & Hantman (2000). Educators encourage learners to distance themselves from drug and alcohol use, dangerous objects, bullying, discrimination, physical and sexual and gender based violence (Visser, 2004). In addition Chauke (2009) maintains that educators recommend learners for disciplinary procedures hearings.

Educators also share ideas amongst themselves on how to tackle care and safety issues in class room (Naidoo, 2000).Naidoo (2000) noted that lack of training of educators has led to ineffective implementation of care and safety programmes in South African schools. In a study of more than 1,200 schools throughout the United States, Gottfredson et al (2000) found that extensive, high-quality training and supervision, as well as support for the programme from the principal of the school, are key elements of success. According to Burton and Leoschut (2012) educator's responsibilities in ensuring care and safety are the following:

- Assist in the development and implementation of the school safety policy & plan according to the rules and responsibilities delegated by Principals.
- Carry out all jobs-related responsibilities that impact on learner safety
- Serve as role models for learners
- Provide supervision for all learners under their caring school hours and on excursions
- Engage learners in a positive way
- Maintain a classroom environment that is conducive to teaching and learning and safe, secure and orderly. However, Burton and Leoschut (2012) discovered that South African educators have challenges in effectively implementing schools' safety plans due to the size of the classes. The authors

added that educator visibility and presence in classrooms has been shown to have a diminishing effect on criminal and violent behaviour at schools hence it is to implement mechanisms to ensure educator accountability for what happens in their classrooms. On the other hand, a nation schools violence study carried out by Burton and Leoschut (2012) discovered that some educators were perpetrators of violence, hence were not really enhancing care and safety of learners. They noted that a total of 28.1% of principals had cases reported at their schools where educators had been verbally abusive towards learners, 14% had cases of physical violence against learners by educators brought to their attention in the past year, and 2.5% of principals also reported cases involving sexual violence against learners by educators in the past year (Burton & Leoschut 2012, Matseke, 2008). This study pursued the issue further by exploring how the educators are facilitating the implementation of care and safety programmes in schools under study.

2.4.2.3 Parents

(Mncube, Harber & Du Plessis, 2011, Waghid, 2013) concur that parents seem to be reluctant to co-operate with educators in instilling responsible behaviour to their children. The majority of parents have shed their responsibility to schools as they have let schools to hold all the disciplinary problems concerning their children (Waghid, 2013). Mncube, Harber & Du Plessis (2011) further explain that the responsibility for the learners' behaviour rests with the parents/guardians, not only the educators. Parents play a vital role to a safe school, a view that is echoed by Trump (2008:4) "without them we will not succeed in building safe schools". Parental involvement and support in their children's education has been found to be of paramount importance. It can be argued that discipline and safety can improve if the parents are involved in the decision making pertaining to the behaviour of and discipline of the learners (Centre for Justice and Crime Prevention and the Department of Basic Education, 2015).

From a South African context, it has been discovered that building parents' abilities to support and model their children's behavior is also a vital component for safety (Safe Schools Action Team, 2008). Parents should be in the forefront in solutions to reducing risks, and parents are in one of the best positions to support them (Safe

Schools Action Team, 2008). Parents need to be made aware of the nature of risks and encouraged to improve their understanding of behaviour and activities at and outside school (Mampane, 2010; Department of Basic Education and MIET Africa, 2010; Safe Schools Action Team, 2008).

Parents should be aware of school safety programs and help school authorities to instill the school code of conduct in their children (Burton and Leoschut, 2012). The study conducted by Maree and Van der Westhuisen in selected Gauteng schools (2009) about violence in schools discovered that there is a problem of uncooperative parents when it comes to administering disciplining the learners which results in ineffective implementation of safety programmes. Maree & Van der Westhuisen (2009) emphasized the importance of development of codes of conducts through consultation of a variety of stakeholders, such as school staff, students and parents. Parents should also report unusual behaviour by their children so that they can be monitored at school as well to ensure safety of other learners (Maree & Van der Westhuisen (2009, Mampane, 2010). Parents form a vital part of stakeholders that can help improve care and safety in schools for learners.

2.4.2.4 District and Provincial Officials

District and provincial officials are mandated by the department of basic education to provide schools with resource materials on safety, care and protection (Makota and Leoschut, 2016; Mabasa, 2013; Department of Basic Education and MIET Africa, 2010). The contribution of other stakeholders within the community in combating crime and violence in communities as well as in schools is very important when implementing care and safety (Burton and Leoschut, 2012). Therefore, the involvement of the district and provincial officials was taken into consideration especially with regards to their contribution to the implementation of the safety and care strategies in schools.

Makota and Leoschut (2016) emphasizes that there should be assistance to measure their level of implementation of safety, protection, care and support to learners against specific indicators; this includes a self-assessment and analysis of their achievements, progress and challenges. District and provincial officers must also provide support in the implementation of care and safety programmes through

consultation, training and capacity development on safety, protection, care and support issues in the school and the management of the school (Makota and Leoschut, 2016; Mabasa, 2013). Furthermore, the district officials must assist, where applicable, with the mobilization of community-based resources (Makota and Leoschut, 2016; Department of Basic Education and MIET Africa, 2010). This study pursued further the role played by the district and provincial officials in promoting the implementation of care and safety programmes.

2.4.2.5 South African Police Service (SAPS)

The South African Police Service (SAPS) has an important role to play in supporting schools in achieving and maintaining safety, and also ensuring that the school's location is a safe community (Van Jaarsveld, 2011; SAPS, 2009). Due to this role that SAPS has, the study explored the implementation methods that are being used by the SAPS to help maintain and improve safety and care. The Department of Basic Education and the SAPS have entered into a partnership (the Implementation Protocol) to reduce crime and violence in schools and communities (Nickerson & Martens, 2008). The police should play their mandated role in enhancing safe and caring environment for learners and educators at school. Xaba (2006) noted that the regulations for safety measures at South African public schools 4 (3) (RSA, 1996b) stipulates that a police official or the principal or delegate may, without a warrant, search any public school premises for illegal drugs and dangerous objects, search any person on public school premises and seize any dangerous objects or illegal drugs present on public school premises. This therefore implies that the police can play and should play a role in assisting with implementation of safety and care measures.

A study by Eberlein (2009) on implementation of safety regulations in schools found that some schools have a good relationship with the SAPS but more worth noting was that schools leave the SAPS to be in control of searching the learners especially if there are suspicions of dangerous weapons that might be in the school premises as well as drugs. Van Jaarsveld (2011) also mentions about the partnership between the Department of Education and the SAPS, dealing with issues such as bullying, drugs and firearms in schools and sexual offences. Generally, the SAPS act as

helpers for law enforcers for schools as such they are required to enter the school premises and take action to prevent crime or violent incidents from occurring. The study will therefore look at what the police is doing in the schools under study to ensure that they implement effective techniques that help schools to deal with crime and keep the learners safe.

2.4.2.6 Learners

Learners just like all other stake holders are supposed to play a role in the implementation of safety and care strategies (Bray & Moses). (Coetzee (2005:171) highlights learner's responsibilities for ensuring care and safety in the school as follows:

- To behave appropriately at all times as prescribed by the Code of Conduct
- Respect educators and fellow learners
- Be constantly aware of responsibilities with regards to their own welfare and those of others
- Do not carry, drugs, alcohol or illegal substances
- To report bullying, sexual abuse or harassment
- Report incidents of crime and violence or threats thereof.

Representative Council of Learners bridges the gap between learners and the SMT. Learners if they are equipped with conflict resolution skills should be able to solve minor disputes amongst them amicably without escalating the matters further (International Institute of Restorative Practices, 2009). This study will explore whether learners have been equipped with conflict resolution skills. Learners also have a responsibility to report any activity that might jeopardize the safety of the school environment such as drugs abuse, violence, bullying, discrimination and assault. Burton and Leoschut (2012), in the national school violence study discovered that 15% of learners who took part in the study indicated knowing learners who had violated the school code of conduct but did not report for fear of reprisals from the perpetrators.

2.4.2.7 Non-Governmental Organizations (NGOS)

The non-governmental are also playing a role in ensuring that there is safety and care in schools. Domingo-Swartz (2002) mentions the Business Against Crime an NGO that aims to reduce crime levels through partnerships with parents, educators, the SAPS, the Department of Safety and Liaison (DSL), the Department of Education (DoE) and various NGOs. For the purpose of this study the Community Policing Forum (CPF) is the main NGO that is working with other stakeholders in ensuring learner safety in schools. The Gauteng branch has been implementing a programme called Tissa Thuto (TT) which is a schools-based crime prevention project which offers training on the educator's empowerment a module that equips educators with the skills to deal with trauma at school, the parenting skills and the conflict resolution modules (Domingo-Swartz, 2002). Furthermore, as outlined by Domingo-Swartz (2002), the training that is offered by the NGO includes leadership and resourcing module that equips principals and the school governing body members with the relevant skills, trauma management, mentorship programmes and the safety committees. There is also the HIV/Aids and sexuality module which heightens the awareness, preventative education and the ways of dealing with teenage sexuality and parenthood as well as self-expression, sports activities and environmental awareness modules that promote teamwork and positive communications with peers (Domingo-Swartz, 2002). The study pursued further the role that is played by non-governmental organizations in assisting with resources and training that help promote safety and care in schools. Makota and Leoschut (2016) recommend that schools should work to establish the necessary linkages with professional organizations and government institutions, non-governmental (NGOs), faith-based (FBOs) and community-based organizations (CBOs), businesses, law enforcement agencies and care workers to provide a network of support that the school can draw on when responding to violence-related incidents and concerns.

Kiplin (2005) discussing some factors that have helped to achieve success in dealing with crime and violence in some areas, asserts that there are monthly partnership meetings that involve the government departments and NGOs come together at the station to engage in 'function purification' and problem solving. The role that can be played by NGOs to deal with crime in schools depends on the engagement with the

schools. The study assessed therefore the role that NGOs are playing to help to combat crime and violence, especially in terms of how they are helping with the implementation of safety and care strategies through awareness programmes, trainings and material.

2.4.2.8 The School and its Stakeholders

It has also been agreed by different authors that for a successful environment to prevail within school all stakeholders should play roles in their formulation and implementation (Dilion, 2007). They should set out clearly what is acceptable and what is unacceptable behaviour for all members of the school community and must also be consistent with the school board's code of conduct (Department of Basic Education, 2010). Principals must develop a communications plan that outlines how these standards will be made clear to everyone, including parents whose first language is a language other than English (Ontario Ministry of Education, 2012c). If people are consulted they feel sense of belonging and they own to that decision. This research shall seek to investigate the roles played by stakeholders such as educators, learners, principals, SAPS, provincial and district official, parents and communities.

Butcher and Manning (2005); Du Plessis & Looock (2007) put emphasis on the fact that for care and safety measures to be implemented effectively, all stakeholders need to be involved so as to create ownership and pride (such as parents, educators, law enforcers, health care providers, and police). Stakeholders work together to negotiate learner care and safety strategies and how to support learner learning and behavior through workshops, handbooks, manuals, sport events and open day for parents involving and hosted by NGOs, the Department of Education, Department of Justice, Department of Health and Department Social Development among others. The Department of Education officials should provide support to schools for the implementation of programmes (Ward, 2007).

Education officials can have a positive impact on implementation of care and safety policies by providing support to educators by making regular visits to schools, give constant feedback on issues that have to be investigated, prompt responses when there are problematic of care and safety (Ward, 2007). The purpose of monitoring is

to track the progress made in the implementation of activities and to guard against shortcomings, to check whether and to what extent the objectives have been achieved, be flexible so as to take early intervention strategies (Elberlein, 2009; Weeks, 2009).

2.5 SUPPORT AND MONITORING MECHANISMS THAT ARE PROVIDED BY STAKEHOLDERS TO SCHOOLS FOR EFFECTIVE IMPLEMENTATION OF SAFETY PROGRAMMES

The Department of Basic Education of South Africa has indicated the importance of what it termed the “whole school community” which includes several stakeholders (Department of Basic Education, 2010; Oosthuizen 2005). Nickerson and Martens (2008) warn that school-based intervention may only affect violence (or crime) in a limited way, underscoring the need for community partnerships to tackle this complex and multifaceted issue. Also, Du Plessis & Looock (2007) put emphasis on the fact that for care and safety measures to be implemented effectively, all stakeholders need to be involved so as to create ownership and pride (such as parents, educators, law enforcers, health care providers, and police).

In addition, Masitsa (2011) suggested schools, parents, community and the police should hold regular meetings where strategies of addressing community and school safety are discussed and how to best achieve high level of safety and care. The South African Police Service (SAPS) has an important role to play in supporting schools in achieving and maintaining safety, and also in locating the school within a safer community. The Department of Basic Education and the SAPS have entered into a partnership (the Implementation Protocol) to reduce crime and violence in schools and communities (Nickerson & Martens, 2008). However, Dillion (2007) discovered that if problematic learners perceive police to be targeting them there is a risk that learners end up being pushed into further conflict with the law. The regulations for safety measures at public schools 4 (3) (RSA, 1996b) stipulate that a police official or the principal or delegate may, without a warrant, search any public school premises for illegal drugs and dangerous objects, search any person on public school premises and seize any dangerous objects or illegal drugs present on public school premises.

The Department of Basic Education support schools with financial resources and also provide a standard frame work on which a school gauges its safety against. Oosthuizen (2005) stressed the importance of principals together with the safety committee to institute surveys that will give learners a chance to evaluate schools' safety strategies. Squelch (2001) indicates that parents and community members should support school care and safety strategies by identifying and reporting to school authorities and police where necessary. Fraser (2007) discovered that learners' behaviours can become positive if parents can help learners seek specialist behavior when they are behaving badly. Xaba (2006) also noted the role played by the department of social services and non-government organizations in providing social workers to counsel both victims of victims of various offences as well as the perpetrators. This affords learners an opportunity access professional help thereby enhancing levels of care and safety. The study therefore looked at the contribution of each stakeholder in helping to enhance the levels of care and safety.

The care and safety strategies have to be monitored to evaluate their effectiveness. According to Centre for Justice and Crime Prevention and the Department of Basic Education (2012) and Khan (2008) a well-functioning monitoring and evaluation system can help schools to feel confident about their progress in achieving a safer school environment. Several stakeholders play a role in ensuring that safety and care is upheld in schools. The school management has a role to make sure that it monitors the care and safety measures that are adopted by the school. Discussing the role of school management in ensuring care, and safety Bialobrzaska et al (2012) argue that management tasks make it possible for a school to integrate its caring intentions into its day-to-day business. This includes defining, monitoring and supporting the care responsibilities of teachers, which should be part of their daily work (Bialobrzaska et al, 2012). Furthermore, explaining the roles of management in promoting safety through behaviour policy, Chaplain (2003) argues that monitoring and maintaining the behaviour policy is part of the school management function. The SAPS also plays a role in monitoring the incidents of violence that occurring in the area including the schools in that area.

Kemunto, Role and Balyage (2014) also assert that the role of principals as part of the school management is to monitor and evaluate implementation of safety policies. The SAPS (2009) mentions that a close monitoring of the crime trends and their

casual factors in schools is also important as this will indicate whether intervention has any impact. The Department of Basic Education has a host of obligations in terms of monitoring school enrolment, learner attendance, learner performance, safety standards and it has various systems in place to track these indicators (Department of Basic Education and MIET Africa, 2010). The purpose of monitoring and evaluation is to examine the success and draw backs of implementing the care and safety policies, the impact of the safety plan on students' learning and achievement (Allison and Bartley, 2012). In light of this assertion, this study pursued further how implementation of care and safety programmes in schools is being monitored.

2.6 CHALLENGES THAT ARE FACED BY SCHOOLS WHEN IMPLEMENTING THE PROGRAMMES OF CARE AND SAFETY OF LEARNERS

The strategy of using prevention resources to their fullest potential presents many challenges. The first lies in identifying effective prevention approaches and programs. Differentiating between effective and ineffective ones can be a difficult chore for schools, communities, and juvenile justice authorities (Medlen, 2012). Numerous agencies and organizations have published recommendations on "what works" in youth violence prevention, but in many cases there is little consistency regarding the specific programmes they recommend. The reason for this inconsistency is a lack of uniformly applied scientific standards for what works (Medlen, 2012).

The Parliamentary Monitoring Group (2006) assert that threats to school safety are complex, broad and manifest, and are displayed in different forms. The situation is often exacerbated by poverty with learners having to attend school hungry. Furthermore schools which are surrounded by villages with socio-economic problems, have high levels of trespassers entering the school premises, inadequate resources e.g. workshop for the training of support staff in nutrition programme, non-cooperation of parents could have a negative bearing that will hinder the implementation of care and safety of learners (Dempsey, 2012). Some educators may have a negative attitude towards the implementation of the programmes because monitoring challenging behaviour remains a problem that many educators have not been specifically trained to deal with (Makinana, 2002). Novice educators

might find the exercise difficult because of the lack of experience (Ward, 2007). In support of this statement Ssenkibirwa (2012) argues that inspectors are overwhelmed by work and shortage of resources.

Schools face challenges in that some students in schools even involved programmes of care and safety sometimes return to their old habits despite the fact that they would have been counseled, as such, counseling has been labeled as one of the ineffective approaches. Several counseling, therapy, and social work approaches to treating delinquent youths have also been shown to be ineffective in the review literature, a finding that is consistent with the results of Lipsey's meta-analyses. One "mainstay" (Liu & Meyer, 2005) of the juvenile justice system's toolkit against youth violence, social casework, combines individual psychotherapy or counseling with close supervision of youths and coordination of social services. Even when implemented carefully and comprehensively, programmes that use this approach have failed to demonstrate any positive effects on recidivism. In fact, one long-term follow-up of delinquent youths treated in this setting shows several significant negative effects, including increases in alcoholism, unemployment, marital difficulties, and premature death (Squelch, 2001).

Meta-analyses also demonstrate that individual counseling can be one of the least effective prevention approaches for delinquent youths. However, the effects of this strategy appear to depend largely on the population (Hincks-Dellcrest Centre, 2008). Though relatively ineffective for general delinquency and only marginally effective for institutionalized seriously delinquent youths, individual counseling emerged as one of the most effective intervention approaches for non-institutionalized seriously delinquent youths in Lipsey's studies in his studies in America (Kohn, 2004). The reason for this difference is unclear, but it illustrates the importance of programme characteristics other than content, particularly the importance of matching the programme to the appropriate target population. A meta-analysis by Matsoga (2003) confirms this finding, demonstrating that appropriate treatment can deter reoffending, whereas interventions that are poorly matched to the populations served can have no effect or a negative effect. The researcher was assisted with such findings by other researchers to assess the challenges faced by secondary schools in the implementation of care and safety programmes.

The study aimed to look at the implementation of the care and safety strategies in secondary schools; this is mainly because a plethora of studies reveal that there is ineffectiveness when it comes to implementation of strategies. Some of the gaps that were identified in the review include the gap identified by Burton and Leoschut, (2012). The authors indicated that parents should be aware of school safety programmes and help school authorities to instill the school code of conduct in their children. Implying there is gap in terms of the relationship between the schools and parents especially when it comes to implementing care and safety measures. Naidoo (2000) noted lack of training of educators has led to ineffective implementation of care and safety programmes in South African schools. The issue raised by Naidoo (2000) depicts that further examination needed to be done to find out that what the magnitude of the lack of training is affecting the effectiveness of the implementation of the care and safety programmes. Burton and Leoschut (2012) discovered that South African educators have challenges in effectively implementing schools' safety plans due to the size of the classes. The case raised by the authors was one of the areas that needed to be further investigating to explore how the size of the classes can be an impediment to the implementation of care and safety programmes. From the literature review the study noted that even though several strategies are being utilized in different schools throughout the globe in different countries most of the results are determined by the way the strategies are formulated and implemented. The implementation of some of the strategies in some of the schools in South Africa has not been effective (see Naidoo, 2000; Eberlein, 2009; Masitsa; 2011; Mabasa, 2013) which has resulted in meagre results when it comes to keeping schools as reflected by the literature discussed above.

2.7 SUMMARY

Part I of this chapter discussed theoretical frameworks which informed the study. Part II presented a review of literature on the implementation of care and safety programmes for learners. It specifically reviewed literature on the strategies which are used by schools in the implementation of different care and safety programmes; the role played by the stakeholders in the implementation of the programmes; support and monitoring mechanisms that are provided by stakeholders to schools for effective implementation of safety programmes; and challenges that are faced by

schools when implementing the programmes of care and safety of learners. The next chapter 3 will discuss methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents and justifies the research methodology used in the study. It begins with a discussion of the philosophical assumptions underlying various methodologies and the one in which this study is placed. It also discusses the research designs, population and sampling procedures, research instruments used to collect data as well as data analysis and ethical considerations.

Somekh and Lewin (2005) posit that methodology is a group of methods or rules by which a particular portion of research is being conducted. It is principles, theories and values that underpin the study. This chapter presents the research paradigm, the approach, the design, population, sample and instruments utilized for this study. The chapter also covered steps taken to ensure trustworthiness including the observation of the ethical considerations during the research. For each item explanation was given, debating their strengths and weaknesses and justification for their suitability in this study.

3.2 RESEARCH PARADIGMS

Mackenzie & Knipe (2006) assert that there are research paradigms mentioned in literature which include positivist, post-positivist, interpretivist /constructivist, critical and postmodern among others. Paradigms are perceptions or world views founded upon sets of values and philosophical conventions, from which distinct conceptualizations and clarifications of phenomena are proposed. Through these philosophical backgrounds the researcher has a starting point where they should reflect on the world, search for what they believe in and why they view them as such (Gibson & Sanderson, 2003). Creswell, (2015) and White (2005), argue that different authors have different meanings to the concept of paradigms. Babbie (2010, 2011) De Vos, Strydom, Fouché, & Delport (2002) and Neumann, (2011) also concur that a paradigm is a comprehensive conceptual framework that directs the researcher.

Similarly, a paradigm is best defined as the whole system of a rationally established way in which the research on a particular discipline is done (Collis and Hussey, 2009; Neumann, 2011). A paradigm is therefore a basic set of principles that guide action. Consequently, paradigms play a critical role in the social sciences. Based on a philosophical perspective, a paradigm encompasses a view of the nature of reality. Ontology narrates to the assumptions about the nature of 'reality' in the world. Investigators might have diverse assumptions about the system and nature of reality (Arbnor & Bjerke, 2008).

Denzin & Lincoln (2011) are of the opinion and illuminate that a paradigm is an "accepted model or pattern, as an organizing structure, a deeper philosophical position relating to the nature of social phenomena and social structure". This definition of paradigm relates it directly to research, as an epistemological stance (Morgan, 2007).

From these definitions, it can therefore be said that a paradigm suggests those guiding principles that define the way in which its scientific adherents conceive of the world and the way in which they proceed to uncover its laws. Denzin and Lincoln (2003) identified three dimensions on methodological frameworks that include epistemological, ontological and methodological premise of a study. The three dimensions are basic beliefs that attempt to define a particular paradigm. Ontology specifies the nature of reality as viewed by the researcher. Cohen, Manion and Morrison (2007) explain that the nature of social phenomena is only interpreted through the senses and experiences hence the resultant different perspectives. Ontology therefore raises the question why researchers need knowledge and together with epistemology underpins the methods they get to select (Briggs & Coleman, 2007). Epistemology according to Arbnor & Bjerke, (2008) is the relationship between reality (what can be known) and the researcher. It is a process where knowledge is gained through personal experience (Mack, 2010). In the current study, epistemology was guided by the investigator's interest in understanding the implementation of programmes for maintaining care and safety of learners in secondary schools in the Graaff Reinet District. Methodology refers to several methods that the researcher used to understand reality (Arbnor & Bjerke, 2008). Therefore, it can be said methodology are the principles and ideas in which the researcher uses as foundation and strategies to conduct the research. In concluding

his explanation of ontology, Bryman (2012) stated that philosophers and researchers make certain claims about what knowledge is all about (ontology); how we come to know what we know (epistemology); and the process of studying such knowledge (methodology). In the study, the methodological choices made were selected on the basis of their suitability to collect information on experiences of the participants under study.

There are four key factors that stimulate the choice of the paradigm and these are the problem to be solved, the researcher, the methodology to be followed, and the anticipated outcome (Creswell, 2015, Mackenzie & Knipe (2006) classify theoretical paradigms as constructivist, critical, emancipator, interpretivist, transformative, deconstructivist, pragmatists, positivists and post-positivist. By not nominating the paradigm as the first step, there would be no basis for the consequent selections regarding the methods, literature to be reviewed or research design to be used (Mackenzie & Knipe, 2006).

In the light of the above premise, the researcher's knowledge interest which is to understand what goes on in secondary schools regarding the implementation of programmes for maintaining care and safety of learners. The study is located in the interpretive paradigm as it is a foundation of education and psychology evaluation (Creswell, 2015). Choosing interpretive paradigm led to the selection of the qualitative approach, as well as the case study design which is inclined towards personal elucidation of detailed experiences of participants.

3.2.1 Interpretivism Paradigm

The study adopts the interpretive paradigm which is located in the constructivist tradition. It is also sometimes referred to as constructivism because it emphasizes the ability of the individual to construct meaning (Mack, 2010). This paradigm is suitable for the study because the implementation of programmes for care and safety would be best researched from the point of view of developing a deep understanding of the phenomenon. De Vos, Fouché & Delport (2002) and Neumann, (2011) assert that the origins of interpretive social science can be drawn back to Wilhelm Dilthey (1833-1911) and Max Weber (1864-1920). Furthermore, Dilthey contends that there are two different forms of sciences, namely, the natural science and the human sciences. The first one is based on *Erklärung* meaning abstract explanation while the

latter is based on understanding the life experiences people have (De Vos & Lincoln, 2011, Neuman, 2011). The intention of the interpretivist' approaches to research is to understand "the world of human experience" (Cohen, Manion & Morrison, 2011:36), while Creswell (2015) and Nieuwenhuis (2007) propose that reality is socially constructed. The interpretivist researcher has a tendency of relying on the participants' views of the situation that is being investigated and recognizes the influence of the research of their own background and experiences (Creswell, 2015; Nieuwenhuis, 2007).

Interpretivists' tactics to research intend to understand the world of human experiences (Colley & Hussey, 2009; Rubin & Babbie, 2010). The interpretive paradigm assisted the researcher to understand the participants' experiences on the implementation of programmes for maintaining care and safety of learner in secondary schools, suggesting that reality is socially constructed in the participants' own natural setting. Interpretivism therefore aims at discovering the complexity of the societal phenomena with the view of learning more about it. The purpose of Interpretivism in research is to understand and interpret daily events, experiences and societal structures, people's ethics that are attached to this phenomenon (Collis & Hussey, 2009; Rubin & Babbie, 2010). Interpretivists consider that social reality is subjective, since it is molded by the views of the partakers, their values and the goals of the researcher. Creswell (2015) and Mohan, (2012) argue that Interpretivists generate, develop a philosophy or pattern of connotations throughout the research procedure

The Interpretivist researcher is almost certainly inclined to rely on qualitative data collection techniques and analysis (Creswell, 2015, Rubin & Babbie 2011). The interpretive approach is thus based upon the assumption that humans are engaged in making sense of their world, interpreting and justifying their daily actions (De Vos *et al.*, 2002). As a result the study therefore interviewed School Principal, Heads of Departments, School Safety Officers, School Governing Body Chairpersons, SAPS members, CPF members, the Focus Groups of learners and the Education Development Officer relate so that they furnish the researcher about their experiences on the implementation of programmes for maintaining of care and safety in secondary schools

3.2.2 Justification of the interpretive paradigm

The interpretivist/constructivist researcher tends to rely upon the “participants’ views of the situation being studied” (Creswell, 2015) and recognizes the impact on the research of their own background and experiences (Mackenzie & Knipe, 2006). They recognize that individuals with their own varied backgrounds, assumptions and experiences contribute to the on-going construction of reality existing in their broader social context through social interaction. Since these human perspectives and experiences are subjective, social reality may change and can have multiple perspectives. Nieuwenhuis (2007) points out that the ultimate aim of interpretivist research is to offer a perspective of a situation and to analyse the situation under study to provide insight into the way in which a particular group of people make sense of their situation or the phenomena they encounter. Hence, the interpretive paradigm was suitable for this study as it allowed the researcher to interact with participants, relying upon the participants’ views and experiences in secondary schools on strategies used to maintain care and safety.

Methodologically the interpretive paradigm was heavily influenced by hermeneutics and phenomenology. Hermeneutics is the study of meaning and interpretation in historical texts. By using this paradigm, it enabled the researcher to gain an understanding of the text. In this way, the researcher brings his/her individual subjectivity to bear in the text. The researcher absorbs the message and attempt to get a deeper understanding of how different parts relate to the whole. Interpretive research is different from the positivist school in that the interpretive research assumes that the meaning of the text is rarely obvious, and can be accessed through detailed study and contemplation of the message to uncover the link between the parts (Neuman, 2011). The message and linkages of the parts referred to experiences, perceptions of participants under study, which were School Principals, Heads of Departments, School Safety officers, SGB chairpersons, SAPS members, CPF members, the learners and the Education Development officer. The paradigm enabled the researcher to build a meaningful understanding of the life experiences of participants with regards to the implementation of programmes for maintaining care and safety of learners in secondary schools.

In addition, data may also be sourced from transcripts, conversations, pictures and other sources which yield non-verbal information (De Vos, *et al.*, 2002). This meaning-making cyclical process is the basis on which the interpretivist paradigm was established (Mack, 2010; Nieuwenhuis, 2007). A phenomenologist advocates the need to consider human beings' subjective interpretations, their perceptions of the world (their life-worlds) as our starting point in understanding social phenomena (Mack, 2010). Therefore, the ontological assumptions of Interpretivism are that social reality is seen by multiple people and these multiple people interpret events differently leaving multiple perspectives of an incident (Mack, 2010). The paradigm subscribes to the understanding that there are multiple realities and that these realities can differ depending on when they occur and where they will be taking place ((Nieuwenhuis, 2007). The above statement explains that the interpretive paradigm accommodates views of particular participants and whatever a given group of participants reveals could be peculiar to that group. When similar interview schedules are administered to another group of participants, varying responses could be obtained. Maree (2007:59) subscribes to the notion that "the interpretive paradigm assume that reality is not objectively determined, but is socially constructed." The interpretive paradigm does not generally start with a theory as in positivists but gradually develops a theory as the research unfolds (Creswell, 2009). This allows for adjustments to be made on the choice of the theory so that the most appropriate theory is generated eventually.

This paradigm, therefore, enabled the researcher to build rich local understandings of the life-world experiences of participants in terms of the implementation of programmes for maintaining care and safety of learners in secondary schools.

3.2.3 Criticism of Interpretive Paradigm

Interpretivists are criticized for lack of generalisability. Maxwell (2013:121) says of researches in this approach, "*...have limited generalisability. Although they are geared to provide detailed information about social units, they are often criticized for being quite limited in scope and insufficient for meaningful generalizations to be made to larger aggregates.*" The other critique raised against the Interpretivists research paradigm is that it is focused towards the subjectivity deserting the scientific of verification, consequently the failure of the approach to generalise its

findings beyond the situation studied (Nieuwenhuis, 2007:58). Human bias can never be underrated nor can the notion of objectivity/subjectivity. The subjective involvement of the investigator makes him/her to share the experiences with his/her research participants.

As a result of these limitations, positivists query the general benefit of interpretivist research (Mack, 2010). Cohen et al. (2011:120) concede that “qualitative research methodologies are criticized for being impressionistic (based on reaction or opinions, rather on specific facts or details), biased, insignificant, ungeneralisable and idiosyncratic, subjective and short sighted. The other critique that is levelled against Interpretivists by Nieuwenhuis (2007) is that the approach fails to generalize its findings beyond the situation studied. This sentiment is shared by Maxwell (2013) who posits that 94 researchers in this paradigm have limited generalisability. Although they are geared to provide detailed information about social units, they are often disparaged for being limited in scope and insufficient for the meaningful generalisations to be made to larger aggregates.

Another criticism that is levelled against Interpretivism is that the ontological assumption is more subjective than being objective. Mack (2010) argues that every research is subjective and by choosing a paradigm it means that the researcher is being subjectively oriented to his/her perspective. In qualitative research, the researcher is seen as more subjective in that he/she does not use hypothesis and involves herself/himself in the investigation. The Interpretivists are more objective when analysing the collected data. By connecting their assumptions, they thoroughly look at the data so that it informs the researcher about what is happening in the natural surroundings, instead of the researcher's own prejudices (Mack, 2010).

Despite the shortcoming of the paradigm, it was viewed as most suitable for this study in view of its ability to enable the researcher to be close to the participants and observe them live face to face. This has an advantage of gaining more insight on the participants under study. The research approach followed in the study is discussed below.

3.3 QUALITATIVE RESEARCH APPROACH

Qualitative approach is rooted in the phenomenological foundations which view human behavior as a product of people's interpretation of the world (Babbie & Mouton, 2008). (Maree, 2007) argues that qualitative approach assumes that the researcher can obtain empirical in-depth data from ordinary conversations with his/her subjects, which in this instance are his /her participants.

Epistemologically, the qualitative approach originates from the interpretivist and constructivist philosophy. The simple assumption that guides qualitative research approach is that authenticity is socially constructed by people who are active in the research process (Willis, 2007). Qualitative research considers daily experience and ordinary life as its subject matter and inquires how meaning is constructed and interaction is negotiated in natural practices. Human action is attached to meaning, and experiences are classified and ordered through interpretive frames and pre-understandings mediated by tradition (Scott and Usher, 2000: 24). The qualitative research method is predominantly suitable for gaining an in-depth understanding of reasons and motivations. It provides intuitions into the setting of a problem. The qualitative research method is predominantly exploratory in nature and it is used to understand underlying motives, opinions and inspirations (Willis, 2007). Through qualitative research trends in thought and opinions are uncover as one digs deeper into the problem. Data collection in qualitative research varies from using unstructured or semi-structured techniques including focus groups and individual interviews which are suitable for detail and a comprehensive opinion. The size of the sample is typically small and participants are carefully chosen to fulfill a given quota (Berg, & Lune, 2012). The other concept in qualitative research is that it is open-ended, therefore participants have more ownership of the content of the data collected (Creswell & Plano, 2011). According to Johnson and Christensen (2011) qualitative research involves a holistic inquiry carried out in a natural setting. The holistic perspective means that the specific phenomenon under study is understood as a complex system that is more than the sum of its part. The use of the types of questions starting with "why, what, when and how much" is more of an advantage to deal with (Creswell, 2015).

Thus, the qualitative approach was relevant for this study because the researcher studied participants' experiences as they occurred in natural settings, that is, in

secondary schools where programmes for care and safety were implemented. This enabled the researcher to gain an insider's view of the problem under study.

Qualitative research allows unlimited expression from the participants. The sampling of participants is based on the view that they fulfill some certain criteria; rich data detailed is generated and processed contributing to the in-depth understanding of a context (Crano, Brewer & Lac, 2015). The findings cannot be generalized to a wider population except to the specific context from which the research was carried out (Willis, 2007). In the light of the discussion above, the qualitative approach permitted the researcher to explore the behaviour, perspectives, feelings and experiences of participants in Graaff Reinet District schools pertaining to the implementation of programmes for maintaining care and safety of learners in secondary school.

3.3.1 Limitations of qualitative research approach

However, the major limitations of qualitative research are, the process is time consuming, more stressful than other types, a specific issue could be overlooked or unnoticed. The qualitative approach is so peculiar to the researcher, however, there is no assurance that another researcher may draw different conclusion. Another shortcoming of qualitative research is that the outcomes cannot be protracted to wider populations with the identical degree of certainty as compared to quantitative research (Creswell & Plano, 2011)

3.3.2 Characteristics of qualitative research approach

The following are characteristics of the qualitative research approach that influenced the researcher to opt for it.

- *Qualitative research approach employs various methods that interactive and humanistic*

It is important for the researcher, when collecting data for qualitative research, to establish good relationship with the participants. The establishment of good working relationship with the participants enables the researcher to convince participants to be at ease and respond to the questions without fear. Hence home visits to the participants were done to establish a warm atmosphere for the interviews.

- *Qualitative data are emergent rather than being tightly prefigured*

To get information from the participants, the researcher was afforded the opportunity to ask questions. To get more information, the qualitative approach gives the researcher space to change questions and the technical way of asking questions from the participants.

- *Qualitative research acknowledges biases, values, interests, which typifies qualitative approach*

Mertens (2005) posit that it enables honesty and openness to research and acknowledges that all inquiry is laden with values. It is therefore important that the researcher be cautious against giving personal interpretation of the findings and avoids distortions for the study.

- *Qualitative research employs reasoning that is multi-faceted and simultaneous*

In qualitative approach, there is no fixed formula in the manner data is collected but there is going back and forwards in the process of data collection. This affords the researcher to reformulate, rephrase his/her questions (Neuman, 2011). Based on the above characteristics, the researcher felt that the approach is fitting well in the study. The Research design follows in the discussion.

The above characteristics were instrumental in the selection of qualitative approach where this study would be located. The qualitative approach ensured a proper understanding of the phenomenon under study beyond the surface, which could not otherwise have been gained with the use of a quantitative. The research design followed in the study is discussed below. The qualitative method enabled the researcher to study in-depth the implementation of programmes for maintaining care and safety of learners in secondary schools.

Despite its benefits, the qualitative approach has been criticized that the research quality is heavily dependent on the individual skills of the researcher and more easily influenced by the researcher's personal biases and idiosyncrasies (Punch, 2009). In addition, Cohen, Manion & Morrison (2007) contend that the subjective involvement of the researcher would make him/her manipulate or share the experiences of the

participants. The qualitative research approach is criticized for being contemplated at early or exploratory stages of a study (Silverman, 2010). Knowledge produced might not be generalized to other people or other settings, that is, the findings of the study might be unique to the relatively few people included in the research study (Johnson & Christensen, 2011). To overcome the stated limitations of qualitative approach, the researcher triangulated the data collection instruments and maintained the guiding questions throughout data collection process.

Despite the limitations, the qualitative approach remained suitable for this study because the approach allowed the researcher to conduct an in-depth study on implementation of programmes for maintaining care and safety of learners in secondary schools in the Graaff Reinet District. The immersion of the researcher in the natural setting of participants made participants develop trust in the researcher and provided relevant information for the study. The qualitative methods also enabled the researcher to understand the views, values, attitudes and experiences of School Principals, Heads of Departments, School Safety Officers, School Governing Body Chairperson, and SAPS members, CPF members, learners and the Education Development Officer. The Research design follows in the discussion.

3.4 THE RESEARCH DESIGN: CASE STUDY

A Research design is the plan of how to go about conducting the research (Holliday, 2007, Johnson & Christensen, 2008). Babbie and Mouton (2008) assert that research design is a strategy or a blueprint for carrying out a research. In this study a case study design was adopted. According to Rule and John (2011:3) the word “case” is derived from a Latin word “casus” which means “fall, occasion”. A case may be a person, a classroom, a programme, an institution or a country. A case study tends to be concerned with investigating many, if not all variables in a single unit and seeks to understand individuals’ perceptions of events (Cohen, et al., 2007; Yin, 2003).

Gorard (2013) asserts that a case study is a method of research where researchers research in social sciences, employs a variety of scientific methods to study the real world. Mertens (2010:37) contends that a case study is a method of learning about a complex instance based on comprehensive understanding of that instance obtained by extensive description and analysis of that instance that is taken as a whole and in

its context. What is common about these definitions is that they seem to focus on a particular instance or case and reaching an understanding within a complex context.

According to Zainal (2007) a case study is defined as an empirical inquiry that investigates a contemporary phenomenon within its real life context. It enables the researcher to have a close examination of data within a specific context. In a case study design the researcher selects a small group of individuals in a geographical context. Leedy and Ormrod (2005) concur with Silverman (2011) who argue that a case study has the following characteristics. Hence, the case study assisted the researcher to select four secondary schools in Graaff Reinet District with limited number of participants who were School Principals, Heads of Departments, School Safety Officers, School Governing Body Chairpersons, SAPS members, CPF members, the learners and the Education Development Officer.

Briggs and Coleman (2007) discuss the following characteristics of a case study research:

- That it is empirical, so that it answers to systematic scientific method that is orderly, traceable and that it is done in steps where questions are posed, actions observed and evidence provided.
- That it is done in a natural setting with participants as partners who are ethically respected who help to construct reality. This is in line with the ontological thrust of interpretive research and suits the enquiry into the way students construct reality in their learning situations in teacher's colleges.
- Particularistic—they focus on a particular context such as one person, a family, an office, a company, a classroom, or an apartment building. Thus, in this study particular attention is on secondary schools.
- Naturalistic—case studies are about real people and situations, and much of the data collection occurs in real environments. That is, data collection will be done in secondary schools - the natural environment of the participants.
- Thick descriptive data—sources of case study data include participant and non-participant observation, interviews, historical and narrative sources,

writing such as journals and diaries. The sources of data in this case study included interviews, focus group interviews and document analysis.

- Inductive---For the most part, case studies rely on inductive reasoning. Generalisations, concepts, or hypotheses emerge from the examination of data—data grounded in the context itself. Occasionally one may have tentative working hypotheses at the outset of a case study, but these expectations are subject to reformulation as the study proceeds (Merriam, as cited in Willis, 2007).

As the interpretative paradigm purposes to uncover the ‘meanings’ social actors attach to their experiences, a case study is appropriate as it enables the researcher to be immersed in the activities of a person or group under study. In this way, a researcher is able to obtain familiarity with the social world of the subjects of research and discern patterns. Creswell (2015) posited that a case study involves an exploration of a system, bounded over time or contexts. A case study can therefore be single or multiple, but may span over a period of time entailing in-depth data collection from an array of sources. A case study may refer to a process, an activity, event or a person or persons, or indeed a time span e.g. not only the School Principal’s opinions, but also the views of other relevant groups of actors such as, Heads of Departments, School Safety Officer, SGB Chairpersons, SAPS members, CPF members, learners and EDO. The approach opened the possibility of giving a voice to the powerless and voiceless, like prefects or marginalized groups. This is essential for researchers to come to a deeper understanding of the dynamics of the situation, and this aspect is a feature of many case studies (Nieuwenhuis, 2007).

The case being studied can refer to a process, activity, event, programme, individual or numerous individuals. The description of the cases occurs through in-depth data collection methods that involve various sources of informants that are rich in context. These can comprise face to face interviews, focus group discussions, document analysis, observations or archival records (Creswell, 2015). The case study, therefore, assisted the researcher to use face to face interviews, focus group interviews and document analysis in soliciting data from participants pertaining to the

implementation of programmes for maintaining care and safety of learners in secondary schools in the Graaff Reinet District.

3.4.1 Advantages of Case Studies

The purpose of the case study, according to Cohen, Manion & Morrison (2007) is to probe deeply and to analyze intensively the multifarious phenomena that constitutes the life cycle of the unit with a view of establishing generalization about the wider population to which that unit belongs. A case study provides a unique example of real people in real situations, enabling readers to understand how ideas and abstract principles can fit together (Nisbet & Watt cited in Cohen et al, 2007). The case study will afford the researcher an opportunity to investigate and understand perceptions and events that are happening in implementing of programmes for maintaining care and safety of learners in these four schools. According to Rule and John (2011) Case studies are versatile and can be combined with other research approaches like life histories of key participants, it provides the researcher with a particular unit of study which can be distinguished from other units. Case studies are also able to generate a lot of information as researchers examine a particular instance comprehensively using simple language which is easy for non-academic and academic respondents (Cohen et al., 2007; Rule & John, 2011).

This enabled the researcher to get an in-depth and detailed understanding of trends emerging from the different participants and afforded the researcher an appropriate opportunity to better understand the dynamics of implementing learner care and safety in Graaff Reinet secondary schools. The four schools were purposively selected for the investigation and have similar characteristics. They are situated in rural areas; some are nearer the town of Graaff Reinet. There is a lack of resources for learning and teaching, learners come from socio-economic backgrounds and disadvantaged communities.

The advantages of the case study highlighted above, made it possible for this study to adopt the case study design because it enabled the researcher to intensively focus and obtain unique perceptions, attitudes, views and experiences of participants on the implementation of programmes for maintaining care and safety of learners in secondary schools.

3.4.2 Disadvantages of Case studies

Although there are advantages of using case studies, there are a number of disadvantages in using case study research design. Cohen et al (2007) also debate that case studies have limitations e.g. Weakness of personal subjectivity. This claim is supported by Nieuwenhuis (2007:58) who criticises the Case study research design by basing their argument on subjectivity and the approach's failure to generalise its findings beyond the real situation. Cohen et al (2011) further criticises Case studies for being impressionist and they base their information on the reaction and opinions rather than specific facts and details. Cohen et al (2011) considers this as bias, insignificance, and ungeneralisable, idiosyncratic and short sightedness. A common criticism of case study method is its dependency on a single case exploration making it difficult to reach a generalizing conclusion.

Zainal (2007) discusses three types of arguments against case study research. First, case studies are often accused of lack of rigor if investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusions". Also case studies may provide very little basis for scientific generalization since they use a small number of subjects, some conducted with only one subject. The researcher's personal bias may influence the choice of participants who might portray the interests of the researcher at the expense of giving them accurate information (Cohen et. al. 2011). The above authors further criticize case studies by arguing that, the information which based on opinions from individuals might not be authentic and could be inconsistent, short sighted and unreliable.

To minimise the limitations, the researcher ensured that all participants who could supply the best information were selected in the study. Principals, HODs, School Safety Officers, SGB Chairpersons, members of the SAPS, members of CPF(non-governmental organization), EDO from District office, and learners. The voice recorder was used to minimize bias.

Despite these criticisms the researcher chose the case study method particularly to study the real-life situation of the Implementation of programmes for maintaining care and safety of learners in secondary school in the Graaff Reinet Secondary school.

3.5 POPULATION, SAMPLE AND SAMPLING TECHNIQUE

3.5.1 Population

The population in research is the entire group in which we are interested and which we wish to describe or draw conclusions about (Briggs & Coleman, 2007). Population may be seen as a set of units in which all the measurements of the researcher's interest are represented (De Vos, 2005). The population in a research context is any target group of individuals that has one or more characteristics in common that is of interest to the researcher for the purpose of acquisition of information so as to draw conclusions (Darlington & Scott, 2003). Concurring with the above scholars is Czaja & Blair (2005) who endorse that the population is the group or aggregation of elements that we wish to study, the group to which we want to generalize the results of the study. The population depends on the research problem, what we want to study and what we want to know.

For the purpose of this study the populations were male and female Principals, male and female educators, SGB members, and learners, members of SAPS, district officials, and members of the Non Governmental Organizations (CPF) from the 16 secondary schools the Graaff Reinet District, of the Eastern Cape where the study will take place. In the 16 Secondary schools there 250 educators, which include 14 Principals, 6 Deputy Principals, 30 Heads of Departments, 2800 parents, 10 541 learners, 110 District Officials, there are about 12 Non- Governmental Organizations that are affiliated to the forum is aiming to tackle crime and safety in schools in the area, 8 policemen that are linked to the Secondary schools.

3.6 SAMPLE AND SAMPLING TECHNIQUE

Whereas populations and samples are prominent in survey research, in case studies, the focus is on "case identification" (Rule & John, 2011:13); "case selection" and "case description" (Denzin & Lincoln, 2003: 450). It is in this regard the researcher, embarked on selecting the sample as the case as described below.

A sample is a small percentage of the total set of objects, events or persons that comprise the subjects of the study. Nieuwenhuis (2007) also defines sampling as the process used to select a portion of the population for study. A sample can be considered as a subset of measurements pulled out from a population in which the

study is positioned (Cohen, et al., 2011, Maree, 2007; White, 2005). It is important that a sample has to accurately reflect the characteristics of the population from which it is drawn. Another important factor was brought in by Flick; Von Kardoff & Steinke (2004) is that the issue of sampling is when the researcher decides on which persons to target so as to obtain relevant data. This calls for the researcher to understand the population well so that drawing a sample is an easy task. The major reason for sampling is feasibility as it may not be possible to collect data from the population. Ideally, one should select a sample which is free from bias. This is necessary as the type of sample selected greatly affects the reliability of the subsequent generalizations. The sampling of participants and sites follows in the discussion.

The process of determining on a specific sample for particular entities in a study is called sampling (Leedy & Ormrod, 2005). Basically, sampling is a strategy used in deciding the place or site and the respondent or person from a larger population who will provide valuable information for the study (O'Donoghue & Punch, 2003; Scott & Morrison, 2007:219). Concurring are Welman, Kruger & Mitchell (2005) who state that sampling techniques are the processes of picking out a small number of representatives from the larger populace to be used as the basis for estimating or forecasting the occurrence of an unidentified piece of data, circumstance or conclusion concerning the whole group.. In qualitative research sampling serves to obtain an in-depth understanding about the state of affairs, occurrence or an episode. This gives the researcher knowledge about different aspects of an individual as member of a group, since each provides his/her insight into the group. Information rich participants are selected to provide the research with tangible information.

The sample in this study comprised of four (4) Principals, four (4) Heads of Departments, four (4) School Safety Officers, four (4) SGB Chairpersons, four (4) SAPS members, four (4) CPF members, four (4) Focus Groups of learners six(6) learners in each group, the Education Development Officer in the Graaff Reinet District. This was because a sample of this size was suitable to develop insights and in-depth understanding of the phenomenon being studied (Babbie & Mouton, 2008). The study adopted purposive sampling which is a non-probability sampling technique

where the researcher identifies information rich participants for the reason that they are possibly knowledgeable about the phenomena under study (McMillan & Schumacher, 2006). Hence in this study, the researcher targeted known rich information sources which were four secondary schools that had shown good practice in the implementation of programmes for maintaining care and safety.

According to Nieuwenhuis (2007) qualitative research is generally based on non-probability and purposive sampling rather than probability or random sampling approaches. In a non-probability sample, units are deliberately selected to reflect particular features of or groups within the sampled population.

3.7 PURPOSIVE SAMPLING

Purposive sampling also referred to as judgment sampling, entails the selection of cases that illustrate certain features of interest to a particular study (Silverman, 2010). This is also referred to as the 'typical case sampling' (Mertens, 2015:144) where typical cases are identified and selected for a study. Sample selection is left to the judgment of the researcher as the sample consists of elements possessing characteristics perceived to represent typical attributes of the population that best relate to the study at hand. Thus, the criteria for inclusion must be preconceived before selection (Creswell, 2007).

Purposive sampling was utilised in this study as the researcher handpicked participants on the basis of their knowledge of the phenomenon under study (Cohen et al., 2007). The purposive sampling system involves selecting certain units or cases "based on a specific purpose rather than randomly (Patton, 2002:713). The study adopted the purposive or judgmental sampling procedure which is acceptable for special sampling situations especially where the researcher could apply own experience to select cases which form part of the participants (Neuman, 2011, Denzin & Lincoln, 2005). Purposive sampling was employed as an important aspect of confirming the authenticity of the results. Opting for purposive sampling enabled the researcher to include knowledgeable participants who could possibly supply trustworthy information on the implementation of care and safety of learners in secondary schools. It was assumed that these were the participants that had the

first-hand information on the implementation of care and safety programmes in secondary school. Purposive sampling helped the researcher to target schools that can easily be identified. Qualitative investigations pursue and concentrate on individuals or settings where the specific procedures being studied are most likely to happen (Punch, 2006). This procedure is best achieved when non-probability techniques are used. Furthermore, as the interest of the qualitative researcher is to understand the phenomena, it is essential to make a comparison between the issues under study; hence data from a few cases was sufficient to achieve stated objectives (Mertens, 2015).

To ensure authenticity in the qualitative approach, the researcher purposively selected 4 Principals, 4 Heads of Departments, 4 educators, and 4 SGB parents (Chairperson), 4 Focus Groups of learners, 6 members in each group, (3 boys and 3 girls) 4 members from the South African Police Service, 4 NGOs and 1 official from the Graaff Reinet District. The Principals were chosen based on their knowledge, experience and information about the phenomena under study. The heads of departments were sampled because they form part of the School Management Team and have experiences and knowledge of safety issues in the school. The SGB parents were sampled because as part of the community they had knowledge of safety measures in the school. The Focus Groups of learners were selected from learners who are doing Grade 10-12. They were chosen because of the number of years they had been in the school. The Non-Governmental Organization was chosen because of their experience in dealing with safety in schools in the area. The policemen were part of the sample as they dealt with crime, safety and the role they played as part of school safety committee. The Education Development Officer was chosen on the basis of knowledge that he has as he is the one who is conducting workshops on safety, visits schools to ensure the implementation of safety policies

3.8 DATA COLLECTION

In the process of data collection, the researcher used face-to face interviews, focus groups of learners and document analysis. A brief description of the research instruments that were used follows below.

3.8.1 Face to Face Interviews

An interview is a face to face cross-examination between the interviewer and the participant or a group of respondents (Wiersma, 2000). It is a two-way communication which involves the interviewee and the interviewer (Maree, 2007). It is when the researcher and those people earmarked to be information rich about the issue under investigation exchange information worth producing conclusions. As a research instrument, the interview is exclusive in that it involves the gathering of data through direct verbal interface between individuals (Babbie & Mouton, 2008) posit that interviews are useful when it appears like the members of the target population are improbable to respond to a written survey, when the respondents may not respond to difficult or sensitive questions unless an investigator is present to encourage them, or when evaluators are not certain of what is most important to potential respondents.

Cohen et al. (2007:268) support this idea by saying that “By providing access to what is “inside a person’s head, (it) has the potential to measure what a person knows (knowledge or information), what a person likes or dislikes (values and perceptions), and what a person thinks (attitudes and beliefs). The two-way interaction will afford the researcher the opportunity to get a deeper understanding from the participants’ responses on the implementation of programmes of maintaining care and safety in secondary schools. Wyse (2014) has acknowledged that there are advantages as well as disadvantages in using interviews which are explained here below.

3.8.2 Advantages of Face to Face Interviews

The strength of the interview strategy is in the richness and depth of information, high on validity, where the aftermath is not predetermined by the investigator, and where the interviewee can offer a narrative on the progression of interaction (Hall & Hall, 2004). The researcher could access relevant information as the response rate was high, the participants could comprehend what was being asked, and the participants were more relaxed when the interview took place in their turf. Face to Face interviews helped with more accurate screening i.e. more in-depth data. Face to face interviewees are flexible and adaptable. The interviewee may not be able to provide information that is not true during screening when responding to questions

such as age, gender or ethnic group. This results in the participant offering accurate and honest responses.

Face to face interviews can help to capture verbal and non-verbal indications. Non-verbal gestures can include mannerisms, which can designate the level of discomfort with questions. Offers the interviewers a glimpse of how the interviewee interacts with others. Also the level of enthusiasm can be shown by participants for the topic under discussion. More information can be solicited through this personal contact; participants can be afforded an opportunity to express themselves at length when using this kind of instrument (Denzin & Lincoln, 2011). The face to face interviews was appropriate for this research as it sought to get a deeper understanding and find out how programmes are implemented for maintaining care and safety of learners. It gave full control to the person conducting the interview by keeping the interviewee focused and on track, probing with follow up questions. Face to Face interviews can capture the interviewee's emotions and behaviors (Wyse, 2014). The purpose of using semi structured interviews was to explore the participant's views, ideas, beliefs and attitudes concerning the phenomenon under study through the eyes of the participants, to know what programmes, strategies that were used for maintaining care and safety (Maree, 2007, Fontana & Frey, 2005).

3.8.3 Disadvantages of Face to Face interviews

The limitations of interviews are that they tend to be costly in terms of transportation as they require the researcher to travel; and costly in terms of time as the progression can be longer than expected (Czaja & Blair, 2005). The view is shared by (Neuman, 2011) when he asserts that travelling, training, supervision and personal costs and personal hours. The issue of travelling costs and time factor were addressed by choosing sampling sites that did not require travelling costs and choosing willing participants. Interviewer bias tends to be very high in face to face interviews (Cohen et al, 2007). Face to face interviews were administered in the schools so as to minimize the costs of travelling as the Graaff Reinet District is one of sparse districts of the Eastern Cape. Each school had a date and interview schedule, to minimise disruption of teaching and learning.

During a face-to-face interview, participants may possibly modify their behaviour so that they provide responses they believe the interviewer would want to know hence, they may tend to over report socially appropriate behaviour(Kajornboon, 2005).The participant's responses may be positively or negatively affected by the personal reaction of the interviewer(Kajornboon, 2005). Some people have the natural ability to conduct interviews but if the interviewing skill is low, the data collected may be of low quality. Therefore, face interviews require a variety of communication and interpersonal skills (Yin, 2012).Another disadvantage of face to face interviews is that of bias which can impact negatively on the data collected.

Despite the identified criticisms of face-to face interviews, the researcher chose to use the interviews as “a two-person verbal conversation initiated by the interviewer for the specific purpose of obtaining research relevant data focused on content specified by the research objectives” (Payne & Payne, 2004:129; Yin 2014). In order to acquire verbatim accounts of the interview, the researcher used a tape recorder to capture the interviews. This also abetted to avoid omissions in the interview. Face to face interviews were ideal for this study in that they unraveled deep rooted concerns of knowledge, perceptions and participants' experiences regarding the implementation of programmes of maintaining care and safety of learners.

Since the study used interview as one of the data collection instruments, 4 school principals, 8 educators including Heads of Departments, 4 SGB Chairpersons, and 4RCL Chairpersons, 4 members of SAPS, 4 NGO members for safety, 4 Focus groups of learners, and 1 official from the Department of Education were interviewed. Semi-structured interviews were appropriate for this study because they offered a platform for conversation between the participant and the researcher. The interview had structured open-ended questions that defined the line of inquiry under study.

3.9 DOCUMENT ANALYSIS

Documents analysis is another important supplementary tool for the gathering of data in studies of this nature. Documentary analysis is a form of qualitative scrutiny that requires readers to track down, interpret, analyze and draw conclusions about evidence presented (Briggs & Coleman, 2007). It is a data collection method which is applied to written or visual materials for identifying specified characteristics of the

material (Ary, Jacobs, Razavieh, & Sorensen, 2006). In document analysis the researcher focused on all types of documents that have been distributed by the government in connection to the implementation of care and safety, e.g. annual reports, minutes of meetings of the safety committee school documents that might have been crafted in the school to deal with care and safety of learners, written communication, minutes of meetings of the safety committee, accidents reports that might shed light on the phenomenon under investigation (Maree, 2007). These documents assisted the researcher to gather more knowledge on the implementation of care and safety programmes for learners in Graaff Reinet Secondary schools.

3.9.1 Advantages of Document Analysis

By analyzing the documents the researcher was able to get the detailed information related to the implementation of programmes for the implementation of care and safety of learner in secondary schools. Leedy & Ormrod (2005) noted that data analysis in the case study involves the organization of the details about the case, categorization of data, and interpretation of single instances, identification of patterns. Another advantage of documentary analysis is that they form a valuable supplement to interviews and observation when you want information from those who were there (eyewitness accounts) but who are no longer accessible; or when you want access to private or confidential exchanges – such as those found in letters, data can be more credible than data collected in interviews or through observation because of the absence of a researcher effect on the data source; documents are non-reactive convenience, especially those that are available electronically; can save time and money as there is little or no financial cost (Yin, 2014).

3.9.2 Disadvantages of document analysis

There are disadvantages in document analysis such as that documents can be misleading as some may be written to provide a rosy picture or to enhance the writer's or someone else's reputation (Briggs & Coleman, 2007). Others may even be deliberately intended to deceive or often a document depends on one person's memory or point of view (Yin, 2014). Some documents may contain so much data that it becomes difficult to extract important and relevant information while at times

they are incomplete, may not represent the full picture or may contain typographical errors (Smith, 2002:2-3). Documents are however essential in that they authenticate the positive and negative information gathered through other sources (Smith, 2002).

3.10 FOCUS GROUPS

Briggs & Coleman (2007) describe focus groups as a research procedure that is used to gather data through teamwork alliance on a subject selected by the researcher. Greeff cited in De Vos et al. (2007: 300) defines the focus group “as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a non-threatening environment.” Focus group can be viewed as a semi structured group session is held in an informal setting; it is conducted for the purpose of collecting information on a designated strategy of eliciting information from a smaller group of 6-8 people. It is a prudently focused dialogue intended to attain insights and views in a well-defined area of interest, in a lenient, non-threatening atmosphere, from a prearranged and limited number of individuals (Krueger & Casey, 2009). Furthermore, they postulate that focus group interrogation is about listening carefully, being open to what people say and being indulgent. Focus groups offer exclusive understandings into the potentials of or for critical investigation as a premeditated, dialogic, and autonomous practice (Denzin & Lincoln, 2005). Concurring is Flick, von Kardoff, & Steinke (2004) who avow that any group discussion may be termed a focus group if the investigator is vigorously encouraging of, and observant to the group collaboration.

The idea of having a focus group discussion was to pay attention and solicit as much information that was associated with the phenomenon under study. Through the focus groups discussion, the researcher understood the views, opinions, perceptions and aspirations of partakers about the care and safety programmes (Barbour, 2008). Active dialog among focus groups members produced relevant information that painted a picture of combined indigenous perspectives assisting the researcher to understand how it “all fit together” (Gorard, 2013). In a focus groups meetings participants are normally allowed to say whatever and are regarded to be naturalistic (Krueger and Casey, 2009).

A focus group interview is a relatively cheap, speedy appraisal procedure that can provide a wealth of qualitative information to the society about the efficacy of the programmes of maintaining care and safety in secondary schools (Krueger & Casey, 2000). The strengths of this method comprise the creation of an open setting for dialogue and brainstorming that provides insights into public discussions and the researcher can obtain contribution from the stakeholders who are frequently not consulted in a more proactive manner (Barbour, 2008). It provided diversity of information yet allowed respondents opportunity to participate (Patton, 2002). Another advantage of a focus group is given by King and Horrocks (2010) who argue that it brings rigour to a study due to triangulation.

In the initial meeting with the focus groups members, the researcher guaranteed them that the dialogue was purely for study purposes and repeated to them that they were at liberty to withdraw from participation if they felt uncomfortable. The investigator and the research participants betrothed in a friendly conversation to establish empathy within the group. The researcher created an environment that was favourable to the participants who later shared ideas, experiences and perceptions about care and safety management programmes. Krueger and Casey (2009) alluded to this idea when they wrote,

Paying attention to what people have to say and being non-judgmental. It is about creating a comfortable environment for people to share. It is about being careful and systematic with the things people tell you. And people go away feeling good about having been heard (pp.xiii).

During this discussion the researcher increased his imminent knowledge into the existing care and safety programmes available. Concerns and queries raised during the discussions responded to all the research questions and objectives.

There are several advantages in using the focus groups. It is inexpensive and provides results speedily. They save time and money because 6-8 people can be interviewed as a group, that is, for a shorter period of time (Barbour, 2008:123). Its supple format permits the modulator to explore unexpected issues and encourages interface among participants (Czaja & Blair, 2005). Group setting provides with participants checks and balances, therefore minimizing fake or extreme views.

During the focus group discussions, group interactions produced a wide range of responses, activating details of experience that had been forgotten and exposing inhibitions that could possibly discourage participants from disclosing information about care and safety programmes implemented in the schools (Maree 2007).

Good as they may be, focus groups also have some weaknesses too. The flexibility of focus groups makes it vulnerable to the researcher bias, which can destabilize the validity and reliability of results and at the same time deliberations can be diverted or subjugated by a few vocal individuals (King, and Horrocks, 2010).

Focus group discussions may not always yield expected results as they can be prone to personalities and political opinions in organizations that interfere with the progression (Barbour, 2008). This flaw was addressed in this study by having a meeting with the parents of the participants first because they are minors. Appointments were made in advance with a group comprising of knowledgeable stakeholders working in the same neighbourhood. In focus group interviews, purposive sampling is used to interrogate data purposefully, to clearly indicate systematic comparison (Barbour, 2008). However, Krueger & Casey (2009) believe that investigators intending to exploit focus group interviews should not uphold the traditions and procedures that were meant for qualitative studies. They further argue that focus groups can be selected randomly to provide insights about how the populace in the groups perceives the situation (Krueger & Casey, 2009).

The researcher conducted one focus group sessions per school. They were administered to learners only. Each focus group was comprised of 6-8 learners who were purposively selected, based on a set criterion on a specific topic (Briggs & Coleman, 2007). The participants were 24 males and 24 female learners from Grade 10-12, who had been in the school for 3-5 years. A Suitable, comfortable atmosphere was created by the researcher to make before the focus group interview could start. The researcher was mindful of the fact that some participants might not be willing to disclose their feelings and thought. A stress free environment was created, first by asking permission from the participants to record the discussion (Briggs & Coleman, 2007, Krueger and Casey 2000).

3.11 NEGOTIATING ENTRY

An introductory letter was secured from the University to confirm the intention of the researcher to carry out a study in the selected Provincial Education Office. In order to gain access to the schools under investigation, permission was also sought from the Provincial Education and District Education Offices to access the schools under study. A letter which laid down conditions to guide the researcher was issued which was used as a referral letter to gain access to the district. Visits were made to all schools seeking approval from the School Principals to interview the participants under study, Heads of Departments, School Safety Officers, School Governing Body Chairpersons, SAPS members, CPF members, consent was sought from parents as they are minors inclusive of the selected teachers. The researcher made appointments with the participants for the planning to finalize the date and times of the interviews.

3.12 PILOTING

According to Berg & Lune (2012:184) a pilot study is a mini study carried out prior to a wider research to determine whether the methodology, sampling, instruments and analysis are sufficient and appropriate. A pilot study is essentially the pre-testing or trying out of a particular research instrument to ensure its usability. Pilot testing is required to determine if the ways in which respondents comprehend the questions are comparatively analogous across the group and whether the data is easily accessible to respondents. That is why Collins, (2004) emphasizes the importance of ensuring that the items are such that retorts correlate to what the study intends to measure. (Fischer, 2005:213) is in accord that the pilot testing in qualitative exploration allows the researcher to use the actual qualitative interviews.

One of the advantages of engaging on a pilot study is that it might give prior indication about where the main research project may fail, where the research protocols may not be followed, or whether proposed procedures or instruments are applicable or too complex (De Vos, 2005). Furthermore, piloting helps in eradicating ambiguous questions, as well as in engendering useful feedback on the structure and flow of the intended interview (Welman, Kruger & Mitchell 2005:148; De Vos *et al.*, 2007a:237). The objective of conducting a pilot study was to identify possible

limitations in the measurement process (such as unclear instructions, and insufficient time limits), It helps to recognize indistinct or ambiguously formulated items. In an ideal a pilot study the real questions are put forward to the participants and they are then they are requested to indicate how they have understood the formulated questions. It is a chance for the researcher and assistants to pick out on non-verbal behaviour of participants that may perhaps signify uneasiness or phrasing of the questions (Welman *et al.*, 2005:148).

3.13 CREDIBILITY AND TRUSTWORTHINESS

According to Nieuwenhuis (2007) in qualitative research, when researchers speak of research “validity and reliability” they are usually referring to research that is credible and trustworthy.

Trustworthiness means to support the arguments that the inquiry’s findings are “worth paying attention to” (Cooper & Chapman, 2009; Johnson & Christensen, 2004). Qualitative researchers should be as attentive as positivist researchers about ascertaining the validity and reliability of their studies, even though they elect to use other terms like credibility and authenticity, in describing the qualities that establish the trustworthiness of their studies (Cooper & Chapman, 2009; Flick, von Kardoff, & Steinke (2004 eds). On the same wave length with the above scholars are Guba & Lincoln, (2005) who propose the use of trustworthiness as a standard for evaluating qualitative research.

Trustworthiness is made up of four criteria such as credibility, which means the relationship between the findings and gathered data; transferability, is whether the results can justifiably be transferred to other contexts; dependability, which is the reassurance to the people about the findings from the raw social context; and conformability, that ensures the public that actions were appropriate and without biases (Lee & Lings, 2008).

3.14 CREDIBILITY

Credibility is an appraisal of the conclusions in order to ascertain whether they are “credible” Lincoln and Guba (2005) as cited in Nieuwenhuis’ (2007:80). To ensure that in this study there was credibility in the findings, the researcher made use of interviews, documentary analysis and focus groups to solicit information from the informants adopting triangulation of the findings. Analysis of documented reports in

schools and with the police also facilitated triangulation. Member checking was done by revisiting the participants to confirm that transcription on recorded responses revealed what actually transpired during the interviews. Thus interview schedules were subjected to pilot testing which has already been alluded to. Using multiple methods facilitated deeper understanding of the implementation of programmes for maintaining care and safety of learners in secondary schools (Cohen & Geier, 2010). Accordingly, data triangulation was realized through use of face to face interviews, focus group interviews and document analysis. Applicability was achieved by carefully selecting the sample within the context of the study. The concept of dependability on the other hand replaces the idea of reliability.

3.15 DEPENDABILITY AND CONFORMABILITY

According to Silverman (2010), dependability and conformability are an evaluation of a number of processes in research which include the quality of data collection, data analysis and theory generation. In other words a study carried out which is credible should also be dependable such that the results can be relied upon. Dependability and conformability are terms used in assessing several processes in research incorporating the collection of quality data, data analysis and generation of a theory (Silverman (2010). This means that a study is credible and dependable if the results can be relied upon. According to Briggs and Coleman (2007) conformability is a system followed to confirm that authentic data was collected to overcome method roundedness. To cater for dependability and conformability of the research procedure, a series of interactions were held between the supervisor and the researcher.

Trustworthiness in this study was ensured through member checking. Member checking gave the researcher the opportunity to verify and confirm the authenticity of the information that has been collected from the participants. The researcher was able to confirm with the participants if he interpreted what they said correctly. In member checking those who participated in the research may be asked to edit, elucidate, elaborate and at times erase their own words from the narratives if they feel uncomfortable with the recording. Use the tape recorder enhanced credibility and reliability of this study (Scott & Usher, 2000) especially when the researcher replayed the recorded retorts to the respondents so that they could confirm if what

was recorded was what they actually said and meant. Through this exercise the researcher was able to collect more data to augment the study as respondents added extra ideas (Onwugbuzie & Combs, 2010).

3.16 MEMBER CHECKING

Checks concerning the accuracy of data may be done “on the spot” during the course and at the completion of the data collection dialogues (Guba & Lincoln, 2005). Member checking is basically providing the respondents the chance to check (to approve or disapprove) specific phases of the responses they gave (Doyle, 2007; Merriam, 2001). It is a means of knowing whether the data analysis is harmonious with the respondent’s experiences (Curtin & Fossey, 2007:92). Member checking is the most practical way of eradicating the probability of misrepresentation and misapprehension of the “voice” (Maxwell, 2013). It becomes crucial for the researcher to ensure credibility and reliability of the collected data and this can be achieved through member checking or feedback from participants.

3.17 ETHICAL CONSIDERATION

The researcher was able to overcome this limitation by reassuring the participants that this specific interview was purely for research purposes, where no victimisation was likely to follow and entreated with the respondents to be as straightforward as possible.

Ethics is a metaphysical term taken from the Greek word *ethos*, denotation character or tradition and connotes a social code that expresses moral integrity and consistent values (Patton, 2002). Relating it to the ethics of science, Mouton (2001) is of the view that the ethics of science is about what is wrong and what is right when carrying out research. What is essential is to know that all researchers, irrespective of research designs one adopts sampling, techniques and option of methods, are subjected to ethical considerations (Gratton & Jones, 2010:121).

Research ethics speak of the rules of moral, good behaviour for researchers (Gomm, 2008). Cohen et al (2007) contend that ethics are defined as a matter of principled sensitivity to the right of others. In their opinion, (Onwugbuzie & Leech, 2005) posit that although ethical issues are not optional, they are a matter of necessity and importance in social science and education research. They are essential since they

safeguard the physical and mental integrity of participants and support the moral and cultural values as well as religious and philosophical principles. Ethical considerations defend the fundamental rights of participants as well as respect for privacy whilst preserving the highest level of confidentiality (Onwugbuzie & Leech, 2005). Ethical consideration in this study focused on the following principles: respecting the right to privacy, voluntary participation, avoiding harm to participants, anonymity and confidentiality, informed consent and gaining entry. The researcher obtained ethical clearance from the University of Fort Hare, the Faculty Research Ethics Committee and Institutional Research Ethics Committee, and permission from the Provincial Department of Education.

3.18 PROTECTION FROM HARM

The most crucial rule to adhere to in ethics is protecting participants should from being harmed in any way, physically or psychologically. People, who are being observed, interviewed or who are involved somehow in the research procedure, or when analysing personal documents shall not be subject to disadvantages or damage as a result of the research (Ethik-Kodex, 1992 cited in Flick et al., 2004). Physical harm in educational research may seem to be minimal; there can be traces of victimisation through finger pointing, exposing each other's negligence in implementing care and safety programmes for learners in Graaff Reinet Secondary schools. In conducting this study, the researcher avoided exposing information about individuals, sites or groups. After obtaining permission to carry out the study, the researcher established rapport and addressed any reservations that respondents had in giving out earnest views, opinions and responses. Participants and sites were coded to conceal identity.

3.19 INFORMED CONSENT

When conducting a research, it is imperative that the researcher adequately informs the respondents about the research so that they make informed decisions to be involved in the research and should be in their familiar language. The prominence on informed consent originates from the fundamental democratic rights to freedom and self-determination (Cohen et al., 2007). Along the same concern Ryen (2002) stresses on codes and consent meaning that research subjects have the right to know that they are being investigated, the right to know about the nature of research

and the right to withdraw at any phase of the process. It might be risky for participants to be involved in any research which then forces the researcher to protect them from any harm and violation of privacy, by ensuring that participants are fully aware of those risks and give the researcher their consent. In conducting this study, the researcher clarified the nature and determination of the study and got written consent from the willing participants. The participants were assured that their right to withdraw from participation at any time during the research would be respected throughout the research as participation was by choice.

3.20 CONFIDENTIALITY AND ANONYMITY

Protecting the rights of the participants is a matter of maintaining privacy, anonymity and confidentiality, and avoiding harm, betrayal and deception according to Cohen et al., (2007). In this study the researcher observed the issues of anonymity and confidentiality by using pseudonyms or coding the respondent and disguised the research site to reduce harm. While full proof might not be guaranteed that respondents may be recognised by insiders, the researcher avoided statements that could be linked to an individual.

3.21 DATA ANALYSIS PROCEDURES

Analysis is a process of arranging raw data into a system that exposes the basic findings from the research. Data should be arranged, well-ordered, and presented in some sensible format that allows decision makers to quickly identify patterns in the data (Patton, 2002).

In qualitative research, Leedy & Ormrod, (2005) advocate that information gotten is organized in a chronological order, unfolding the daily life of the group, focusing on critical events that best describe the story. The qualitative data was organized into themes, categories, comparisons, synthesizing, interpreting general ideas, concepts or similar features to provide descriptions of the phenomenon of interest (White, 2005) Data was categorized according to their connotation, revealing patterns, regularities and critical events. Huberman & Miles (2002:314) believe that devising and refining thematic framework is not an automatic or mechanical process, but involves both logical and intuitive thinking. Furthermore, it consists of making judgments about the meaning, relevance of issues and implicit fitting together of

ideas. Since patching together, the overall picture in data analysis is not a matter of aggregating patterns; the researcher had to cartel several techniques to expose explicit meaning in relation to the phenomenon under study.

3.22 SUMMARY

This chapter discussed the methodology including the research paradigms, research approach, design, and sample and sampling procedures. The qualitative design adopted in this study enabled data collection through face to face interviews, focus groups and document analysis from which information on the implementation of care and safety programmes to learners in schools was obtained. Data analysis was arranged in themes that emerged with the help of triangulation. Sampling strategies for sites and participants adopted in this study procedure were explained. In this chapter the researcher gave a detailed account of how he adhered to the ethical considerations. The next chapter focuses on presenting the actual data, analysis and discussion.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

Data presentation, interpretation and analysis in this chapter emanates from the data that was collected from the main research question that informed this study. The study examined the implementation of programmes for maintaining care and safety of learners in four secondary schools in the Graaff Reinet District. In pursuing this, three types of data collection tools were adopted namely, semi-structured face-to-face interviews, focus group interviews and document analysis. Purposive sampling technique was used to select participants from the Graaff Reinet secondary schools, namely, four principals, four heads of departments, four school safety officers (all the school safety officers were teachers), four SGB chairpersons, four focus discussion groups of six learners each, four members of the South African Police Service (SAPS), four Community Policing Forum (CPF) members, four members of Representative Council of Learners (RCL) and one education development officer responsible for care and safety of learners in the Graaff Reinet District. The data was collected by using a voice recorder. The recorded data was played back to participants to confirm correctness of the information supplied by each participant. Information was then transcribed into written text and organised in themes or categories. Participants are identified as shown in Table 4.1.

Table 4-1: Identification of participants

Code	Participants
P1 to P4	Principals
HOD 1 – HOD 4	Heads of departments
SSO 1 – SSO 4	School safety officers
SGB 1 – SGB 4	School governing body chairpersons
SAPS – to SAPS 4	South African Police Service members
CPF – to CPF 4	Community Policing Forum members
RCL – to RCL 4	Representative Council for Learners
EDO	Education development officer
FDG 1 – FDG 4	Focus discussion groups (each group had six learners)

4.2 BIOGRAPHIC INFORMATION OF THE PARTICIPANTS

Biographic information of participants provides detailed record of all participants showing their gender, age, academic/professional qualifications and years of experience. Knowledge of these aspects not only gives detailed information about people who participated in the study but also provide useful information on the implementation of programmes for maintaining care and safety of learners in the four secondary schools included in the study. Information on age, gender, years of experience, academic and professional qualifications of the participants may show their level of understanding and participation in the implementation of the programmes. It is also a way of ensuring that the views or opinions of different types of participants (in terms of age, gender, academic and professional qualifications and years of experience) involved in the implementation of the programmes are represented.

4.2.1 Age ranges of principals, heads of departments, school safety officers, members of school governing body, members of South African Police Services and members of community policing forum

The above participants were requested to indicate their age ranges. The responses are provided in Table 4.2.

Table 4-2: Age ranges of principals, HODs, SSOs, SGBs, SAPS and CPF

Age Range	P1 – P4	%	HOD	%	SSO	%	SGB	%	SAPS	%	CPF	%
Below 30	0	0	0	0	0	0	0	0	0	0	0	0
30–39	0	0	1	25	2	50	1	25	3	75	3	75
40–49	2	50	2	50	1	25	2	50	1	25	1	25
50–59	2	50	1	25	1	25	1	25	0	0	0	0
TOTAL	4	100	4	100	4	100	4	100	4	100	4	100

Table 4.2 reveals that two (50%) of the principal participants had age range of between 40–49 years and two (50%) fell in the bracket of 50–59 age group. One (25%) head of department fell in the age range of 30–39; two (50%) were between 40–49 age group and one (25%) was in the age range of 50–59. Two (50%) school safety officers were in the age range of 30–39; one (25%) was in the age range of 40–49, and one (25%) was in the 50–59 age group category. One (25%) school governing body chairperson was in the 30–39 age range; two (50%) were in the 40–49 age range and one (25%) was in the 50–59 age range.

With regards to the SAPS members' ages, three (75%) were in the 30–39 age range and one (25%) was in the 40–49 age range. Consequently, three (75%) Community Police Forum members were in the 30–39 age range and one (25%) was in the 40–49 age group. There was one education development officer participant and he was in the age range of 50–59 years.

The data revealed that the age ranges of school principals, HODs, school safety officers, SGB chairpersons, SAPS members, CPF members and the EDO indicate that all participants are adults and mature people. Based on their ages, it is therefore presumed that they would be acquainted with the knowledge on how to handle issues of care and safety of learners in a responsible manner. They are used to dealing with teenagers who can be found in secondary schools. It is also assumed that given their age ranges, they are likely to be able to handle issues of care and safety at home and in the community.

All learners who participated in the focus group discussions including members of Representative Council of Learners had an age range of below 30 that is between 16 and 18 years.

4.2.2 Gender of principals, heads of departments, school safety officers, school governing body chairpersons, members of South African Police Services and members of community policing forum

The gender of the above participants involved in the study was sought. The results are indicated in Table 4.3.

Table 4-3: Gender of participants

Gender	PI-P4	%	HODs	%	SSO	%	SGB	%	SAPS	%	CPF	%
Males	4	100	2	50	4	100	3	75	3	75	2	50
Females	0	0	2	50	0	0	1	25	1	25	2	50
TOTAL	4	100	4	100	4	100	4	100	4	100	4	100

Table 4.3 reveals that there were four (100%) principal participants who were all male; two (50%) participant HODs were males and two (50%) females; four (100%) school safety officers were males; three (75%) SGB chairpersons were males and one (25%) was female; three (75%) members of SAPS were male and one (25%) female; two (50%) members of CPF were males and two (50%) were females. The participant EDO was male. Twelve (50%) of the learners who participated in focus group discussions were male while 12 (50%) were female.

Although females are few in the study, this does not mean that schools under investigation had fewer women than men. The participants were selected on the basis that they were the most suitable people who could provide information on the implementation of programmes for maintaining care and safety of learners in secondary schools in the Graaff Reinet Education District. Hence both male and female participants' voices were heard.

4.2.3 Experience of principals, heads of departments, school safety officers, school governing body chairpersons, members of South African Police Services and members of community police forum

Participants were requested to provide their work experience. The results are presented in Table 4.4.

Table 4-4: Experience of participants (in years)

Experience in years	P1–P 6	%	HODs	%	SSO	%	SGB	%	SAPS	%	CPF	%
Below 5 years	0	0	0	0	1	25	4	100	0	0	1	25
5–9 years	1	25	1	25	0	0	0	0	1	25	2	50
10–14 years	1	25	1	25	0	0	0	0	3	75	1	25
15–19	2	50	2	50	2	50	0	0	0	0	0	0
20–24	0	0	0	0	1	25	0	0	0	0	0	0
TOTAL	4	100	4	100	4	100	4	100	4	100	4	100

Table 4.4 shows that one (25%) principal participant has experience of 5–9 years; one (25%) has 10–14 years' experience, and two (50%) have 15–19 years' experience. One (25%) HOD participant has 5–9 years' experience, one (25%) has 10–14 years' experience and two (50%) have 15–19 years' experience. Data on work experience of school safety officers revealed that one (25%) school safety officer participant has under five years of service, two (50%) have between 15–19 years' experience and one (25%) is in the 20–24 years bracket. Data also revealed that the four (100%) participant SGB chairpersons have less than five years' experience because the term of office for SGBs is three years unless someone accepts to be voted into office again. It was revealed that three (75%) participant SAPS members have more than 10 years' experience and one (25%) has less than five years' experience. The EDO has more than five years' experience.

This shows that majority of participants have vast experience on the implementation of care and safety of learners. They should be well informed about issues of care and safety of learners. It is assumed that such experience would provide valuable information on the implementation of care and safety of learners.

4.2.4 Highest academic/professional qualifications of principals, heads of departments, school safety officers, school governing body chairpersons, members of South African Police Services and members of community policing forum

Participants were requested to provide their highest academic/professional qualifications. The results are presented in Table 4.5.

Table 4-5: Highest academic/professional qualifications of participants

Academic /Professional Qualifications	P1 -P 6	%	HOD s	%	SS O	%	SG B	%	SAP S	%	CP F	%
Grade 12	0	0	0	0	0	0	3	75	2	50	4	100
Diploma	1	25	2	50	1	25	1	25	2	50	0	0
BA	1	25	1	25	3	75	0	0	0	0		
Honours			1	25	0	0	0	0	0	0	0	0
Masters	0	0	0	0	0	0	0	0	0	0	0	0
FDE	1	25	0	0	0		0	0	0	0	0	0
PGDCE	0	0	0	0	0	0	0		0	0	0	0
ACE	0	0	0	0	0	0	0	0	0	0	0	0
Doctorate	1	25	0	0	0	0	0	0	0	0	0	0
TOTAL	4	100	4	100	4	100	4	100	4	100	4	100

Table 4.5 shows that one (25%) principal participant is in possession of a Diploma in Education, which is a prerequisite for teaching, one (25%) holds a BA Degree, one (25%) has an Honours degree, one (25%) has a Further Diploma in Education (FDE) and one (25%) has a Doctoral Degree in Education. With regards to participant HODs' qualifications, two (50%) are in possession of a Diploma in Education, one (25%) is in possession of a Bachelor's degree and one (25%) has an Honours degree. Data also revealed qualifications of school safety officers, three (75%) have Bachelor's degree. Data revealed that three (75%) participant School Governing Body chairpersons possess Grade 12 certificates and one (25%) has a Diploma in Marketing. Two (50%) participant members of the SAPS, have Grade 12 Certificate

and two (50%) have Diploma in Policing. It can be assumed that given the qualifications they possess, they are well equipped to implement care and safety in secondary schools. Data also revealed that all four (100%) participant members of the Community Policing Forum (CPF) are in possession of the Grade 12 Certificate. Participant EDO had a Bachelor's degree. Learners who participated in the study were in Grade 11 and 12.

The above qualifications clearly indicate that the majority of participants are well qualified and it can be assumed that they might be more equipped with knowledge on the programmes of care and safety of learners in secondary schools and consequently their implementation. Hence, it is assumed that they would be able to provide valuable information for the study.

4.3 PARTICIPANTS' UNDERSTANDING OF CARE AND SAFETY OF LEARNERS

Care and safety of learners is pivotal in schools because learning will not be a high priority for them if physical and emotional safety needs are not met, either in or out of school. The participants were requested to explain their understanding of care and safety of learners. Understanding these issues is of paramount importance because it enables people to effectively implement and maintain what they understand.

It was evident from the responses given by the participants that care is meant to look after the wellbeing of learners, making sure they feel comfortable and loved knowing that all relevant staff members are supportive and responsive to their needs. The participants further added that safety refers to the condition or feeling of being safe and secure without fear of emotional or physical threats or harm. Most of the responses given were similar. Therefore only a few have been captured as shown below. P1 stated:

Care of learners is to take care of the wellbeing of all learners, to ensure that they are fed and dressed properly and that the atmosphere of the school is conducive to teaching and learning. It is also to ensure that learners are protected; they are secured from any harm whether it is outside or inside the school. Also the school is secured by wire fence or wall to protect those that are inside from intruders. It also means there is 100% security in the school and there are no hazardous substances.

In agreement, P3 added:

It is to look at the well being of learners. Learners should be in an environment where they are loved in classrooms and the educators and support staff care for them. It also means the protection of learners by creating a school safety policy and there are safety officers who protect learners from harm and danger by implementing the policy effectively.

SSO 3 stated:

It is to ensure that learners are protected and secured from any harm whether it is outside or inside the school and also the situation is conducive to teaching and learning. The school should be secured by fence or wall to protect those that are inside from intruders. The buildings should also be safe and there are no cracks, broken windows and no hazardous substances. Safety plans should be put into practice and classroom rules need to be implemented.

SSO1 commented:

It means to try the best to give care and love to the learners. They are not supposed to go out of the gate without permission. It also means establishing good relationship between learners and educators and that there is openness and respect between the two. It also means to ensure that learners are not harmed physically and emotionally.

HOD 1 also presented views that were similar to those of the school principals and stated:

It means there is fencing that is intact even if it is not too high, there are no safety hazards that pose threat to people in the school and that they are not in danger from anything that comes from outside. When we talk of implementation we are simply saying, putting into action what you have planned to enhance care and safety in the school.

HOD 4 commented:

There should be provision for the safety of learners while they are at school. There should a safety policy in place and when learners get injured there should be an action plan on what schools are supposed to do.

FGP 1 highlighted some aspects which the previous participants had not mentioned that care and safety meant learners are searched as they enter the school gates.

FGP 1 stated:

It means to ensure that learners are cared for, they don't fight and they are assisted in whatever they need at school. It means the property of the school is protected and learners are searched to ensure they do not bring dangerous weapons into the school. They are protected from people who may come into the school for revenge. So, it is important that our school safety and care policies and plans are put into practice to see whether they are working or not.

FGP 3 responded:

It means to take care of the physical and emotional wellbeing of learners so that they are in good hands and there are no safety constraints with regards to learning. It means learners are safe from violence and gangsters and there is no bullying by educators and they do not inflict any physical pain by administering corporal punishment.

FGP 4 stated:

It is to ensure that learners are protected physically, emotionally and spiritually.

SAPS 2 said:

It means there are protective measures in place to ensure safety of learners at school and they are being implemented effectively. Learners are under supervision of adults, dangerous objects which can hurt learners are removed and they are free from physical attacks.

SAPS 4 added:

It means creating a conducive atmosphere and environment for teaching and learning, the school is well built, infrastructure is sound, there is proper fencing, toilets facilities are in working order.

The responses from the majority of the participants indicated that they had a sound understanding of what care and safety of learners means. It was established that the participants put a lot of emphasis on keeping learners safe from physical harm but were silent on how emotional harm is inflicted; for example, verbal abuse can lead to

feeling unsafe in a learning environment. In addition, securing a conducive learning environment, protection from harm, safety policing, love, respect, transparency and clear care and safety policies and plans which are properly implemented were mentioned by participants as most important in ensuring care and safety of learners.

4.4 STRATEGIES THAT ARE USED TO MAINTAIN CARE AND SAFETY OF LEARNERS IN SECONDARY SCHOOLS AND THEIR IMPLEMENTATION

In order to be able to work towards promoting schools as safe haven for learners, it is important that schools have in place strategies which will enable them to maintain care and safety of learners so that effective teaching and learning can take place (Xaba, 2006). Care and safety of learners is important as it provides a conducive environment for learners to flourish academically (Kohn, 2004). As discussed in Chapter 1, the programmes which have been put in place to enhance care and safety of learners have intervention and prevention strategies. Intervention strategies are meant to address issues after misconducts which might threaten care and safety of learners have happened. They intervene or come in between so as to change or modify the situation. They are meant to be reactive because they are implemented after the events have occurred and measures have to be taken to rehabilitate or address the causes (Almerico, 2014)

On the other hand, prevention strategies are more of ensuring that care and safety of learners is maintained. Prevention strategies are more proactive intended to instill skills, values and knowledge and to build characters of learners on important aspects like how to live with others, how to be good and responsible citizens, how to bind together as diverse group and as part of the community etc. (Modishane, 2015) How the school positions itself in the community goes a long way to enhance safety. Prevention strategies therefore are meant to be long term and more effective. Hence, this section focuses on presenting data gathered on the implementation of both intervention and prevention strategies used to maintain care and safety of learners in the four secondary schools which were included in the study.

The strategies presented include (i) implementation of the school Code of Conduct; (ii) record keeping for maintaining of care and safety in schools; (iii) provision of school based social and emotional learning including guidance and counselling;

building character in learners; building character in learners by implementing programmes which raise awareness; modelling positive behaviour; parental participation in social and emotional learning programmes; (iv) performance of care and safety committees; (v) use of alarms, closed circuit television cameras or surveillance cameras and other security measures in schools; knowledge and skills to deal with disasters and other emergencies in schools; and (vi) monitoring and support provided by different stakeholders in the implementation of care and safety programmes.

4.4.1 Implementation of the school Code of Conduct

As stated in Chapter 1, the school Code of Conduct for learners serves as an important step towards fostering a culture of care and safety. It creates a context in which behavioural expectations are clearly communicated (Khomola, 2012). It sets a standard of moral behaviour for learners and equips them with the expertise, knowledge and skills they would be expected to display as worthy and responsible citizens (Botha, 2006; Mashau & Mutshaeni, 2013). A Code of Conduct has a set of rules outlining the social norms, behaviour, values, practices and responsibilities of individuals, party or organisation. A Code of Conduct is the framework from which care and safety is shaped within schools. It regulates the conduct of all stakeholders within an institution; hence, it is necessary that all schools should have it in place. It is the moral campus of how relevant individuals within institutions relate and conduct themselves to create an environment of care and safety. The Code of Conduct spells out the rules regarding learner behaviour within and out of the school and describes the disciplinary system to be implemented if learners transgress.

The Code of Conduct is both a preventive and also an intervention strategy in enhancing care and safety of learners. It is a preventive strategy because it stipulates rules and regulations which have to be followed by learners in the schools in order to build positive learner behaviour and ensure care and safety. At the same time, it stipulates sanctions for those who would not abide by what is stipulated in the Code of Conduct which is actually an intervention strategy which is meant to address the situation in order to ensure care and safety at school.

4.4.1.1 Availability of the Code of Conduct

The data obtained from the participants indicated that all schools under study had codes of conduct. This was also confirmed by observations of school documents made by the researcher. The following are comments from some of the participants:

EDO stressed:

Every school has to have its own Code of Conduct which must be in line with South African Schools Act of 1996. The Code of Conduct is reviewed annually at school to make amendments. Review ensures whether a policy is effective or not.

P1 said:

Yes, the school does have a Code of Conduct, which was crafted in the school in 2008 and was last reviewed in 2013.

However, HOD 1 from the same school as P1 appeared to have a different answer from that of the school principal as to when the Code of Conduct was crafted and reviewed. HOD 1 stated:

Yes, the school does have a Code of Conduct and it was crafted in 2004 and it was reviewed in 2010.

SGB4 said:

Yes, we do have the Code of Conduct; it was crafted in 2012, reviewed in 2014.

FGP3 noted that:

Yes there is the Code of Conduct for the school. It has been there since 1997, as we are told but it was reviewed in 2010 when we were still at the Primary school.

P2 stated that:

Yes the school has a Code of Conduct; it was crafted in 2014, last reviewed in 2016 when we discovered that it had loopholes. A meeting of all stakeholders was called so that amendments could be effected.

P4 responses also aligned with those of the other participants. However, the school had a different strategy as compared to other schools in ensuring that all stakeholders know the content of the Code of Conduct. P4 stated:

Yes we do have a Code of Conduct and it was crafted in 1996 and is reviewed every year by SGB members and after every review the Department of Education is given a copy. All learners were given copies and signed for them. In the third term school sends application forms to all parents who are interested to send their children to study at the school. Copies of the Code of Conduct are also attached. In January both the parent and the child have to sign to agree that they will abide by the Code of Conduct.

The researcher established that all schools had codes of conduct. However, there were variations in terms of the times they were reviewed. The period in which a Code of Conduct is reviewed is vital because it reveals what, when and how a school adapts and adopts to new concerns of care and safety that may rise as a result of societal and technological changes. It is also evident from some of the participants' responses that in some schools the codes of conduct are not reviewed annually as stipulated by the EDO participant. Some participants stated that their codes of conduct were reviewed after two years or more while others said they review them annually.

4.4.1.2 Stakeholders involvement in the crafting of the Code of Conduct

According to the South African Schools Act, the establishment of a Code of Conduct should be an inclusive process involving participation of all role players, namely, parents, educators and learners (RSA, 1996). The process must be open and democratic and provide opportunity for consultation and negotiation. It is assumed that if this is followed the entire school community will accept ownership of the Code of Conduct and participate effectively in its implementation (Mashau & Mutshaeni, 2013). Participants were requested to explain involvement of different members of the school community in the development of the codes of conduct in their schools. The responses of some of the participants are shown below:

SGB 3 stated:

Educators, parents, churches, department of health, department of social services learner representatives and SAPS took part in crafting of the Code of Conduct at our school, that is, all those who add value to children's education.

It also emerged that most of the stakeholders felt that learners were given a role to play in the crafting of codes of conduct and making contributions to matters they feel will enhance their safety at school. On the same view SSO 1 postulated:

Learners gave their inputs like the other stakeholders. The process was meant to give inputs as to how the school can ensure care and safety to all learners, they wanted to ensure that the rights of learners are upheld e.g. there is no corporal punishment, learners are not sexually molested and the dignity of learners is respected. It also ensures that all learners commit to obeying the Code of Conduct.

EDO also concurred:

Involvement encourages learners to be-in the process and what is in the Code of Conduct. It enables learners to be disciplined in the sense that they will be making contributions on the content and how it (Code of Conduct) should be implemented.

SSO3 also added:

All the stakeholders were involved in the process of crafting the Code of Conduct. The meeting was called, and the principal chaired the meeting. Educators were present; there were also parents and learners were represented by the RCL. Members of the SAPS, Department of Health and Department of Social Development and all other stakeholders who were there gave their inputs, and submitted them. After submission, the inputs were compiled into one document which is the Code of Conduct.

Involving learners allows them to make contribution about things that make them feel safe and cared for. Learners have a picture of what an environment which they thrive on looks like. The researcher also established that though learners were given the opportunity to make contributions towards the crafting of the Code of Conduct contributions of some of them were overridden by parents and educators. This is shown below. FGP 2 stated:

Educators, SMT members, members of the community feel they know what children should have so we feel as if our views are not taken seriously.

HOD 4 also revealed that learners in their school were not involved in developing the Code of Conduct:

All community stakeholders were present in the process of crafting the Code of Conduct. The SAPS and CPF were involved and they gave guidance on how to uphold the rights of learners as stipulated in the Constitution and other policy documents. Parents of learners were involved; they also gave their inputs in the process of crafting the Code of Conduct. However, the learners were not involved.

On the other hand, responses from learner participants in FGP3 show that involvement of learners in crafting of the Code of Conduct varied from school to school. FGP 3 explained:

Each stakeholder met in a separate room discussed how they would like the school rules to be crafted. After an hour, stakeholders met at the hall, gave a report of their discussion (plenary), gave inputs if they were happy with the sections in the old Code of Conduct. After reaching consensus the Code of Conduct was adopted as a final document. RCL who represented all the learners gave inputs, highlighting areas that are giving the school problems in the old Code of Conduct and these were taken into consideration.

The response from P1 was indicative that their school went an extra mile to invite even the member of political party and church members to assist in crafting the Code of Conduct and that learners were represented and were against corporal punishment. P1 stated:

All stakeholders were involved in the process of crafting the Code of Conduct and these included Department of Health, African National Congress (ANC), Social Development, Ward Councilor, Church members from different religions and learners. The Principal read the current Code of Conduct and all the stakeholders were given the opportunity to discuss what they want and how learners should behave. The inputs were combined into a document. Learners gave their inputs, stressing that those from the initiation school be given time to buy uniforms and that there should be no corporal punishment.

P2 responses showed that they used group discussions and then plenary to craft the Code of Conduct. P2 stated:

Parents, educators, RCL learners gave inputs on the day as way of discussions as groups. Each group's input was written down, presentations were made by groups. The inputs were formalised as the Code of Conduct. It was conveyed and endorsed at the Assembly.

When the SGB 2 was asked the same question, the response was similar to that of the school principal and he further added:

Prior to the crafting, stakeholders were given a copy of the old Code of Conduct. They were requested to provide inputs by highlighting where there can be amendments to the old Code of Conduct. The inputs were combined to make a draft. The draft Code of Conduct was read out to all the stakeholders so that they own the document. After that the document was finalised.

SAPS 2 commented:

All stakeholders were involved in the process of crafting the Code of Conduct. Each stakeholder discussed how the rules should look like but in line with the Constitution. The SAPS and social workers participated in the process.

The responses above show that some participants confirmed that all stakeholders from within and outside schools were involved in the formulation of the codes of conduct. Some learners, parents, SGB members, community leaders, security personnel, educators and department of education were involved in crafting of the codes of conduct. However, there were variations in the way the process was done in schools. Moreover, involvement of learners also varied. Some schools involved RCL as representatives of learners but it is were revealed by some participants that they did not solicit the views of the learner community before going to the discussions. In some schools, views of learners were overridden by teachers and parents. In others, it was stated that they only involved parents and not the learners who are their children. The responses of the participants were also in line with the copies of the Code of Conduct and SASA which the researcher had the opportunity to peruse. Observations revealed that some of the schools had displayed copies of the codes of conduct in notice boards outside the school and in principals' offices.

However, in others copies were only displayed in principal's office. Other participants confirmed that copies of the codes of conduct were written in three languages, namely English, Xhosa and Afrikaans. Copies were distributed to parents and learners.

4.4.1.3 The performance of sschool principals in the implementation of the Code of Conduct

Formulation of the Code of Conduct is followed by implementation in order for it to fulfill its objectives of maintaining care and safety for learners in schools. Participants were requested to explain the performance of the school principals in the implementation of codes of conduct. Understanding the performance of the principal in the implementation of the Code of Conduct is important because a principal plays the role of a strategic leader. He or she provides crucial support in the implementation of the Code of Conduct in order for it to be effective. The responses provided by the participants indicated how principals played various roles in the implementation of the Code of Conduct. The views of the participants are shown below. P1 said:

I have to ensure that educators perform their duties and also adhere to the duty roster of ensuring that learners wear uniforms, no late coming, no bunking of classes and ensuring that every member of the school community understands the Code of Conduct. Any misconduct is reported and handled by me but most times I involve the SMT.

P2 stressed:

I have to ensure that learners understand that the Code of Conduct and measures to be taken should it be breached.

P3 added:

As the principal I am the primary custodian of the Code of Conduct. I always ensure that all systems are in place for the implementation. I also make sure that the Code of Conduct is a working document because I am accountable and responsible for its implementation and to ensure that educators, learners and parents understand and adhere to the practice of positive learner

behaviour. I also have to ensure that educators do not use corporal punishment.

Also SGB 4 stated that:

The principal has always ensured that both educators and learners obey the Code of Conduct. He has always urged us to encourage positive learner behaviour.

SGB 2 commented:

The principal has always ensured that the educators adhere to their duties; they do what is required of them and upholding learners' rights within the school premises. Hence the principal visits classrooms to see whether teachers are present throughout teaching periods and are teaching and learners are not wondering around breaking rules and doing things which will endanger the safety of other learners.

P4 corroborated:

I ensure that there is maximum discipline of learners and members of staff inside and outside classroom. As the principal I also take time to patrol the school premises to ensure that teaching and learning takes place, there are no learners in the toilets and no bunkers.

HOD 4 expressed:

I am the head of discipline at the school, assisted by the Principal. We split discipline duties between the two of us. So far we have been performing those roles well. We have not had major incidences. Educators have also been of great assistance as they have ensured that learners obey the Code of Conduct. They have also assisted in the disciplinary committee and the implementation of the school rules.

The researcher noted that even the learners were aware of the role that the principal is meant to play in implementing the Code of Conduct. FGP 4 stated:

The Principal makes it a point that learners come to school in time, they are in class, and those that are not obeying the school rules are sent home to fetch parents. He gives instructions to educators to control discipline in the school and in their classrooms.

Additionally, members of SAPS gave their views on the same question. The following are a representative of their responses. SAPS 2 explained,

SAPS 2 articulated:

We also check for learners who play truant, take those learners back to the school, and the principal refers them to the Social Workers for assistance with the consent of the parents. The principal has done very good job in this aspect. It is only that sometimes Social Workers do not perform their role properly because you find some of the learners are behaving worse after the visit. We are not sure whether the assistance they are given is adequate or not.

SAPS 3 stated:

Principal invites us SAPS to give educative talks to the learners because it is also stated in the Code of Conduct that as SAPS we shall work together with the school and the community at large to promote care and safety of learners.

It was established that the principal is the one who supervise both educators and learners in ensuring that the Code of Conduct is adhered to. He/she can delegate duties to subordinates to make sure the Code of Conduct is successfully implemented. The principal also co-operates with the police service and other external stakeholders to come up with projects that enhance the success of school safety in line with the Code of Conduct. In addition, the responses were indicative that it is important for the principal to make sure that the learners are well informed about the Code of Conduct so that they are part of the formulation of such rules, why they have been formulated and why they should comply with them.

4.4.1.4 Performance of educators in the implementation of the school Code of Conduct

Participants were requested to explain the performance of educators in the implementation of school Code of Conduct. The request for the information is important because educators spend more time with learners than the rest of concerned stakeholders. Educators can shape the behaviour and conduct of learners by virtue of spending more time with them. Educators remind learners about

the school Code of Conduct, the importance of adhering to the Code of Conduct at all times. Educators can also punish or put learners who misbehave in detention. In addition educators can also recommend learners for disciplinary action and give warning to contraveners. All these measures are done in order to enhance care and safety of learners.

This is supported by the response which was given by SSO 2 (SSOs are teachers) as follows:

As SSO and also a teacher I ensure that all learners are in class through checking the register, reporting and recommending learners for disciplinary proceedings if there is need. I also monitor their conduct during sports.

P1 and P2 concurred:

The educators adhere to their duties; they do what is required of them in terms of implementation of the Code of Conduct. However, we ensure that in the process they uphold all learners' rights as stipulated in the Constitution, SASA and the Convention on the Rights of the Child. For example educators are not allowed to use corporal punishment.

HOD 2 added:

Educators assist the school principal in the implementation of the Code of Conduct and we also ensure that as educators we do our duties and that learners adhere to school rules.

HOD 3 stated:

Educators ensure they perform their duties and adhere to the duty roster by ensuring that learners are wearing uniform, do not come late, do no bunk classes etc. They also control behavior of learners inside and outside classroom, making sure that no cell phones are used in the school yard, there are no learners who have hidden in the toilets to skip or bunk classes.

SSO 3 articulated:

As educators we ensure that we monitor late coming, honour duties at the gates by ensuring that names of late comers are written, gates are locked at the appropriate time and monitoring of detention classes. We also instill care

and safety by controlling of behavior of learners inside and outside classroom, no cell phones in the school yard etc. We give each other support when honoring our duties, as a way of back up, for the effective implementation of the Code of Conduct.

HOD 4 further explained:

We ensure that all learners understand the Code of Conduct, and consequences for not obeying it. Ours is not to punish the learners but to prevent them from doing wrong things. On Mondays all the learners who have transgressed are called to the assembly .We ensure that transgressors serve the detention, and that all educators honour their duties.

SSO 4 echoed his sentiments:

As educators care and safety is our responsibility, we ensure that everybody adheres to the duty roster, adhere to our duties otherwise there will be chaos. We do what is expected of us and by upholding learners' rights that are entrenched in the South African Constitution. We have to fulfill the principle of "in loco parentis" where we have to exercise duty of care to our learners when they are at school.

The statement above shows that educators play a crucial role in the implementation of a schools Code of Conduct since they spend more time with learners when they are at school. They are responsible for imparting the school ethos and rules and ensure care and safety for all learners.

4.4.1.5 Performance of Representative Council for the Learners (RCL) in the implementation of the school Code of Conduct

Participants were requested to explain performance of RCL in the implementation of the Code of Conduct. It emerged that learners had different roles to play as a way of promoting self-discipline among peers and being responsible for their own behaviour. The performance of RCL who represent the learners is shown in the statements of participants provided below. P1 explained:

RCL is supposed to be a link between the educators and learners and they are expected to fulfil certain responsibilities or duties like for example to write down the names of late comers and submit them to the educators on duty.

HOD 4 stated:

They are expected to maintain order during Assembly, to make sure that learners are quiet. During breaks they are supposed to patrol playgrounds and to intervene if there are fights. They also have to look for those learners who want to skip school by jumping over the fence and ensure that there is no violence in the school.

CPF 1 stated:

They patrol the school in pairs to solve fights. They check the toilets for smokers and ensure that in classrooms all learners respect each other and there is tolerance and assist subject educators to control discipline and conflict resolution. They ensure that in the toilets there is no vandalism and graffiti on the walls. They also assist with printing tickets and maintaining order at the entrance during school functions. They also report those with dangerous weapons especially during extra mural activities.

SGB 2 declared:

RCL is supposed to look at issues of the learners and assist in maintaining discipline. Although they are supposed to keep a closer watch at the learners, they are not given the rights to punish them. They assist in the implementation of the Code of Conduct. They are having a liaison officer Mr. Geoff Meyer (Pseudonym). He educates the RCL in the induction workshops about their roles and responsibilities.

FGP 3 expounded:

In the absence of educators RCL act as the eye of the educators, report learners who are carrying dangerous weapons, drugs and are responsible for reporting breach of school Code of Conduct to relevant staff. They also solve fights, ensure that learners respect both educators and their peers and monitor bunkers.

FGP 4 stated that the role of the RLC was to assist educators with discipline in and out of the school environment. They stated:

RCL help educators with discipline around the school and also during extra mural activities, to intervene in fights and identify those learners that disgrace the school, especially when there are visitors from other schools or when we visit our neighboring schools.

The above responses from participants reveal that RCL in the implementation of the Code of Conduct is to be the eye of the principals and educators in the process. They are supposed to patrol playgrounds and ensure that learners do not fight. They also have to look for those learners who want to skip school by jumping over the school fence. They check hot spots like the toilets where learners hide and smoke and take drugs and also there is no vandalism and graffiti on the walls. They also have to ensure that in classrooms all learners respect each other and the educators and assist subjects educators in maintain discipline in the classrooms. They assist with printing tickets and maintaining order at the entrance during school functions. They also report those with dangerous weapons especially when the school is having extra mural activities. They are expected to maintain order during assembly and ensure that learners are quiet.

4.4.1.6 Measures taken against learners who contravene the Code of Conduct

It was also paramount to know the strategies that are used by schools to deal with learners who contravene the school Code of Conduct. Measures taken to deal with learners who contravene the school rules are usually outlined in the school Code of Conduct. They include giving verbal and written warning, giving learners black marks, detentions, punishments, suspensions, expulsions and in extreme cases like violence, carrying of dangerous weapon and/ or drugs the South African Police Service is called to intervene. Where possible, learners are recommended to seek specialist help or go for rehabilitation. The following are comments from the participants:

P1 had this to say:

Detention classes which are monitored by educators and we also have suspensions ranging for a week or two weeks depending on the nature of the misconduct. However, we try as much as possible to ensure that there are no expulsions because every learner deserves to have a sound education so we try as much as possible to adopt verbal warning. We are let down sometimes by educators. Some of them do not show commitment in enhancing positive learner discipline. They are not willing to stay behind after school to monitor detention classes.

P2 commented:

Though the schools suspension involve parent and detention, you will find that these strategies are not yielding results because some of the learners continue to breach the Code of Conduct on purpose, they challenge the rules and want to gain popularity from other learners. Some want to be away from school for a while so they act as truants on purpose.

HOD 1 further elaborated:

For learners who show aggressive behaviour, like possession of dangerous weapons and drugs, the SAPS are called to do random searches and suspensions are given to serious misconducts like petty crime, fighting, use of vulgar language and disrespecting educators as highlighted in our Code of Conduct.

It emerged from HOD 2 that using suspension as a means of reprimanding those learners who breached the Code of Conduct had to be dropped out.

There are verbal warnings for minor transgressions and serious matters such as bullying, fighting at school, a letter is written to the parent, and if the behaviour persists, the learner is suspended. However, we have noticed that this measure seems not to work because most of the learners prefer not to come back from suspension. They drop out. The other issue is that parents are reluctant to attend disciplinary hearing. Sometimes they even refuse to give permission for learners suspected of abusing drugs and carrying dangerous weapons being searched.

CPF 5 expressed:

We also patrol the areas that surround the school, looking for those learners that would have jumped the fence or hide under bridges, the SAPS always assists us to take them back to the school. These learners are usually referred to the Social Workers for counseling instead of expulsion.

SGB 2 added:

There should not be punitive but be a deterrent. The Class teachers, Grade head, Deputy Principal and Principal are channels of dealing with learners who contravene the Code of Conduct. Records are kept at all times. Repeat offending warrants suspension of 7 days, the recommendation is sent to the District office.

SGB 2 continued:

When recommendations are sent to the district office they are supposed to act by either expulsion or suspending the learner who has misbehaved. However, the main challenge is that the district office takes very long to respond and the school has to handle the process and sometimes we end up being vulnerable because the safety of learners is compromised.

SSO2 stated:

If the learner transgresses for the third time, (the marks accumulate to 50) the matter is referred to the Disciplinary Committee (DC). There are misconducts that warrant DC, such as fighting at school, found in possession of drugs/alcohol, bullying. In such cases the parent is also called, the RCL in the SGB are called. The DC decides whether to suspend the learner or refer him/her to Social Workers. The suspension is a week. Here sometimes we have challenges because many parents are reluctant to attend the hearings. Those who attend participate minimally citing the fact that they are not aware of the documents and others say they do not understand it even if it is given to them well before the meeting as stipulated.

SSO 4 explained:

Not all learners obey the Code of Conduct, they are not serious about schooling, and they are undermining the rules of the school so we always suspend them. The problem always comes from home because the parents

are not assisting us in disciplining their children so they do not know why they are at school some think they are above the school, they want to be popular to the peers. We have also had expulsions at the school that have taken place to those learners who are members of gangs.

CPF 2 highlighted that parents of the learner were usually called in before action is taken. The participant explained:

The parent is called and explanation is given him or her. The parents are also asked to refer to the Code of Conduct so that they can see for themselves that their child has indeed breached the Code of Conduct. For instance we had one learner who displayed aggressive behaviour and stabbed another learner in 2010; he was also found in possession of dagga. It was agreed as the school management that the learner should be sent to the rehabilitation centre instead of expulsion.

CPF 4 explained that the problem in dealing with learners that contravened the Code of Conduct was shortage of educators. The participant commented as follows:

Our learners are not obeying the Code of Conduct, there are some learners that are doing wrong things like doing drugs, and there is a shortage of educators. The educators are also overloaded, some classes are without educators, this hampers strategies that are put in place to see how we can assist those learners that break the rules and ensure care and safety for all the others.

A similar pattern emerged from the responses given by learners with regard to measures taken by the schools for those learners who fail to comply abide with the Code of Conduct.

FGP1 stated:

There are expulsions at the school that have taken place to those learners who are members of gangs, who did not want to obey the rules. SAPS are called in to handle cases involving violence, drugs, assault and aggression, because corporal punishment has no place in the society or within our schools.

FGP2 expressed:

Our educators are to blame for the strategies they use for some of our peers to reprimand them. Some educators utter statements that are provoking learners, some learners backchat, and retaliate with such statements. Sometimes when certain learners commit misconduct educators show favouritism and give lenient punishment while it was supposed to be a severe one. Learners who are favoured are those who are bright and others relatives of teachers. Favouritism and inconsistencies by teachers lead to learners who are well behaved misbehave when they see those who are misbehaving not receiving punishment.

Responding to the same question, SAPS 3 underscored that learners usually breached the Code of Conduct on weekends and this negatively affected the image of their schools. He stated:

There are some learners that are out of control, those who do wrong things such as drinking in public, using drugs especially on weekends. This spills over to the school, they are not respecting the school rules. So we identify those learners by patrolling drinking places and apprehend those that are drinking and are below the age of 18 and on Mondays their respective schools are informed so that disciplinary action can be taken.

The above information from participants reveals that there are various measures that are taken to deal with learners who contravene the school rules which are usually outlined in the school Code of Conduct. They include giving verbal and written warning, giving learners black marks, detentions, punishments, suspensions, expulsions and in extreme cases like violence, carrying of dangerous weapon or drugs SAPS are involved in the cases. Some participants stated that counselling and rehabilitation are also used as strategies of dealing with learners who contravene the

school Code of Conduct especially those who have been using drugs and alcohol. The other issue mentioned by participants is that parents are reluctant to attend disciplinary hearing and they also refuse to give permission for learners suspected of abusing drugs and carrying dangerous weapons to be searched.

There are a number of challenges which have been identified by participants, namely; some of the educators do not show commitment in enhancing positive learner discipline. They are non-cooperative and unwilling to stay behind after school to monitor detention classes. They also inform learners they know or those who are relatives when there is search for drugs and dangerous weapons. Moreover there are educators who are very friendly with learners and it becomes difficult when they have to monitor those learners that have transgressed. RCL are afraid to forward to the school for detention names of their friends or those boys who are bullies. Consequently learners who are supposed to appear in the disciplinary committee as witnesses do not do so because they fear revenge from learners who have been charged. This means the learner will either get away with lesser penalty or will be acquitted and continue contravening the Code of Conduct. There are parents who question the Code of Conduct, disown it and claim that they were not there when it was crafted. This happens mainly in families with parents who have legal background and particularly when their children have been given penalty for misconduct.

4.4.2 Record keeping for maintaining of care and safety in schools

According to studies done, schools which keep records effectively are able to improve safety and care environments (Makota & Leoschut, 2016; Kemunto, Role & Balyage, 2014; Burton & Leoschut, 2012). According to Amanchukwu (2015), school records include books, documents, diskettes and files that contain information pertaining to care and safety at the school. Records assist responsible authorities within a school to identify hot spots, anticipate danger and can be the basis for formulation of preventative and intervention strategies. Proper record keeping also enable schools to assess the progress in the implementation of their codes of conduct. Record keeping if done well also helps to maintain transparency between the educators and the learners as well as the community especially parents. This

study looked into how the implementation of record keeping is ensuring the maintenance of safety and care in schools.

Responses from participants revealed that schools kept records to allow for monitoring of improvements relating to care and safety and also to use it proof and for future references. In other words they are expected to keep records of the incidences which occurred, a record of misconducts happening in the schools and they also have to document individual learners' misconducts. The following are statements from some of the participants:

P2 stated:

Record keeping is relevant for reference purposes, as well as how to deal with similar situation in future. You can detect what was effective or not, to identify if there is a trend, to pass the correct sentence.

P4 explained:

It is relevant because, it gives the school evidence of the children who do not want to obey the school rules. The school can follow the child's behavior, if there is an improvement or is it becoming worse. It gives the school the right to expel or suspend a child. Record keeping is one of the requirements of the DoE.

Heads of Departments also indicated that record keeping was vital and that educators and class representatives were also tasked with keeping records. The following are some of the comments from participants: HOD 1 stated:

Record keeping is important to decide on an effective sentence to be given. Class representatives keep a file that assists during the Disciplinary process, and educators also have files to record transgressions.

HOD 2 commented:

Yes we keep records because it serves as proof to ensure that learners take responsibility of their misconduct. It helps the authorities when they have to pass a sentence, to take the correct decision. It helps to identify which learners need urgent attention such as calling parents and social workers.

SSO 1 noted:

We have record system. It is relevant because it gives evidence for each and every incident at the school, and if follow up were made or whether the learner was the first time offender.

Responding to the same question SGB 3 responded:

We do keep records and we use these to show the parents of the learners who will have contravened the Code of Conduct the misconduct so that they can work with the learner to transform or change behaviour.

SAPS members and CPF members' responses showed similarity with the other participants.

CPF 3 commented:

Keeping records helps us to check whether there is pattern of the cases that are reported, and this makes it easy to identify the loopholes in our care and safety measures in our school.

Regarding the same issue, focus groups of learners also reiterated what emerged from other participants, for example, they said:

FGP1:

It is relevant because, it helps to know which of the strategies are working, which ones are less effective. It helps to identify the reason for the misbehavior and seek the right corrective measure. We are always informed about the type of records which are kept by the school.

EDO 1 echoed the same sentiments with the other participants and said:

Schools are advised to keep records of what takes place in their schools, so that when cases are brought to us we want to see if such cases were ever recorded and what strategies or remedial action was taken against the learners. But it is you hardly find proper records in schools. They are often incomplete and at times meetings are held by committees but minutes are never taken.

The above responses reveal that record keeping is relevant in keeping track of the trends as well as reference mechanism, to take the appropriate action against those learners that breach the Code of Conduct. It also helps to give evidence, to

determine whether the learner is a first offender or a habitual offender. Hence, it may be implied that record keeping assist schools to identify any loopholes in strategies they adopt for care and safety and promoting discipline in their schools and which corrective measures can be taken so that effective care and safety measures can be ensured and proper teaching and learning can take place in schools.

While the participants gave their views on record keeping and the benefits in ensuring care and safety of learners, there a number of challenges which they identified in the process. Among such challenges are important minutes of committees like school safety committee, disciplinary committee not written and not being available. Some important records are either not written properly or are missing and this also affects how the disciplinary committee functions and issuing of verdicts for different misconducts. The following are some of the comments from the participants:

HOD 1 stated:

The records are not up to scratch. Many times minutes of the safety committee are not available because they are never written. SSO and DC do not keep records and that sometimes it affects decisions made on some of the cases they preside.

FGD 3 commented:

Subject educators have books where they record learners who have committed misconduct, for example those who leave textbooks at home or not wearing uniform or disrupting lessons. But there is educator bias especially favouring learners who come from well off families and children of politicians. Their names are not recorded and they do not get punished or they get lenient punishments despite the fact that their misconducts warrant more severe punishments.

SSO 2 commented:

There are too many people keeping records. As a result subject teachers, class teachers, HODs, SSOs SGBs etc. have very different records on same learners or misconducts. Records are not really kept properly they are disorganised and ad hoc.

P3 stated:

For serious misconduct records are kept by Grade head. The main challenge is that since there are no proper records kept, learners are given lenient sentences.

SGB 4 stated:

Principals keep records and this helps because they are locked in a strong room to serve as references to pass the right punishment. However, at times he also does not have all the information but whatever he has is more correct than ours and at least it is well kept.

The above responses from participants reveal that record keeping has numerous limitations to the extent that it affects penalties given to learners. It is also likely to affect monitoring and other decisions pertaining to care and safety of learners.

4.4.3 School-based Social And Emotional Learning programmes

Social and Emotional Learning (SEL) is “acquisition of skills to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively” (Brown, Low, Smith & Haggerty, 2011:25). In other words it refers to skills to manage self, relate to others positively and make responsible decisions. There are five key domains of social and emotional learning skills, namely; self-awareness, self-management, social awareness, relationship skills and responsible decision making. Studies demonstrate that learners who are exposed to SEL activities feel safer and more connected to school and academics, build work habits in addition to social skills, and build stronger relationships with peers (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Brown, Low, Smith & Haggerty, 2011; Espelage, Basile & Hamburger, 2013). In addition, SEL programmes are developed to prevent school violence, including bullying, are intrinsically linked to learner’s ability to manage emotions, regulate emotions, to communicate and solve interpersonal conflicts.

4.4.3.1 Availability SEL programmes and role players

Participants were requested to shed some light on whether schools had school based support programmes (SEL) and who are the role players in their implementation. The responses from the participants revealed that most schools had SEL programmes. It further emerged from the participants that these were programmes in place to support vulnerable learners, learners who have been bullied and those who have been continuously absent. Data revealed that there are some schools which have established committees who deal with it but the responsibility lies mostly with Learner Support Agents (LSA) and Life Orientation (LO) educators who often do home visits. Their visits were aimed at establishing the reasons for continuous absenteeism.

P3 explained:

Yes the school does have such programmes, the School Based Support Teams (SBST) which is made up of the LSA and LO educators are responsible. They look at the emotional and social state of learners. Learners that are not well dressed and those who show signs of being in distress are referred to the SBST, and Social Workers. Learners who are withdrawn are also referred to the SBST. Educators do that on their own in consultation with the Principal.

P4 conceded:

This is a very functional programme with its committee members. The LSA and LO educators being among the members do the SEL work by identifying bullied learners, emotionally depressed learners and learners that have been abused, and send reports to the Principal. The role is to ensure that there is no violence and no aggressive behaviour that is tolerated.

The same sentiments were expressed by SSO who stated that although there are committees in some schools, the LSA and LO educators take a lead role in addressing the social and emotional problems of learners in schools. The following are some of their comments:

SSO 1 concurred with other participants:

Yes, the school is having such programmes that are driven by the LSA, Association of Teenagers Against drug Abuse (TADA), Social workers, and local clinic. They take care of bullying cases, abused learners and learners who desperately need love, and comfort. The LSA and Social partners are in-charge of this. The committee detects a problem, discusses it and if they feel it should be handled by a person with expertise, it is then referred to a Pastor or the Social workers for counseling.

SSO 2 concurred:

Yes, the LSA works hand in hand with the Sophakama Organisation which provides social services. Learners that need to be taken through anger management sessions are referred to the LSA. Those learners with drug problems are referred to the Social Workers to undergo rehabilitation.

SSO 4 concurred:

The SEL programmes do exist at the school, to monitor learners with social problems. The LSA and LO educator do the duties, to follow continuous absenteeism of learners, visit the homes of those learners, to deal with emotional issues that are bothering learners. To report extra ordinary cases of misconduct to the DoE but, results are kept secret.

From the above it is evident that in the schools that have SEL committees, the LSA and the LO educators are the driving force behind the implementation of the programmes. School Governing Body Chairpersons were also asked to share their views on the issue at hand. They concurred with the other participants.

SGB 4 explained:

Yes the LSA and the LO, the Social Workers form a committee to assist vulnerable learners and those that need assistance on how to manage anger. They also follow those with continuous absenteeism records, checking if there was bullying or abuse that has taken place. The committee is doing very well, they come to school on daily bases and listen to children's problems trying to sort them out.

FGP 3 had a similar response:

We know the programmes are here to assist some of our friends that have problems at home, some that are sick and those who do not have parents. These programmes are helping us a lot.

FGP 4 affirmed:

The LSA visit homes of absent learners, to find out reasons for being absent from school. They also inform us that they are available to do counselling but serious cases are referred to the social workers.

On the same question the EDO1 confirmed:

SEL programmes are implemented by the LSA and the LO educators who work with professionals such as Social Workers. Their priority is on learners who are vulnerable; who need social grants whom they assist by applying through the South African Social Security Agency (SASSA).

Information obtained from participants above reveal that there are committees namely, SBSTs in some of the schools which are responsible for providing social and emotional support to vulnerable learners. Such learners include those who have been bullied, those who have been abused, those who are frequently absent from school, those who require assistance with anger management etc. It was also revealed that although there are committees in some of the schools, the work is done by LSA and LO educators who go to learners' homes to check on those who are frequently absent. They also deal with those who have been bullied, abused and their perpetrators. At times, they provide support in form of counselling but most of the times they inform principals after which they refer them to social workers and NGOs for support. It should be reiterated that not all schools have established SBSTs. Hence, not all learners who require social and emotional support receive the assistance.

4.4.3.2 The effectiveness of SEL practices in schools

The participants were requested to state which SEL practices were most effective in their schools. The most common practices that were identified by the participants as effective were home visits where learners are provided with essentials like food,

clothing, financial assistance etc. The responses of the participants are shown below. P1 explained:

Home visits to vulnerable learners and provision of food parcels and clothing are the most effective. Home visits by the LA and the committee is most effective strategy, they are able to handle bullying and continuous absenteeism cases. The visits also include meeting parents and if there is child neglect they are referred to the social workers as specialists.

P3 had the view that:

The most effective strategy is home visits. LSA and LO educators investigate the problem of each learner who has been identified, if the need is clothing, measures are taken to buy clothes/shoes for the learner through the clothing bank of the school. If the problem is food, there are food parcels that are organised by the school, and some learners are allowed to stay in the hostel if they cannot pay the hostel fees. At the same time the Department of Social Development and SASSA are contacted to ensure that the affected learners receive social grants. Provision of counselling services for abused and sexually molested children is also organised.

On the same issue learners in the focus groups echoed the same sentiments with other participants. FG 1 stated:

The most effective strategy is to visit the homes of learners who are always absent from school and to provide uniforms to those who need them and food parcels for those that are struggling.

FG 2 explained:

I think the issue of encouraging us to open up and how as learners we handle personal issues is assisting us a lot. Our main concern is that social workers take long to assist us and at times it is done only once while at times we feel we needed more sessions.

FG 3 explained further:

When educators and the LSA talk to learners who have problems aside is good and this is done without other learners knowing what transpired.

The above information obtained from participants reveal that most of the learners who were frequently absent from school required physical support. They received food, clothing and financial assistance after which their school attendance improved. Although those who required counselling were assisted they felt that it was not adequate and the social workers took a long time to assist them. Similar statements were echoed by same participants when they were requested to explain how they felt counselling services were implemented in their schools. The following are their comments:

P1 stated:

The LSA does the job of being a counselor, also Life Orientation educators assist the LSA. We have a committee and it is functional because if counseling has taken place, the attitude of the learner changes. The committee usually educates learners about how HIV/AIDS is contracted, symptoms and results and then advises them to go for voluntary testing in the clinics. Also as Principal and the Deputy Principal counsel some learners when they have time but they are not trained in that.

SGB4 commented:

LSA and the LO educators do wellness at the school, they are doing a good job but more delicate and serious cases are referred to professionals like Social Workers and nurses. The committee is functional because cases are dealt with promptly before they escalate and become uncontrollable.

EDO's response was:

LSA does the job of being a counselor, also Life Orientation educators assist the LSA. But they are not trained adequately and they cannot do the work properly. Sometimes children refuse to open to them about their issues because they do not trust them. There are no committees in schools except those in Quintile 5.

CPF2 commented:

Social workers are too overwhelmed with work, such that they do not attend to the referral cases promptly. They take long time to address such referred

cases. By the time they attend to them, a learner has committed several acts of misconduct, has joined gangsters and has become addicted to drugs.

CPF 3 stated:

The Wellness committee is there to conduct guidance and counselling sessions at the school. But the committee is not functional and the Principal has to help them to do counselling to learners who are bullied, and sometimes cases are reported but there is no follow up.

FGP 1 commented:

Guidance and Counseling is done by the LO educators and serious cases are handled by the Social Workers. The committee is partially working because they work when there is crisis situation only. It functions when there is a problem. They are assisted by the Principal and the Deputy Principal at certain times to do counselling sessions to learners.

FGP 2 also added:

Guidance and counseling is done by LO educators and LSA who is employed by the DoE. But it is not functional because there are a lot of learners that need counseling. There are many learners that are doing wrong things, like continue to smoke in the school premises, associate themselves with gangs in the community but they are not helped.

FGP 3 stated:

Not all learners are willing to open up to the LSA and LO educators. Learners feel that the LSA as a young adult is not trusted to keep sensitive issues such as disclosure of HIV status upon voluntary testing confidential. Also LO educators, who happen to be women are not trusted by learners, as some of these educators have "liberal lips", as they divulge confidential issues of learners to their colleagues.

The above information from participants revealed that there is reliance on LAS and LO educators to provide guidance and counselling sessions in schools but they are not adequately trained. Serious cases are referred to social workers who take long to attend to them. There are supposed to be wellness committees in schools to carry on the function. However, only schools in Quintile 5 have functioning wellness

committees. In other schools there is tendency to react only when there is crisis. There is more of reactive than proactive action. In some cases principals have to assist with guidance and counselling although they have not been trained. It was established further that the social workers are too overwhelmed with work, such that they do not attend to the referral cases promptly. They take too much time to address such referred cases. By the time they attend to such cases, a learner has committed several acts of misconducts, has joined gangsters and addicted to drugs. Moreover although there is much reliance on LSA and LO educators, they also do not have proper training in the area. They still require capacity building.

Besides provision of counselling and physical support to learners, data collected revealed that there are other SEL programmes which are in place in schools. They are building character in learners, building character in learners by implementing programmes which raise awareness and modelling positive behaviour. The implementation of the three strategies are presented in the subsequent section .

4.4.3.3 Building character in learners

Building character in learners is important in terms of enhancing the five key domains of social and emotional learning that is self-awareness, self-management, social awareness, relationship skills and responsible decision making which in turn leads to a safe school environment for all learners. Participants were requested to explain how it is done in their schools. Information obtained from participants showed that building character in learners is evident during tuition when educators embrace high achievers by giving positive reinforcements for answers, pasting of stickers in learner's workbooks and scripts acknowledging their achievement. All learners discuss their performance in school work, tests, and examinations etc. individually with the educators. This is also seen at the sports field when coaches praise learners for doing well. They encourage competition between learners and motivate them to aim for high marks. Similarly, those who have not achieved well are encouraged and motivated in a very positive way to work hard. Their efforts are applauded and they are encouraged to put in more effort with the educators providing more support and guidance.

Participants revealed there are quarterly reports issued by the schools showing the progress of every learner in terms of achievement and where improvement should be made. There are end of the year prizes given to top achievers in both academic and extra mural activities. In such awards character building instead of character destruction or condemnation is encouraged in the schools particularly when rehabilitated learners from acts of misconducts and delinquency receive awards of good behaviour. It was also revealed that reprimands end on positive note because at the end of the week, learners choose the ambassadors of that week and the best learner in that regard will wear the badge for a week.

Participants revealed that educators encourage tolerance, put emphasis on cultivating a sense of love instead of hate irrespective of different views held by learners. It was also revealed that during roll call class educators spend 3–5 minutes raising awareness among learners on how to behave towards others, how to respect and stick to norms and values, dangers of gangsterism, and drugs. This is intended to cultivate a culture of care and safety in the school. Participants revealed that

cordial relationships exist between learners and educators and this creates opportunities for interaction and add voices in decision making. The responses showed that educators focused on passing positive and encouraging comments to all students regardless of their contributions. Educators also use jokes to illustrate certain points. They also engage in activities such as team building to ensure that everyone feels being part of the team. Team building also provides high impact learning and improves morale and learner performance. The following are comments from some of the participants: P1 stated:

Educators are encouraged in staff meeting to engage all learners, start from simple to the abstract. They also use positive reinforcements in the form of stickers in learner's scripts, such as 'excellent, good, you are doing well, keep it up, there is room for improvement' etc. Tolerance is also encouraged and learners, are encouraged to aim high in tests and assignments. There are rewards at the end of the year such as trophies and certificates for top achievers. The rewards are also presented to learners who are doing well in sports.

P4 also added that confidentiality was promoted between educator and learners:

Feedback of every test is given in class, comments are written on learners' books, and educators are encouraged not to discuss learners' performance with other learners. There are certificates which are issued quarterly to learners who have excelled, this also boosts their confidence and motivate others. Learners are encouraged to set differences aside at the school, no politics in the school yard. The school is a multi racial school; learners are told they must follow the Code of Conduct and no racism at the school.

The HODs' responses were similar to the previous views; they were in line with the school Principals. They gave the following responses:

HOD 4 commented:

Educators encourage competition between the learners. They print the top 10 learners and mount the list on the wall for every learner to see and this works as a motivation to learners. Reprimands should end up with positive things. There is a system where each week we choose a learner who has been the ambassador of the school. The learner is given a badge to wear for a week.

Rewards are also given to learners for wearing uniform, showing leadership as class representatives or RCL members.

The school safety officers reiterated the responses of the school principals and the heads of departments.

SSO 3 stated:

Learners are encouraged to aim high in tests, assignments. The way educators speak to learners determine how learners should behave. Educators are always encouraged not to touch the personality of learners and their backgrounds.

SGB 2 commented:

Educators are encouraged to also show respect to the learners, the educator's voice should be calm, they should be in a position to understand that these are learners, and there should be no communication gap. They should have a sound and respective relationship with the learners.

Learners' focus groups were asked the same question; some responses were in line with other participants. It was revealed that educators make sure learners do not ridicule or make a mockery of the learner's marks or answers in class. FGP 1 explained:

Educators at the school do motivational talks during the administration period. They encourage learners not to ridicule other learners, or laugh at other learners when they give wrong answers.

However, FG3 revealed:

Educators in the school are always encouraged in staff meetings to talk to learners in a respectful manner, upholding learner's rights is also emphasized. There are educators that use offensive language that demoralizes learners, there are negative comments that are written in learner's books e.g. "How can you get such marks?" thinking that a learner has copied. Educators are encouraged to control their anger, to promote unity in the school.

The information given by the participants reveals that the schools employ a variety of methods to build character in learners and establish cordial relationships with the

teachers and fellow learners. It emerged that rewards are also given to most learners that have improved in terms of behaviour and performance either in class or at the school in general. Rewards are also given to learners for wearing uniform, showing leadership as class representatives or RCL members. In addition the fact that learners are treated in the same manner promotes fairness in these schools. However, negative comments that were being made by learners show that there is need for the educators to be aware that such comments on learners may affect their performance negatively. Moreover, these learners may see the school environment as not being safe for them and thus promoting truancy.

4.4.3.3.1 Building character in learners by implementing programmes which raise awareness

Information gathered from participants revealed that there are awareness raising programmes which are implemented by different stakeholders in schools under the study. Awareness raising programmes are meant to build positive behaviour among learners. In other words they build self-awareness, self-management, social awareness, relationship skills and responsible decision making skills so as to ensure a safe school environment for all learners. Participants provided a number of awareness raising programmes which have been implemented by different stakeholders in the schools to enhance positive change among learners. The following are comments from some of the participants:

P2 stated:

Provision of efficient knowledge on HIV/AIDS to learners is done by all class educators and during Life Orientation lessons. Life Orientation is a study of self in relation to others. It prepares learners for life and also teaches them responsibilities and how to live and relate to others. During Life Orientation classes teachers deal with HIV/AIDS issues extensively and other issues which provides them with life skills. The main challenge is our teachers are not trained properly and also some of them are not free to discuss sexual issues because of cultural practices.

P3 commented:

Educators educate learners that an HIV/AIDS positive person is not different from other people and that HIV is not a death sentence. People who are living with the disease should not be discriminated, they should not be ridiculed, instead they should be loved, be cared, be comforted. They motivate learners to go for voluntary counselling if they are sexually active. We also hope that as they are being informed by educators they are able to educate their own siblings and parents.

P1 explained:

There is encouragement of abstinence of learners in sex which is done by educators. Those that are sexually active are advised to use condoms. Furthermore, in these communities there is high rate of HIV/AIDS and unemployment, there is a programme called HIV and ME, which is sponsored by SHELL, which encourages people to go for voluntary testing, disclose their status. For every attendee, there is money that is given to those present at the meeting. Educators play a crucial role in sending messages through learners for parents to attend these meetings. They are actually mobilising people for voluntary testing to enable them to know their status.

HOD 3 stated:

During assemblies which are held on Mondays and Fridays, parents are given time slots to impart norms, values, teach learners critical thinking especially in the choice of friends, not to associate themselves with drop outs. We also invite motivational speakers to talk to learners during this time. To show them how to relate and live with other people and how to respect all people regardless of their diversity.

SSO 3 commented:

A handful of parents are not shy to educate children about sex, they advise them to abstain, to use condoms if they are sexually active, and have one partner.

SAPS 1 stated:

Learners are encouraged to participate in sport, to keep them away from drugs, gangsterism and crime and to motivate self-discipline. There are a

variety of sporting codes for learners to choose from such as Rugby, soccer, netball, chess, music, debates. There are tournaments for learners to show case their skills in campaigns like Teenagers against Drug Abuse (TADA), Youth against Crime etc. that are annual events by the Department of Social Development and SAPS. Before the start of the tournaments, youth from the Correctional services are invited to share their experiences on the dangers and consequences of the use of drugs, gangsterism, habitual offending, and delinquent behavior.

SAPS 2 explained:

The SAPS encourages schools to make use of resource centres existing in the communities and get involved in sport so as to reduce the level of crime. Children make use of recreational facilities, form clubs that encourage norms and values, encourage self discipline, attend self defence lessons against attacks by gangsters. The only issue here is no records are kept so that we know how many learners and how often they visit the resource centres.

P2 stated:

We have seen that forming learners into groups to act as peers to those that have challenges does not work much in our case. We have to come up with better ways of how we can encourage the learners to join supportive groups, join clubs of sport and recreation, where they share their experiences. We also invite motivational speakers to come to the school and address learners. We always set some time aside for these talks.

HOD 4 stated:

One of the strategies that has worked for us is inviting motivational speakers who come to the school and talk to the learners about many issues which are supposed to lead to positive behaviour. We have even had prisoners addressing learners on how they regret having committed crime. They advise learners how to lead a life which is crime free. They also advise them to stay away from gangs, drugs and alcohol.

The above information from participants shows that all the above programmes are meant to enhance self-discipline among learners, teach them how to shape their

lives and direct their lives in a positive way. They are also supposed to enable learners to acquire skills on how to live with other people and show them respect irrespective of their diversity. The main challenge however is that such programmes are not organised regularly. Some participants also said that the programmes are not well planned and organised properly because sometimes people are invited to give talks because something has gone wrong. Hence many of these programmes are organised on an ad hoc basis. Consequently, some participants said that although Life Orientation is most appropriate in building character in learners teachers are not equipped with the necessary skills.

4.4.3.4 Modelling positive behaviour

The researcher investigated how educators and other stakeholders become role models for learners by modelling positive behaviour which in turn should enable them acquire social and emotional learning skills to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively. The data gathered from participants showed that educators should respect learners so as to get respect in return. They should not, for example, smoke in front of learners but do it in smoking designated areas. Another example is that they should not come to school under the influence of alcohol or drugs because as role model learners might emulate what is being done. The answers they gave indicated that the majority of them were of the view that reinforcing learners' positive behaviour was essential to enhance care and safety of learners. The following are comments from some of the participants:

P1 stated that:

Teachers and parents are always told in meetings to display positive behaviour, they should be respectful in the profession and should not drink in taverns where there are learners and also they should not smoke with learners. Educators are supposed to be role models, because learners can easily copy any behavioural patterns that adults display. At home parents should teach learners discipline and how to respect people and do school work.

P3 explained:

Smoking at school is not allowed and there are no smoking designated areas. I don't even know which educators are smoking because I have never witnessed one doing it. I have also not experienced educators drinking alcohol or coming to school under the influence of alcohol. Discipline is one of the items which are always on the agenda of parents' meetings. Parents are told to be exemplary to their children and they should not drink or smoke in front of their children.

P4 added:

In terms of punctuality educators are supposed to model good behaviour by coming to school earlier, they should lead by example. As the Principal I always emphasise this. Respect between educators and learners is also given emphasis. Educators should respect learners so as to be respected in return. They should not smoke in front of learners and if it happens, the SGB is notified and necessary steps are taken.

The heads of departments supported the school principals, and expressed similar views. HOD 1 stated:

Educators are also encouraged not to favour some learners at the expense of others. They are advised to refrain from name calling and using vulgar language to demean learners. They should be caring, approachable, and be humble but not to be too friendly with the learners.

HOD 2 maintained:

Educators are supposed to be motivators not destroyers. The dress code of educators is supposed to be professional. During parents' meetings parents are asked to talk about dangers of using drugs, drinking alcohol, and smoking. Discipline starts with the parents and the community.

School safety officers also echoed the same sentiments as the above participants and SSO1 was of the view that modelling positive behaviour was critical because there have been moral degeneration among educators themselves.

SSO 1 stated:

Some educators do not dress properly, and they are not presentable. In terms of punctuality, educators are not setting the example, most educators are at the school but not in class, and too much time is spent on social matters.

SSO 3 explained:

Learners like to compare themselves with educators so it is important that educators model positive behaviour. Educators are not supposed to swear at the learners, they should not bring personal stuff into the school, sending learners outside the classroom. No teachers come to school under the influence of drugs or alcohol, but some learners come to school drunk especially when they are writing exams. Some boys in 2015 came to school during exams drunk, they were sent home. There were also three girls who were caught in possession of old Brown Sherry; they were called at the assembly in front of the learners.

SGB 2 also raised the issue that some educators lacked discipline and this meant learners failed to respect them:

We have educators that would report that they would come late but would not show up for work. This is lack of discipline and also lack of respect for their learners.

Learners who were members in the focus groups maintained the same responses as school principals, HODs and SSOs. FGP 1 stated:

Teachers always tell us learners to emulate good behaviour as we see them doing, copy what is right from educators and this is effective because learner's level of discipline has improved, fights are less now, they are resolved amicably. The SAPS and CPF are now called for constructive talks with learners only.

FGP 2 added:

Our teachers do not use to use vulgar language, insults, belittle learners or are they sarcastic and do not gossip about learner's problems. But we have some educators who are smoking in front of learners or inside the classrooms yet, there are learners who are asthmatic, and are affected by the smoking.

EDO 1 response was as follows:

Positive behaviour is not enforced in a person but negative behaviour is enforced, people get attention. Educators – They are motivated to arrive in time at the school, to set an example because learners would copy their late coming. They must talk to learners in a respectful manner, not to use vulgar language, to be humble, to be calm in challenging situations. They must also be dressed in a professional way, they must be presentable, no tight fitting clothes, especially by female educators, no jeans .To be dressed properly enhances respect.

The above statements from the participants show that there are different ways of modelling positive behaviour and how to do it as teachers and other stakeholders and become role models for learners to emulate. However, there are also negative aspects which have been identified like teachers smoking in the classroom, missing work and inappropriate dress code which is not in line with modelling positive behaviour.

4.4.3.5 Parental participation in SEL programmes

Parental involvement in children's learning not only improves a child's morale, attitude and academic achievement across all subject areas, but it also promotes better behaviour and social adjustment. In all these ways, family involvement in education helps children to grow up to be productive, responsible members of society (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). In the case of social and emotional learning, parents have a dual role to play in raising a self-aware respectful child who knows how to manage his or her emotions, make responsible decisions and resolve conflicts non-violently. At home a parent should strive to create an environment of trust, respect and support (Brown, Low, Smith & Haggerty, 2011; Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Espelage, Basile & Hamburger, 2013).

Information obtained from participants showed that parental participation in school activities in general and in the implementation of social and emotional learning programmes in particular has mixed results. While some few parents have been participating effectively in the implementation of some programmes, most of them

have played a minimal role. The following are comments from some of the participants.

SGB 2 stated:

The SGB works with the principal and educators after the children have been identified, such as those using drugs and are vulnerable. Parents provide vulnerable children with clothes, some parents who are concerned offer these learners with emotional support.

P3 commented:

A handful of parents were not shy to educate children about sex, they advise them to abstain, and use condoms if they are sexually active and have one partner. The fact that some parents visit the schools, encourage learners to follow responsible lives can lead to behaviour modification even in the community. Some parents have gone to the extent of inviting Love Life and Hospice Association to come and engage learners.

HOD 2 said:

Parents are not cooperative; they play a passive role in the implementation of the programmes. If a child has committed an act of misconduct, parents just take the children to social workers, to receive counselling without involving school authorities. They do not give permission for their children to be searched for drugs if there is suspicion. Many parents do not attend DC meetings if their children are appearing for misconduct. They don't take responsibility.

SGB 3 said:

Some parents have established the neighborhood watch in partnership with the police. During weekends, they patrol the community, visit houses whose owners are out for the weekend. They visit taverns, confront owners who sell alcohol to underage children. Children who are under the age of 18 years are also removed from the drinking places.

He continued:

In some communities where parents are not working because of the high rate of unemployment in the district, there are volunteers. The parents volunteer and partner with the police who are in the ADOPT-A-COP programme, to ensure criminal element is reduced in the schools and that there is no alcohol and dangerous weapons. They patrol the school to detect learners who are smoking and using drugs.

P3 stated:

Parents play a very minimal role. They are not playing a role in the education of their children, only a handful of parents will come when invited to meetings. During weekends children go astray, they frequent taverns, drink every weekend without parents' supervision. It was discovered that the majority of parents are working in big cities such as Cape Town, Port Elizabeth, Johannesburg such that children are left behind with grandparents. Grandparents are being undermined by grandchildren because of their level of education.

P2 was of the view that:

The parents are more part of Social Development, so they are always told in parents meeting to comfort the children who are bullied, vulnerable children who have lost parents, also guide those that are falling prey to drug lords and gangs. They are encouraged to be more involved in the programmes of the school, but it is only a few parents that assist us.

But P1 noted:

Parents are expected to play a role in supporting the programmes but the role of parents is minimal, they are always not available.

FG 3 stated:

Parents are expected to play a role in supporting the programmes but the role of parents is minimal, they are always not available.

FGP 2 pointed out:

They are playing a role. In parents' meetings parents always play that parental role of guiding learners to the right direction, also extend a hand to

needy children in the form of clothes, food to vulnerable children. Parents give these programmes support, they visit the school, talk to learners.

CPF 1 stated:

The parents are called to iron out these issues, and they will not turn up they only come to the school when they want to apply for child support grants.

It is evident from the above statements from participants that very few parents participate in the implementation of care and safety programmes in schools. According to the participants, the parents who are involved educate learners on dangers of drugs and alcohol abuse. They collaborate with SAPS to ensure that underage children are not in the taverns and bars and also are not involved in illegal activities. They also raise awareness on HIV and AIDS especially prevention strategies and they invite NGOs like Love Life and Hospice Association to educate learners on those strategies. Some parents provide sex education to the children from home and also at school. They also provide food and clothing to vulnerable learners.

However, most participants said that majority of parents play a very minimal role. They do not attend to disciplinary hearings of their children and on the whole they are not available whenever they are required at school. The only time they go to school is when they apply for social grants for the children. Some parents take their children to social workers for counselling without informing the school.

4.4.4 Performance of care and safety committees/teams

As stated in Chapter 1 schools are required to establish care and safety committees. The duty of the schools safety committee is to identify potential dangers inside and outside the school, and take measures to safeguard learners and to develop a comprehensive school safety plan. They lead the efforts to identify safety needs, select appropriate interventions based on the needs identified, collaborate with community stakeholders for the implementation of the safety plan and monitor, evaluate the effectiveness of the school safety initiatives (DBE, 2013). The school safety committee is made up of the school safety officer who is an educator, SGB members, the school security personnel, social workers, a member of SAPS, Community Policing Forum members and learners (DoE, 2010). In the programme,

members of SAPS ensure that safety committees are sustainable, they commit themselves to ensure safety in the school. Participants were requested to state whether their schools had safety and care committees. It emerged from the responses that not all schools had safety committees. The responses captured below are for those schools that stated they do have committees in place and this is supported by the statement given by participants below.

EDO 1:

Well according to rules of SASA, every school is supposed to have a care and safety committee. Their role is to ensure that there is safety in the school; there are no dangers or safety hazards, repair broken doors and windows and ensure that there are no drugs in the school. But you will find that most of the schools do not have the safety committees.

SGB 1 stated that though the committee was there, their hands were tied up especially in proving that learners were using drugs because they need consent of the parents to conduct drug testing. SGB1 remarked:

The care and safety committee's role is to ensure that there is safety in the school, there are no danger things like broken glasses or other objects which can harm learners. They work with the police and CPF. However to conduct drug testing permission of the parent is needed and you find that some parents do not consent to this and these are the learners that continue to give us problems in school because they end up being drug addicts, drop outs and are very disruptive.

SAPS 2 stated:

The school we are attached to as SAPS does have a committee for care and safety and we do sit in on the committee as stakeholders to see how we can promote care and safety in schools. We also do follow up visits to those learners with specific problems, and ensure that remedial work is given to such learners.

SAPS 4 opined:

The function of care and safety committee is to do follow up visits to those learners who contravene the Code of Conduct, look for those that play truant,

who hide under bridges and do not go to school and these are referred to social workers.

P2 said:

The care and safety committee see to it that learners do not bring drugs to the school, no dangerous weapons and there are no learners who are posing danger to others. They assist in random searches, if there are suspicions that there are drugs and weapons. They also remove broken bottles and close holes in fences.

P3 stated:

Yes, the committee is there and that is where they come up with strategies to confiscate weapons and then report the child to the Principal.

P4 said:

There is no safety committee at this stage, we are in the process of establishing it. Whatever existed is not functional.

SSO 2's response resonated with that of the P2:

School safety committee is there and their role is to ensure that there is safety in the school, there are no danger or safety hazards, no drugs in the school. They also confiscate weapons and report the child to the principal.

SSO 3 explained:

Yes we do have, but it is not functional. The members do not know what they are supposed to do. I think they need training to be empowered about their roles and responsibilities.

HOD 2 simply said, "Yes our school has safety committee and they are responsible for conducting drug testing". HOD 4 had this to say:

We have a safety committee and its task is to look at the physical structure of the school, there are no electric wires that are open, no holes in the fence, there are no gangsters in the school. To interact with the CPF for random searching, to search for weapons, drugs. In our last random searching there were knives that were found. Some learners are associated with the bad groups outside. The knives were confiscated, parents were called. The

committee is doing a great job because there is a decrease now in the carrying of weapons.

CPF 4 opined:

There are few educators in the school, there is a shortage of staff, the committee members are not playing an effective role. They are not functional at all, not visible so now the educators are encouraged to be on the alert on issues of care and safety. There are no records of minutes of meetings to know where we can begin again.

FGP 2 alluded:

Yes there is a Safety Committee, it checks the doors, repairs them, locks are working. Holes in the fence are closed.

FGP 4 added:

The duty of the safety committee is to look for safety hazards. They patrol the school, close holes at the fence, replace broken windows, repair broken doors, replace fused bulbs. They also ensure that no one gets injured due to slippery floors and ensure children play responsibly at the playgrounds.

The information presented above suggests that care and safety committees are viewed as custodians of safety measures at schools. They also ensure that the school care and safety strategies are adequate. It was also revealed that the role played by safety committees includes creating a platform where all stakeholders come together and devise ways to create safe environments and how they can successfully be implemented. The safety committees do not only solve safety concerns but they are also supposed to work to prevent safety threatening events from occurring.

However, participants raised a lot of issues of concern in their responses. One of the concerns that safety committees are faced with is they only receive training once a year in workshops conducted by the Department Education. These workshops take 1–2 days and are not intensive. Participants stated that the system of rotation when electing members of the safety committee was revealed to be a challenge, because members are not fully capacitated on issues of safety in schools as they do not stay in office for a long time.

Participants also expressed concerns regarding the work schedules of members of SAPS whose offices are linked to schools. SAPS members are supposed to provide schools comprehensive safety plans and procedures to deal with learner misbehavior. However, the SAPS members do not honour their duties as they are expected. Their job specification in their normal working hours is to work with schools to ensure safety of learners but participants lamented the fact that they are not available most times.

Participants revealed that care and safety committees are only functional in crisis situations. Some participants indicated that school safety committees do not know what they are supposed to do. They are not aware of their roles and responsibilities and things are haphazardly done. Participants raised concerns that care and safety committees do not keep issues of high confidentiality such as the date, time when random searching is to be done in schools. It was revealed that there are safety committee members who leak the information such that learners do not bring cell phones that day (learners are not normally allowed to use cell phones in schools). Members of the Committee warn them beforehand. Consequently some of the educators do the same thing. They disclose to them days when searching will take place. Participants said some educators go as far as hiding learners' cellphones and dangerous weapons in their offices so that they (learners) will not be identified and be given penalties. Educators return the items to the owners after the search is over.

Some participants revealed that because the district has a high rate of drug abuse, safety committee members would disclose to drug lords who are believed to be selling drugs to learners, give them a tip off about the date and time when SAPS would come and search their places. In return such a member would be compensated with money which they call protection fee. It was revealed by participants that the committees do not keep records. They do not write minutes of their meetings and there are no complete progress reports. Consequently, SAPS are supposed to assist in formulating the school safety plan. Most participants said they were not aware of any existing school safety plans.

4.4.5 Use of alarms, closed circuit television and other security measures in schools

Another strategy which was examined in the implementation of care and safety programmes in schools was the use of alarms, closed television circuit (CCTV), cameras, alarms and other security measures. It is important to install CCTV cameras in the classrooms to protect learners, educators and the school property and also monitor learner behaviour. It was established that the schools did not have those essential security measures like CCTV but they have hired security guards to ensure there is security. The following are comments from some of the participants:

P1 stated:

We have no CCTV cameras at the school because of financial constraints, and we do not search vehicles which enter and leave the school gates. Names of people who enter the school are written by the CPF members at the school gate. The CPF members work at the school from 8:00 to 14:30 and they mainly deal with intruders who enter the school premises without permission. The person is identified, then removed if he/she does not have permission to enter the school premises.

P2 conceded:

We have no CCTV, only alarm in the administration block. We do not search people entering the school but they write their names at the gate. However, the books are not well kept at all. The CPF Members stand in as security guards during the day, but at night there is no one.

HOD 3 stated:

We have no CCTV because we do not have money to pay for such an advanced technology. The patroller (the person who patrols the school premises) controls the gate and writes the names of people who enter the school premises. The patroller simply shows them the office. Police are called to deal with intruders. The principal usually patrols the school during his free periods, being assisted by the gate patroller. There is no security guard after school.

From the above responses, it emerged that schools are using common measure of security. SSO 1 had this to say when the same question was posed to him.

SSO 1 stated:

There is no CCTV in the school, we cannot afford monthly payments. There is no stop and search that is happening at the school, vehicle registration numbers and names of people are written down by the gate patroller. There is no permanent security guard only the patroller who is employed on contractual basis.

Meanwhile, SGB 4 explained:

Searching at the gate is done by the CPF parents that are stationed at the school, they write down names of people/ passengers that enter the school require the identity from the people, this is done to either provide/deny access into the school. They provide the person with a permission card that is displayed. If the CPF members that are at the school find a person whom they suspect has entered the school without permission, they approach him/her. If he/she wasn't granted permission, they remove him/her immediately.

SAPS 1 stated:

There are no CCTV cameras so we always advice the school to make sure that all the people that enter produce their ID and they are searched, asked who they want to see to ensure that the learners are safe.

FGP 4 commented:

The principal and the safety committee deal with intruders who enter the school premises without permission; there are no security guards at the school.

From the above responses it emerged that schools have no CCTV and cameras due to financial constraints. Most of them depend on CPF members who are members of the care and safety committees to man their gates during the day. There are no security personnel after school hours. Those who provide security at the gates are supposed to search the vehicles entering the premises, check the IDs of all the visitors and write their names in books provided by the schools. Any intruder is removed from the school premises by the security guard (CPF member)

at the gate or reported to the police. However the stipulated procedures are not followed. Some participants observed that names of visitors are not recorded in the books as required and also vehicles are not searched which means people can bring to the schools drugs and weapons without being discovered. Moreover often people are not requested to produce their identity documents. Evidently, things are done haphazardly and maintaining security at schools is not taken seriously.

Participants were requested to explain how school buildings were secured to ensure the safety of learners and protect important equipment and facilities. All the participants said that they use burglar doors and gates to secure important buildings like the administration buildings, computer rooms, kitchen/storerooms etc. It was also learnt from the participants that some educators use their own money to pay for installing burglar doors to beef up security in their classrooms. According to the participants only one school had alarm system. The following are comments from some of their participants:

P1 stated:

The administration building, the computer room, and the kitchen/ storeroom are the only places which have burglar doors, but there is no alarm at the school.

P2 stated:

Some educators have decided to beef up security in their classrooms by using money from their own pockets to pay for burglar doors. The administration block has burglar doors, the computer laboratory and, the store room which keeps learners' food as well.

P3 said:

All classrooms, computer laboratories, the kitchen, the administration block have burglar doors and alarm. That is why there are no burglaries in our school.

The above statements from participants reveal that burglar doors serve as security in most schools. Buildings like the administration blocks, computer laboratories and food storage rooms are secured by burglar doors. It seems that few schools have burglar doors and are also fitted with alarm system. While it might be safe for

schools to have only burglar doors, the fact that there are no security guards patrolling especially after school hours and at night it may not be secure. Educators beef up the security by using their own money to have burglar doors fit in their classrooms. However, participants maintained the need of having more security guards. They also said that some schools have no adequate fencing and in other cases the fence is old and has holes and cannot be fixed or repaired.

4.4.5.1 Patrolling and monitoring of school grounds

Participants were requested to explain how school playgrounds and other public areas within schools were secured to ensure safety of learners. It was revealed that the task of patrolling playgrounds and other public areas within schools was the responsibility of educators, school patrollers and RCL. A duty roster is organised to ensure that people fulfil their responsibilities. In other schools, principals are also involved in patrolling the playgrounds. Educators are required to monitor playgrounds especially during break times and change of lesson periods to ensure that all learners are safe and there is no bullying or fights.

They also have to ensure that learners do not go outside the school grounds through the broken fences, and members of the community do not sell drugs and alcohol. Other places which are patrolled and checked often are the toilets. Learners hide in the toilets to smoke cigarettes or take drugs. Schools put emphasis on learners to wear uniforms. By wearing uniforms educators and patrollers are able to distinguish between learners and intruders. Schools with hostels have stipulated rules to ensure safety of learners. Consequently there are rules that have to be followed when learners go outside the school for extra mural activities. The following are comments from some of the participants:

P1 commented:

There is a duty roster for educators to monitor learners by patrolling the playgrounds. They are normally assisted by the patroller. They have to ensure that there is no bullying and fights among learners. They also check on learners to ensure that they do not leave the school premises by escaping through the broken fences.

HOD 4 stated:

We emphasize wearing of uniforms as a strategy to ensure care and safety of learners. Uniforms enable educators and patroller to distinguish learners from intruders.

FGP 2 had this to say:

Educators stand at certain points to prevent fights, bullying, and remove any dangerous objects in the playgrounds. The RCL also stand near the fence to prevent members of the community from selling either cigarettes or drugs to learners.

In the same line of thought CPF 3 explained:

There are two RCL members monitoring the entrance of toilets to ensure that there is no smoking, no bullying and vandalism of school property.

Meanwhile, CPF 4 added that the South African Police Services was assisting them to maintain care and safety of learners. CPF 4 stated:

Gates are closed by educators at 08h00; learners are not allowed to go outside the school during breaks. There is random searching of drugs and illegal weapons by members of the SAPS.

P2 elaborated:

The school has a hostel, there is a superintendent, and the Code of Conduct of the school also accommodates the hostel. There are rules of the hostel. There is a boy's block and Girl's block. No girl is allowed at the boy's block and vice versa. There is a duty roster for educators. Those on duty sleep at the hostel in a separate teachers' cottage.

He continued:

To ensure safety of learners, they are not allowed to do ironing by themselves, or they do that under the supervision of an adult, there are kettles, heaters that must be kept under safely at the hostel by the responsible personnel. We are also assisted by the safety officers in the school.

Participants were requested to explain how schools ensure safety of learners when they go out of their schools for extra mural activities or visit other schools. It was

revealed that there are stipulated measures in place which have to be followed. The following are comments from some of the participants:

P3 explained:

There are educators who are charged with the responsibility of choosing transport for the learners, when they go for trips outside the school for extra mural activities. The school does not have its own transport, due to financial constraints; therefore, we make sure that the educators consider crucial factors when choosing transport. Firstly the service provider possesses the necessary credentials in terms of meeting the transport requirements. The vehicle is road worthy, the tyres are in good condition, there is fire extinguisher inside the vehicle and the vehicle is licensed, that the driver is sober and possesses a valid license.

FG 1 reiterated:

Parents are required to sign indemnity forms to the effect that they give permission that the children can go on the trip and trusting educators to ensure safety of their children. If there is more than one vehicle there must be educators in each one of them to ensure there is control of behaviour, there is no smoking, drinking of alcohol especially on way back home. When learners come back from the trip they are dropped off at central points that are closer to their homes.

FGP3 stated:

Drugs or alcohol are not allowed at the sports or other event and coming back from the trip we are dropped off in front of our homes, and our teachers' ensure that we get inside the house and that our parents wave back to our educators before they drive off.

It was revealed that despite all the above measures which have been put in place to ensure safety of learners, they continue breaking the rules. Participants stated that some teachers do not fulfil their obligations. They do not adhere to their duty rosters and learners take advantage and break rules. Participants also felt that teachers are being given many responsibilities and they are overwhelmed with work. Hence, the responsibilities of patrolling are haphazardly done and this provide opportunities for

learners to break rules and members of community to enter schools to sell drugs and alcohol to learners.

4.4.5.2 Knowledge and skills to deal with disasters and other emergencies in schools

Participants were requested to explain the knowledge and skills they have to deal with disasters and other emergencies in schools. The most common disasters and emergencies in the schools under study were fires and hail storms. Participants gave their comments on how prepared the schools are to handle the two types of disasters. The following are comments from some of the participants: This is what the participants had to say. P1 disclosed:

To deal with fire, there are fire extinguishers that are fitted in classrooms and computer laboratories. They are serviced but not on regular basis. There is no plan on how to deal with hail storm. Training on handling fire outbreak was done by the Municipality once.

P2: stated:

Fire extinguishers are not in every class, the ones that we have are outdated. There is no training on how to deal with fire outbreak and hail storm. We have not had any fire drills in our school.

P3 conceded:

In case of hail storm, we ensure that all learners are safe, they remain in classrooms where there are adults. In the case of fire we contact the fire department; there is no strategy to deal with other natural disasters. There has been no fire training, no fire drills, neither was there a workshop on how to deal with that. But classrooms have fire extinguishers which are serviced annually.

P4 stated:

There is a fire marshal in the school, the coordinator of the safety committee acts as the fire marshal. There are fire extinguishers in the school, they are placed at strategic positions all over the school. They are serviced yearly.

Heads of departments were asked to explain their knowledge, skills on how to deal with natural disasters. Their views are shown below. HOD 1 explained:

This in one area that needs to be addressed because as we speak we do not have a fire marshal and not all classrooms have fire extinguishers.

HOD4 stated:

There has been training on how to tackle fires which was called by the DoE in Graaff Reinet. Fire drills are held once in three months. There is a fire marshal is Mr Johnson (pseudo name). He was appointed when we were trained on fire emergency.

School safety officers were also asked to give their views on the knowledge, skills, to deal with natural disaster and some of their responses indicated that there were no measures that schools had taken to protect learners from being affected by fire disaster. There were no fire extinguishers and for those schools which had them no efforts have been made to service them.

SGB 2 had this to say:

There is no strategy that we have as school to deal with natural disaster like hail storm, we need to have this because the last hail storm destroyed many windows on the southern side of the school. Also there is no strategy against fire, no workshops or training have been provided to educators, learners or parents.

FG1's response to the question was:

Our school once invited the fire department to demonstrate the dangers of starting an open fire and we can use the fire extinguishers in our class rooms in case of fire but, for hail storm we are not educated.

FGP2 added:

There are fire extinguishers in each classroom with long pipes in fire hydrants. There is no hail storm training that was given to the school. The fire Department gave us a lesson on what to do in case of fire outbreak when we were doing Grade 8 and 9. So far there has been no course on fire emergency.

The EDO elaborated:

In case of hail storm, schools have to make sure that all learners are safe; they remain in classrooms where there is an adult. In the case of fire the fire department should be contacted; there should be a strategy to deal with other natural disasters. Fire marshals are supposed to be in place all the times, in this case one member of the Safety Committee because they are supposed to be trained on fire emergency. Fire drill should be held regularly and schools must invite fire Department to equip them with fire precautions.

The participants' responses depict that there is some form of strategy that is set by the schools to deal with the commonly experienced disasters which are outbreaks of fire and hail storm. According to EDO all schools are supposed to have fire marshals but this has not been the case with schools under study. Only one or two had fire marshals. It was also revealed that not all schools have received training on how to deal with fire and hail storm disasters. Consequently not all schools had adequate fire extinguishers which have to be serviced annually. This has not been the case in most schools. It is also evident that schools have not been acquainted with any other type of disaster except fire and hail storm. Participants revealed that educators are equipped with First Aid skills and the training was done by DoE. The Department of Education provides First Aid toolkits; then each school is required to add more items when the need arise.

4.4.6 Monitoring and support provided by different stakeholders in the implementation of care and safety of learners

The role of stakeholders in supporting and monitoring the implementation of care and safety strategies in schools was investigated. It emerged that there are various stakeholders that are provide support and monitoring to ensure that these strategies are implemented effectively. The following are comments from some of the participants regarding support and monitoring the implementation of care and safety strategies in schools. EDO stated:

The CPF and the SAPS are expected to be active in dealing with issues of safety, and upon suspicion are called by the Principal, to do random searching to confiscate drugs and illegal substances. We also work with the Social Development Department so that they offer learners counseling and educate them on teenage pregnancy. They also give them support in the form

of clothing, food parcels and submit the child support grants application to SASSA.

He continued:

Some of the schools even write to the department to ask if they can invite the Correctional services to bring inmates to warn the learners on the dangers of crime, drugs etc. We also support the schools by conducting workshops on care and safety of learners and also giving them our care and safety manuals.

P1 noted:

The CPF and the SAPS are called by the Principal to do random searching if there is suspicion of learners carrying drugs and other illegal substances. The Social Development Department offer learners counseling sessions and submit child support grants application forms to SASSA. The Correctional services also bring inmates to warn learners on the dangers of crime, drugs.

P2 added:

The SAPS and CPF and social workers assist us to monitor vulnerable learners, learners using drugs and those who are habitual offenders. They also follow up on learners who are continuously absent. Nurses from the Health Department help with referral cases to social workers.

P4 said:

DoE provides school with material resources and manuals and every principal is given a resource file. The DoE organises workshops on care and safety and teachers and parents attend the sessions in Graaff Reinet. The last workshop was in 2016. The officials from the DoE were the facilitators.

HOD 1 said:

There is no support from the Department of Education to monitor care and safety of learners. There are no workshops that I know were organised for educators and parents, only the patroller was work shopped.

HOD 2 said the following:

We get support from the DoE they give us manuals on care and safety policies. But we have not had any workshops on care and safety of learners.

HOD 3 confirmed:

We monitor care and safety of learners by doing random searching to confiscate drugs and illegal substances and this has worked well so far because we are now getting less weapons among learners.

SSO 2 confirmed:

We have workshops and the facilitators are the officials of the Department that are in charge of safety in the District. An Educator and a member of the SGB attend the workshops in Graaff Reinet. But there is need for monitoring especially from the department to see if we are implementing what they teach us.

SSO4 commented:

There is no support by the DoE; they are not providing the school with anything in the form of material resources/ manuals. We have broken windows since we had a hail storm in January 2016. The DoE has been asked by the school SGB to employ a full time security officer that would be in the school 24/7 but nothing has been done. There are no workshops that have been held for educators and parents.

School Governing Body chairpersons' views were not different from the other participants. SGB2 asserted:

The CPF and SAPS conduct random searching of drugs and weapons since the area has a high rate of gangsterism so that is how we monitor to ensure our learners are safe they do not join gangs. The social workers usually visit the school to talk about abuse of drugs and alcohol.

The responses given by SAPS members in all school were uniform. Below is an example of one of the responses, SAPS 3:

As SAPS we go to schools to do presentations to learners not to do drugs, talk about the dangers of using drugs and alcohol and being in possession of dangerous weapons. We also do random search in schools because we know there are some learners that enter with drugs into the school yard.

CPF 1 stated:

All I know that we had manuals about safety measures were delivered to the school but support is lacking even among the educators themselves and the district need to do more.

CPF 3 also remarked:

As the school we monitor our learners by ensuring tht the follow the Code of Conduct and the Principal is always on the move around the school to make sure tht every care and safety measures is observed.

FG1 stated:

The CPF and SAPS always conduct random searches in classes and even by the school gate when we are going home for drugs and dangerous weapons.

FG2 remarked:

The CPF and SAPS come to the school to do presentations to learners not to do drugs, talk about the dangers of using drugs and alcohol. Correctional services come to warn us about habitual offending, drugs and involvement in gangs but how monitoring is done we don't know. There have been no workshops for the learners on care and safety.

The above findings reveal that there are different stakeholders providing support and monitoring in the implementation of care and safety programmes in schools. SAPS and CPF conduct random searching and drug testing and also make presentations to learners in schools to raise awareness on dangers of drugs and alcohol abuse. The Department of Social Development extends physical support to vulnerable learners by providing them with clothes, food parcels and assisting them to make applications for child support grants to SASSA. They also provide guidance and counselling to learners who are referred to them by schools and educate learners on dangers of using drugs and alcohol and adverse effects of teenage pregnancy.

The Department of Correctional Services support schools by taking inmates to schools to make presentations on the dangers of abusing drugs and alcohol and adverse effects of crime. The Department of Education hold workshops for educators and SGB members on care and safety of learners particularly on conflict resolution. It also provides manuals and other material resources on care and safety of learners

to schools. The Department of Health educate learners on sex education, sexually transmitted infections (STIs) and the dangers of HIV/AIDS.

However, although support is evident in schools under study there is lack of proper monitoring to see if these strategies were being implemented effectively. The concern on lack of proper monitoring was raised by all participants. The role of the DoE is minimal in ensuring that there are workshops that will ensure care and safety of learners in schools. Participants raised concerns that not all educators and other stakeholders who are responsible for the implementation have been trained. Consequently the workshops are not held regularly and also the duration is too short. Participant learners complained that no workshops have been held for learners.

4.5 SUMMARY

This chapter analysed and presented data that was collected on the implementation of care and safety programmes in schools. Information was gathered from participants on the implementation of school Code of Conduct; record keeping for maintaining of care and safety in schools; school based social and emotional learning programmes and guidance and counselling and also building character in learners, building character in learners by implementing programmes which raise awareness, and modelling positive behaviour. Other aspects presented are performance of care and safety committees; use of alarms, CCTV and other security measures; patrolling and monitoring of school grounds; knowledge and skills to deal with disasters and other emergencies in schools and monitoring and support provided by different stakeholders in the implementation of care and safety of learners. Information collected on the different aspects showed that there are efforts being made to implement care and safety programmes in schools by different stakeholders. While the programmes have managed to some extent to enhance care and safety of learners in schools, there have been a lot of obstacles from within and outside schools which need to be addressed.

CHAPTER FIVE

DISCUSSION AND FINDINGS

5.1 INTRODUCTION

Chapter 4 focused on presentation and interpretation of data collected from the research participants through face to face interviews, focus group discussions and document analysis. This aim of this chapter is to present discussions of the information collected. They will be discussed according to themes that were identified from data analysis done in the previous chapter. The study aimed to investigate the implementation of programmes for maintaining care and safety of learners in secondary schools in the Graaff Reinet District.

5.2 THE CONCEPTS OF CARE, SAFETY AND IMPLEMENTATION

Participants were requested to explain their understanding of care, safety of learners, and implementation. It emerged that most participants have the understanding of care and safety, except a few. The majority of participants understood care, safety as to take care of the well-being of all learners, ensure that learners are properly dressed, they are protected from any harm and danger, the situation is conducive for teaching and learning. Some participants explained further to say learners are supervised by an adult; and, dangerous objects which can hurt the learners are removed and there is fencing that is intact. The majority of the participants understood implementation as putting policies, strategies into practice, so that the well-being of learners is taken care of.

However, their understanding of care and safety issue is from a physical point of view. Participants are silent on the emotional side, for example, abuse, which can have a negative impact in as far as the implementation of care and safety of learners is concerned. According to Morrison (2007), the safety and emotional well-being of learners should beat the heart of care and safety policies. The findings of the study are concurring with the literature that has been reviewed which reveal that care and safety means looking at the well-being of learners, ensure that they are comfortable and are loved by the adults (Weeks, 2009). Furthermore, participants viewed care

and safety as maintaining good relationship between educators and learners, there is openness and respect (Zins, Bloodworth & Weissberg, 2004). Also the results of the study are in line with Wilson and Lipsey (2007), that educators should establish good relationship with the learners, thereby enhancing care and safety of learners. The findings of the study imply that when educators, parents, members of SAPS, members of CPF are crafting the strategies for maintaining care and safety, they should be mindful that the strategies must enable learners to modify behaviour. The strategies should not be punitive.

5.3 STRATEGIES THAT ARE USED TO MAINTAIN CARE AND SAFETY OF LEARNERS IN SECONDARY SCHOOLS AND THEIR IMPLEMENTATION

Information gathered show that all the schools included in the study are implementing all the programmes which have been put in place to ensure care and safety of learners in schools. Consequently, schools and other stakeholders have come out with strategies to implement what is required by the programmes in order to maintain care and safety of learners. These strategies are basically meant to make the school a conducive environment for teaching and learning. The strategies identified have been presented in detail in Chapter 4. They are implementation of school Code of Conduct; record keeping for maintaining of care and safety in schools; provision of school based social and emotional learning including guidance and counselling; building character in learners; building character in learners by implementing programmes which raise awareness; modelling positive behaviour; parental participation in social and emotional learning programmes; performance of care and safety committees; use of alarms, closed circuit television cameras or surveillance cameras and other security measures in schools; knowledge and skills to deal with disasters and other emergencies in schools; and monitoring and support provided by different stakeholders in the implementation of care and safety programmes.

5.3.1 The Code of Conduct and roles of stakeholders

The school Code of Conduct is supposed to be school's framework for the creation of a culture of positive behaviour which shows how learners should conduct themselves. Consequently, measures to deal with learners who contravene the

school rules are usually outlined in the school Code of Conduct. The objectives of the school Code of Conduct have been outlined as (Modishane, 2015:15):

- To create a culture of teaching and learning within a school through a discipline system that protects all the learners' rights to effective education, their right to human dignity and their right to security.
- To give a clear defined explanation of the behaviour and actions expected of learners so that they can adapt their behaviour accordingly.
- To spell out the consistent and uniform actions in the event of infringements and thereby create a feeling of security amongst the learners, in that it is clear to all what is expected from them.
- To serve as a gauge for fair and reasonable actions.
- To guide the daily functioning of the school and allow activities to happen in an orderly manner.
- To realise a safe environment for learners and educators.
- To support the objectives, as formulated in the school's mission statement.

Hence, having a Code of Conduct is important to maintain care and safety of learners in that, it is the moral compass of how relevant individuals within institutions relate and conduct themselves to create an environment of care and safety conducive for learning. It provides a framework of standards of learners' behaviour, considering academic and non-academic activities (Bakhda, 2005; Hornby & Muhire, 2002).

The Department of Education (2000:45) states that the Code of Conduct must embrace the school values, ethos and mission and not merely comprise rules and regulations. It must promote positive discipline and development and not be focussed on punishment. It must include a description of the type of behaviour that is not acceptable and must show how the school will react to such behaviour and it must also be aimed at creating a disciplined and goal oriented school environment within which quality education can take place.

5.3.1.1 Availability of Code of Conduct and review

The South African Schools Act stipulates that all schools should have codes of conduct which should be reviewed annually (RSA, 1996). Reviewing the Code of Conduct would provide room for the stakeholders to amend and close loopholes and that are evident in the old one and add new information which is crucial (RSA, 1996; King, 2004). According to the participants, all schools had codes of conduct. Their understanding of the schools' codes of conduct was evidenced by their revelation from data that the instruments were displayed in schools for all stakeholders to read and also in principals' offices. Schools also gave copies to learners who signed for them and in some schools new learners who were interested in joining the schools were given copies before joining.

However, there were mixed views on how often the codes of conduct were reviewed. Some participants stated they were reviewed annually while others indicated two years or more. According to South African Schools Act, the Code of Conduct is supposed to be reviewed annually (RSA, 1996). The period in which a Code of Conduct is reviewed is necessary because it reveals how much a school is doing to adapt to new concerns of care and safety and also to identify gaps and loopholes which are taken care off during the review (King, 2004; Modishane, 2015).

5.3.1.2 Stakeholders involvement in the crafting of the Code of Conduct

The establishment of a Code of Conduct involves the participation of all role players, namely parents, educators and learners in the process. The process must be open and democratic in nature and give opportunity for consultation and negotiation (RSA, 2015; Western Cape Education Department, 2007; Modishane, 2015). Through this it is ensured that the whole school community accepts ownership for the Code of Conduct and its application. It is important that all learners are aware of the content of the Code of Conduct. The findings of the study showed that the process of drafting the Code of Conduct was democratic, and that all stakeholders, such as the educators, parents, social workers, SAPS, CPF, Department of Health, Department of Social Development, community leaders, security, officials from Department of Education took part, and learners were represented by the RCL.

This is in line with the SASA (1) (1996) which stipulates that the Code of Conduct can be adopted in consultation with parents, educators and learners (Squelch, 2000). Rationale for this higher standard of democratic participation is that consultation will deepen learners' commitment to rules which govern them. This statement is supported by Butcher and Manning (2005) and Du Plessis and Loock (2007); they put emphasis on the fact that for care and safety measures to be implemented effectively, all stakeholders (such as parents, educators, law enforcers, health care providers, and police) need to be involved so as to create ownership and pride. Katie, Morris and MacGarrigle, (2012) argue that consultation is vital to address current needs, levels of capacity, to identify and address any kind of resistance that will surface during the implementation process. This is also in line with what is advocated by profounders of bottom up approach policy implementation model where the involvement of local players is sought at all levels, either through consultation or by involving them in the partnership (Cloete & Wissink, 2000). They argue that success of policy implementation is likely to succeed if people at the bottom have participated at every stage, that is, during the definition phase, during implementation, during evaluation and the revision of the programme either directly or through those bodies representing collective interests (Anderson, 2010; Fraser et.al, 2005; Bovens & Zouridis, 2002; Pulzl & Treib, 2007; Sabatier, 2008).

Learner involvement is an issue which is very crucial in developing the Code of Conduct. Bray (2005) argues that the RCL at the secondary school should be consulted when developing the Code of Conduct, because it inculcates the values of democratic school practices, although at this level is not competent enough to enter independently into legal contracts; they are educationally mature enough to represent the learners of the school and act in its best interest. Consequently Butcher and Manning (2005) observe that the learners themselves seem to be cooperative when they are involved and take ownership of processes and programmes in which they participated. When the SGB draws up a Code of Conduct for learners, Bray (2005) is of the opinion that the RCL at a secondary school level should be consulted, as it inculcates the values of democratic school practices. Learners should be consulted in their affairs, because research has shown that they may be willing to conform to decisions that are made in that regard. There is consultation of RCL in crafting the Code of Conduct, to encourage buy-in to the

process. Involving learners allows them to make contribution about things that make them feel safe or cared for at their schools. According to the information obtained, participants had different views on learner involvement in developing the codes of conduct in schools under study. Some confirmed that learners were involved in the entire process. Others stated that although learners' views were solicited, they were not taken seriously by teachers and parents.

There were also participants who stated that learners were not involved in the process. Learner representatives were consulted and contributed to the discussions. What is not clear is whether RCL members solicited views of all learners before they gave their input in the meetings. According to literature there are issues of power dynamics especially when it comes to learner participation in decision making where parents see that they cannot be on the same level as children (Fraser, Dougile, Mabee, Reed & McAlpine, 2005; Anderson, 2010; Katie, Morris & MacGarrigle, 2012). In some cultures, it is a belief or practice that children are not supposed to speak when parents or adults are speaking. It has been observed that there are parents with this attitude in some of the schools under study (Anderson, 2010; Katie, Morris & MacGarrigle, 2012).

5.3.1.3 Implementation of the Code of Conduct by school principals, educators and RCL

- ***Principals***

Understanding the role of the principal in the implementation of Code of Conduct was important in this study because a principal acts as the strategic leader overseeing implementation of various school programmes (Department of Education 2007, Lekalakala, 2007). According to literature, the principal as a strategic leader is supposed to introduce the concept of positive learner behavior within the school set up and ensure that members of school community are aware of the policies regarding positive learner behaviour (Xaba, 2011; Department of Education, 2007; Lekalakala, 2007). They are supposed to oversee implementation of the policy regarding disciplinary measures and ensure that learner behaviour and learner issues are discussed regularly. Information gathered in this study showed that all members of the school community including principals themselves were aware of principals' responsibilities on the implementation of the Code of Conduct and

ensuring positive learner behaviour. It was stated that principals ensured that educators, learners and parents understand and adhere to the Code of Conduct and practice of positive learner behaviour. Bradshaw, Mitchell and Leaf, (2010) define positive learner behaviour as whole school approach for creating a positive, safe and supportive school climate in which learners can learn and develop. This is elaborated further by Centre for Justice and Crime Prevention (2012:8) who view positive learner behaviour as consisting of the following aspects:

- Long term solution that develop learners' own self-discipline;
- Clear and consistent communication;
- Consistent reinforcement of teachers' expectations, rules and limits;
- Based on getting to know learners and being fair;
- Building a mutually respectful relationship with learners;
- Teaching learners lifelong skills and fostering their love of learning;
- Teaching courtesy, non-violence, empathy, self-respect and respect for others and their rights; and
- Increasing learners' competence and confidence to handle academic challenges and difficult social situations.

The above discussion shows that positive learner discipline is supposed to be discipline focused approach and not punishment focused. Consequently, it should be directed at developing learner behaviour and not controlling their behaviour (Bradshaw, Mitchell & Leaf, 2010; Centre for Justice and Crime Prevention, 2012). The direction which the institution takes is influenced by the role of principal to some extent. This finding of this study concur with that of Gottfredson (2006) who discovered that, principals, through extensive and quality supervision of programmes can be a recipe for success in the implementation of the programmes. Principals also articulated the code conduct at assemblies and set the tone for the maintaining of safety and care through abiding by the Code of Conduct. They ensure that every learner receives the copy of the Code of Conduct in their mother tongue language; also it is mounted in corridors, classrooms notice boards.

Principals are part of the disciplinary hearings; they give verbal warnings, written warnings, recommend suspension of learners that have transgressed. They keep records on the crimes/ misconducts that are committed within the school. It was

revealed that the principal is the one supervises both the educators and learners in ensuring the Code of Conduct is adhered to. The principal delegates duties to his subordinates to make the Code of Conduct successful. Principals are supposed to organise staff development sessions at the school level on issues related to management of learner behaviour. Parents are very important stakeholders in shaping learners behaviour. Hence principals are supposed to organise meetings with them to discuss the progress and behaviour of learners.

The progress and behaviour of learners cannot be discussed without having proper records on the outcome of different measures taken to implement the Code of Conduct. Principals have to ensure that records of learner behaviour are properly documented and organised (Makota & Leoschut, 2016; Kemunto, Role & Balyage, 2014; Burton & Leoschut, 2012). The documents should include incident report where a thorough report of incidences of misconduct that have been committed at the school are documented; the school register of misconduct where all different types of misconducts committed by learners are registered; an individual learner register which enables the school to monitor problematic learners through keeping record time disciplinary action is taken against a learner (Naidoo, 2000; Netshitahame & Vollehoven, 2002; Xaba 2011). However, findings from this study showed that schools do not keep proper records of misconduct. Records kept by subject teachers, class teachers and other stakeholders are incomplete and not correctly done. A number of safety committees including disciplinary committees do not write minutes and at times important documents are not available. As it will be seen in later sections it becomes impossible to pass the right penalty in disciplinary hearings.

- **Educators**

Educators are other members of the school community who have to fulfil certain responsibilities in the implementation of the Code of Conduct especially developing positive learner behaviour. Studies have documented their responsibilities to that effect, namely; they are required to create learner centred classrooms where discussion is allowed between learners. Such discussions have to take place in a focussed and orderly manner (Makota & Leoschut, 2016; Mabasa, 2013; Waghid, 2013). This can only be possible if teachers prepare well so that lessons can run smoothly and discipline can be applied more easily (Makota and Leoschut, 2016).

According to Makota and Leoschut, (2016) educators are not supposed to make threats to learners and punish only in accordance with the school Code of Conduct. Cooperation of learners is only possible if learners can see that they are respected and valued. Hence, educators should not criticise learners and present a negative attitude towards them. When commenting on learners' work educators are supposed to be positive and praise them. They have to make sure that offenders are taken to task and should not punish the whole class as it is unfair (Makota & Leoschut, 2016; Mabasa, 2013; Waghid, 2013). The findings of this study revealed that educators play critical role to shape the behaviour and conduct of learners by virtue of spending more time with them. This study discovered that educators remind learners about the schools Code of Conduct the importance on adhering to the Code of Conduct all times. In addition they can also punish or put learners who misbehave in detention and recommend learners for disciplinary action and give warning to contraveners.

According to findings of this study educators are responsible for imparting school ethos and rules. It emerged that there is a duty roster for educators to monitor learners during intervals, they identify hot spots and prevent fights. However research found that unwillingness of some educators to monitor the detention classes was revealed as a challenge; they do not effectively enforce strategies like detention thereby making learners not to feel the consequences of misbehaving resulting in them repeating same unacceptable acts.

The findings of this study also show that although some participants stated that the principal is required to ensure positive learner behaviour, the implementation shows more focus on enforcement of rules. This was the same with educators who also felt that they are supposed to ensure learners adhere to school rules. It can be deduced that the focus is a mixture of controlling people's behaviour and developing their behaviour, namely it is a mixture of punishment and disciplined focussed approach.

- ***Representative Council of Learners***

The role of RCL in the implementation of the Code of Conduct has been identified by different authors as to promote and develop positive learner spirit and culture within the school (Makota & Leoschut, 2016; Mabasa, 2013). They are also responsible for promoting good discipline by holding regular learner meetings and discussions and also use communication channels to discuss learner frustrations and fears

(Domingo-Swartz, 2002). According to the Department of Basic Education, (2010) RCL is supposed to promote positive and constructive communication with educators and school management. They are supposed to be role models where learners look up to them. The findings of the study show that the role of RCL is mainly to ensure that learners obey rules, in other words they see their role as more of enforcing rules. They assist educators to enforce discipline by writing down the names of late comers and ensure that those learners attend the detention classes after school. At the assemblies, they assist educators to maintain order, ensure silence, stand in-between rows, and identify back-chatters. The class representatives which is an extension of the RCL, during the change of periods monitor the proceedings, learners should move quick and quietly to the next class, the girl representative walks in front, leads the class, the boy child walks at the back, to identify bunkers, they keep a period register which is signed by subject educators in each period. During lunch, they assist at the kitchen, to maintain order, ensure there are no repeats of learners taking more food, there is no bullying, and intervene if there are tensions. Class representatives, rehabilitated learners in selected schools are given a badges that are attached to blazers or jerseys, arm bands that they should wear as ambassadors of that week. The awards are only given to outstanding learners who have solved conflicts amicably, shown leadership qualities. It is not evident from the findings of the study that RCL promote the roles which have been identified in the previous section above.

- ***Effectiveness of the implementation of the Code of Conduct***

According to the findings of the study, penalties given to learners vary depending on the type of misconduct committed. Late coming is managed by educators working according to the duty roster, the names of late comers are written in a note book. Black marks are given for each act of misconduct. There is also a demerit system whereby the misbehaving learner's name ultimately appears on the notice board of the school's disciplinary committee. If the learner continues to misbehave, such appearance of the name on the notice board often is drawn to the attention of the principal and SGB.

Cases of being absent from classes are handled by subject educators, who will send them to the grade head, and in some schools they are sent to the principal. Minor misconducts are handled by giving verbal and written warnings, isolation within

classroom, isolation outside classroom and extra work detentions. Serious misconducts and repeated offences warrant suspensions and expulsions in extreme cases. According to Verdugo (2007), schools have realised that they must change from giving punishment that are primarily punitive and instead offer suspensions and community service. Cases like violence, carrying of dangerous weapon and/or drugs are handled by the South African Police Service (SAPS) who are called by principals. At times learners are recommended to seek specialist help or go for rehabilitation.

It was established that participants view the implementation of codes of conduct in their schools as being effective to some extent. There was a feeling that penalties given when there is misconduct have had effects on learners. It has been observed that learners, after going through the disciplinary process, refrain from the wrong things that they have been doing. The findings are in line with Modishane's (2015) study which found that the Code of Conduct has had a slight effect on learner discipline especially on minor misconduct. Modishane (2015) observed that registers of misconduct showed that majority of learners tended not to repeat the same misconduct after they have been called to a disciplinary hearing and signed social contract with disciplinary committee. However, the Code of Conduct was not effective in cases of serious misconduct which warrant suspension or expulsion. This is in line with the findings of the study where participants acknowledged that when learners were suspended for misconduct like using drugs they found it as a way of dropping out of school.

Horner, Sugai, and Anderson (2010) comment that behavioural expectations and positive feedback are the core elements of school-wide positive behaviour interventions and support which has proven to be effective in schools in reducing learner suspensions and office discipline referrals (Bradshaw, Mitchell & Leaf, 2010), and in improving classroom climates and the social competence of the students (Sørli & Ogden, 2007). So it is important that whenever the intervention strategies are being implemented the educators or whoever is implementing the Code of Conduct reinforce positive feedback. This view is in line with the social cognitive theory, which states that depending on whether people are rewarded or punished for their behavior and the outcome of the behavior, the observer may choose to replicate behavior modeled (Bandura, 1986).

Despite the above improvements there are outstanding challenges, there is lack of parental support in the implementation of the Code of Conduct. Parents hand over learner discipline to the educators. They do not take responsibility for disciplining their children. They do not attend disciplinary hearing and even those who attend provide minimum contribution as they lack skills to engage meaningfully in the disciplinary process (Boyd & Barwick, 2011). This is in line with the findings of this study where participants said that parents do not attend disciplinary hearings and also do not allow their children to be tested for drugs despite the fact that all the required processes would have been followed. The major problem is that many parents are working in big towns and leave their children with grandparents or other relatives who are not able to instill discipline on them (children) (Butcher & Manning, 2005; Noonan, 2004; Wolhuter & Van Staden, 2008). The issue is also aggravated by existing social economic factors in the communities. Domestic violence has adverse effect on learners. They copy what is happening at home and are violent towards educators and fellow learners. Consequently, unemployment in some communities is high and many parents are not working. Some are abusing drugs and alcohol (Modishane, 2015; Butcher & Manning, 2005; Noonan, 2004; Wolhuter & Van Staden, 2008). The Code of Conduct does not effectively address social economic factors that affect learners' behaviour in schools. Poverty and hunger contribute to poor learner behaviour. They are sometimes forced to criminal behaviour in order to survive (Butcher & Manning, 2005; Noonan, 2004; Wolhuter & Van Staden, 2008).

Disciplinary problems are also aggravated by peer pressure among learners and in such cases the Code of Conduct is not adhered to as expected. Some learners break rules purposely to show off and to attract teachers' attention. To be regarded as naughty means learners getting recognition from peers (Modishane, 2015). This is also in line with the findings of the study where participants said that some of the learners do not adhere to the Code of Conduct because they want to be recognised by peers. They thus break the rules deliberately in order to please their peers.

There is also lack of consistency in policy implementation. SGBs may implement sanctions which are applied to certain learners while educators turn a blind eye when other learners commit the same misconduct. Studies have observed that educators favour some of the learners especially those who are seen to be intelligent or are

their relatives (Bradshaw, Mitchell, and Leaf 2010). Such inconsistencies result to learners who are well behaved misbehaving not being punished. Hence such inconsistencies lead to learners not respecting the Code of Conduct. This is in line with what has been revealed in the findings of this study where some teachers fail to record misconduct committed by learners from wealthy families and politicians due to favouritism. As a result such learners do not face the consequences for their actions. This practice has been observed by Lipsky (1980) who detected that policy implementers whom he referred to as 'street level bureaucrats' deviate from the goals of the policy to implement policies in ways that would enhance their interests. This study revealed some of the challenges faced are interlinked in some way due to lack of commitment from the educators and parents to adhere and implement the care and safety strategies thus creating loopholes which learners exploit to misbehave. Some parents are reluctant to sanction their children when they misbehave while some educators do not effectively implement care and safety strategies.

Another challenge related to policy implementation is lack of Department of Education support. According to South African Schools Act, the Department of Education is supposed to assist schools in handling cases of serious misconduct (RSA, 1996). The Department is required to deal with those who committed misconduct by either effecting suspension or expulsion as penalty. However, the Department reacts slowly when dealing with issues of discipline leaving schools to handle difficult cases on their own and at times things end up in the courts.

Studies found that learners with verbal hostile educators are more likely to act with peers in hostile ways, and that these learners may take on some of the educator's behaviour (Cameron & Sheppard, as cited in Masitsa, 2008). The social cognitive model states that the response an individual receives after they perform behaviour, that is, provide chances for learner to experience successful learning as a result of performing the behaviour correctly (Bandura, 1986).

5.3.2 Record keeping for maintaining of care and safety in schools

Keeping of proper records is a very important aspect in enhancing care and safety of learners in schools. Studies have shown that schools which keep records effectively

have shown significant improvements in maintaining care and safety and improving teaching and learning (Makota & Leoschut, 2016; Kemunto, Role & Balyage, 2014). Amanchukwu (2015) mentions school records to include books, documents, diskettes and files that contain information pertaining to care and safety at the school. Records assist responsible authorities within a school to identify hot spots, anticipate danger and can be the basis for formulation of preventative and intervention strategies (Makota & Leoschut, 2016; Kemunto, Role & Balyage, 2014; Burton & Leoschut, 2012).

Record keeping if done well also helps to maintain transparency between the educators and the learners as well as the community especially parents (Burton & Leoschut, 2012). This is in line with the responses of the participants in this study. They showed that all schools are aware of maintaining proper records in order to have a successful implementation of care and safety programmes for learners. They acknowledged that they keep records which they use for a number of purposes, among them to enable disciplinary committees and others in schools to take correct decisions when they have to impose sentences on learners who have committed offences. They also provide information on misconducts committed in the schools and learners involved. They also stated that records are used to monitor the implementation of care and safety programmes and show which strategies are working and which are not.

Literature has identified three strategies of keeping records especially on care and safety of learners (Amanchukwu, 2015; Burton & Leoschut, 2012; Netshitahame and Vollehoven, 2002). There is incident report where a thorough report of incidences of misconduct that have been committed at the school are documented. The report will enable the school to monitor misconducts which are prevalent and those which are not and identify measures to address the situation. There is also school register of misconduct where all the misconducts committed by learners are registered. In this way one is able to see the number, the nature and type of misconducts which have been committed in schools and find ways of addressing them or improving the strategies in place.

Consequently, individual learner registers enables the school to monitor problematic learners through keeping record time disciplinary action is taken against a learner

(Naidoo, 2000). Furthermore, it has been discovered that records which show the description of the inappropriate behaviour, the disciplinary consequences and actions taken and a parental signature to acknowledge the misconduct and resultant disciplinary action taken are more effective (Burton & Leoschut, 2012). This record provides information on the disciplinary history of the learner and may be used to motivate for specific support interventions for the learner (Burton & Leoschut, 2012). Information gathered in this study is not quite in line with what has been written regarding the three strategies of keeping records on care and safety of learners. Schools do not keep records properly. Minutes of important committee meetings are not written. Records are either omitted or not written properly, thus compromising decisions on the cases which are presided by the committees. Records are kept by too many people and are not properly recorded and kept. There are also elements of favouritism where some teachers fail to record misconduct committed by learners from wealthy families and politicians. As a result they do not face the consequences for their actions. Schools records are not well organised and comprehensive. Only one set of records are kept which is individual learner register and a lot of gaps. A comprehensive picture of the implementation of the strategies would have emerged if all the three types of records, namely, individual learner register, incidents reports and school of register of misconducts.

Another aspects regarding record keeping is that most schools use old methods where you record everything manually. Despite the introduction of different programmes and software which are used in Education Management and Information System (EMIS) (Netshitahame & Vollehoven, 2002). Xaba (2011) observed that the DBE has introduced South African – School Administration and Management System (SA-SAMS) which could among all the functions it fulfils could have also been used to keep records for the purpose maintaining care and safety of learners. The problem has been that although educators have been trained to use the programme, principals feel that the training has been inadequate. Moreover it is not compulsory for schools to use the programme, they can opt for different programmes (Xaba, 2011, Chanza, 2012).

The above discussion showed that there are major challenges in record keeping by schools. This calls for provision of more support and monitoring from the Department

of Education District officials. This also calls for training and capacity building on record keeping for all members of the school community.

5.3.3 School- based Social and Emotional Learning programmes (SEL)

School-based SEL programmes are predicated on the belief that academic skills are intrinsically linked to learner's ability to manage emotions, regulate emotions, and to communicate and problem-solve challenges and interpersonal conflicts including building social skills (empathy, perspective-taking, respect for diversity), build friendship skills, and make positive decisions (Zins, Bloodworth, Weissberg & Walberg, 2004; Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Hence, managing to incorporate the components of SEL programmes plays a major part in ensuring safety and care in schools. The findings of the study revealed that SEL programmes in schools provide physical, social and emotional support to vulnerable learners among them those who have been affected by school violence for example being bullied or have suffered physical harm, learners who have been continuously absent from school, learners who have been sexually abused, and those coming from poor social economic backgrounds. The programmes also target learners who have been perpetrators of violence, learners who have engaged in different kinds of misconducts including those who have been involved in substance abuse etc.

Besides Life Orientation which is offered in all schools, SEL programmes are not operational in all schools but only in some of them. They are supposed to be offered by School Based Support Teams or committees spearheaded by LSAs and Life Orientation educators. It also emerged that some schools have committees which are supposed to implement SEL programmes but they are not functional. According to participants, LAs and LO educators make follow up on learner absenteeism by going to their homes to check on them. They also attend to bullying cases and they ensure that those affected are given emotional support by receiving counselling and other related support. They also provide physical support in the form of food parcels and clothing (uniforms) that is bought and sourced from the school clothing bank. Other learners are assisted to make applications for social grants from SASSA. Learners with aggressive behavior, habitual offending are referred to the social workers.

It emerged that some of the learners who have been exposed to the SEL programmes feel safer and more connected to school and academics, and have been able to build work habits in addition to social skills, and build stronger relationships with peers and teachers (Zins & Elias, 2006). Hence, emotional well-being of the learners is as crucial as their physical well-being. Simatwa (2012) observe that when there is tension in the school, learners become uneasy, watchful and fearful. Emotional state which is not conducive to engagement with learning can also lead to behavioral disruption (Porter, 2006). Cases which are referred to social workers include cases of abuse and sexual harassment. This reference to social workers in such cases is important as it helps the learners to be emotionally well. The study also found out that the Department of Social Development plays a critical role in as far as counselling of learners is concerned. This is because all schools indicated the need to consult Department of Social Development in matters where expertise is required to deal with a serious problem.

Findings of this study indicate that there were guidance and counselling committees in some of the schools. However some participants also said their schools had not established any guidance and counselling committees or they were not functional. The study further established that the available guidance and counselling committees were functional but its tasks are done mostly by the Learner Support Agent (LSA) who is assisted by the Life Orientation educators. This means that there is heavy reliance on the two members who are obliged to do all the work despite the fact that it is the work of a committee. Mushaandja, Haihambo, Verganani and Frank (2013) found similar situation exist in Namibia.

However, there have been challenges in implementing SEL programmes in schools. Implementation of Life Orientation subject as a SEL programme has posed a lot of challenges. Life Orientation has been defined in the national curriculum as a holistic study of the self, the self in society, an opportunity to develop the emotional side of young people, the citizenship aspects of life in South Africa, democracy and human rights. It is also supposed to provide skills on healthy lifestyle, healthy living and physical fitness (Adewumi, 2012; Gama, 2015). The main issues in the implementation of the programme have been educators who have not been trained to teach the subject. Adewumi, (2012) observes that schools allocated teachers considered excess to teach the subject. In most cases they have not specialised in

the subject area and content. Studies have also observed that the available books and literature used by schools is inadequate and the fact that some of the teachers are not conversant with the area, they are not creative enough to come out with other teaching styles and materials (Adewumi, 2012; Gama, 2015). Moreover, there is no attempt to use other resources that will stimulate and inspire the learners in the classrooms to want to learn, to want to participate, to want to encourage thinking around controversial issues. According to Gama (2015:5):

Life Orientation teachers struggle to understand the life world of learners from different cultures in one classroom. Teachers who are lacking in terms of training and skills automatically lack motivation and confidence. Furthermore they have little influence on learners' values and are unable to modify the learners' behaviour).

Another challenge in the provision of SEL programmes is that teachers have no skills in providing emotional support and in particular they lack skills in counselling. There is heavy dependence on LSA and LO educators to perform all the responsibilities of providing SEL programmes and yet there are committees existing in schools. Not having trained guidance and counseling educators means schools depend more on social workers. Studies have confirmed that social workers are also overwhelmed with work and as such they take long before they meet learners who have been referred to them. Because of too many responsibilities they operate on ad hoc basis without proper follow up on the learners they assist. Hence, affected learners do not receive adequate and satisfactory service (Nickerson & Martens, 2008; Masitsa, 2011; Adewumi, 2012; Mackie, 2013; Gama, 2015).

5.3.3.1 Involvement of parents in SEL programmes

Parents are regarded as very important stakeholders in the education sector. They are expected to work hand in hand with educators to ensure proper personal development of learners. To be able to maintain order in the schools, the educators need the support of parents. The educators cannot successfully correct the behaviour of learners without cooperation of the parents. Educators and the parents have to set the tone in terms of the required behaviour if the learners are to model or imitate their behaviour (Moloko, 2003, Mabelane, 2003). Bouffard (2016) asserts that

parents are a powerful force for change in ensuring that learners feel supported, and respected. Oosthuisen, (2003); Zins, Weissberg, Wang and Walberg, (2004) further argue that compared to educators, parents have strengths and expertise to contribute, and share responsibilities with professional staff. It is assumed that a parent monitors learners when they are at home and educators monitor them at school.

However there comes a point when both parties have to play their roles to ensure that programmes that benefit learners are successfully implemented. Parents can take part in these programmes by availing themselves when invited by school authorities. The findings of this study revealed that it is only a handful of parents who are playing effective and active role in the implementation of SEL programmes. Participants stated that those parents raise awareness on HIV/AIDS by talking about prevention strategies. They collaborate with schools to invite organisations like Love Life and Hospice Association to make presentations to learners. The parents are also given opportunities by schools to address learners in assemblies and sensitise them on good behaviour, required norms and values and the type of friends to associate with and to follow. They also make presentations on sex education to learners which is a topic avoided by most parents and even some educators. One parent has been assisting poor learners with physical support by donating clothes, food stuff etc.

As discussed in Chapter 2 studies have found that parental involvement and support in their children's education has been found to be of paramount importance. It has been argued that discipline and safety has improved when parents were involved in the decision making pertaining to the behaviour and discipline of the learners (Centre for Justice and Crime Prevention, 2012).

However, the findings of this study also showed that there is minimal participation by the majority of parents in any of the school programmes. They are not supportive in fund raising efforts and they do not attend parents meetings. They are reluctant to appear in disciplinary committee meetings if their children are to be disciplined and they also do not give permission if their children have to be tested for drugs. They only visit schools when they have to apply for social grants because they need information from the school. The majority of them are not willing to teach their

children sex education; everything is left in the hands of educators. Waghid (2013) argues that parents seem to be reluctant to co-operate with educators in instilling responsible behaviour to their children. He observed that the majority of parents have shed their responsibility to schools as they have let schools to hold all the disciplinary problems concerning their children (Waghid, 2013). The findings of the study revealed that many children spend the entire weekend drinking alcohol without parents' supervision. These children are also likely to be enticed to take drugs and commit crime and in turn will have discipline problems at schools. The South African School Safety Framework (DBE, 2016) states that the responsibility for the learners' behaviour rests with the parents/guardians, not only the educators (DBE, 2016). Geyer (2000) observes that parents are very crucial in building safe schools.

5.3.3.2 Building character in learners

Building character in learners is important in terms of enhancing self-awareness, self-management, social awareness, relationship skills and responsible decision making among learners. Almerico (2014) defines building character in learners as teaching learners to develop the ability to decide how to behave in an appropriate manner in various social situations with the purpose of developing individuals who are capable of understanding moral values and who choose to do the right thing. They are taught the core principles and values of generosity, kindness, honesty, tolerance, trust, integrity, loyalty, fairness, freedom, equality and respect of and for diversity.

Findings of the study revealed that educators put emphasis on cultivating a sense of love instead of hate irrespective of different views held by learners, positive reinforcement, tolerant and respect. It was also revealed that during roll call class educators spend 3–5 minutes raising awareness among learners on how to behave towards others, how to respect and stick to norms and values, dangers of gangsterism, and drugs. This is intended to cultivate a culture of care and safety in the school.

Participants revealed that cordial relationships exist between learners and educators and this expand opportunities for interaction and add voices in decision making. The responses showed that educators focused on passing positive and encouraging

comments to all learners regardless of their contributions. Educators also use jokes to illustrate certain points. They also engage in activities such as team building to ensure that everyone feels being part of the team. Team building also provides high impact learning and improves morale and learner performance (Espelage, Green & Polanin, 2012).

Instructions centred on building character in learners help to improve student academic achievements and communication skills hence promoting stronger sense of independence and self-confidence. It in turn leads to the creation of trusting learning environment where learners feel good about themselves and others (Almerico, 2014). Schools with successful character building reported less absenteeism, fewer discipline problems, decrease referral for misbehaviour, lower dropout rate and higher performance scores (Almerico, 2014; Espelage, Green & Polanin, 2012). The findings of the study show seminars in the schools under study. There is positive reinforcement in schools with teachers giving awards to higher achievers but at the same time motivating, encouraging and providing support to learners with low performance.

Participants revealed there are quarterly reports issued by the schools showing the progress of every learner in terms of achievement and where improvement should be made. There are end of the year prizes given to top achievers in both academic and extra mural activities. In such awards character building instead of character destruction or condemnation is encouraged in the schools particularly when rehabilitated learners from acts of misconducts and delinquency receive awards of good behaviour. Consequently there are programmes which raise awareness among learners which are also geared towards building character in learners. The programmes include:

- Knowledge on HIV/AIDS prevention which educate learners;
- Presentations on sex education by educators and some parents;
- Presentations by parents on norms, values and critical thinking and how to live and relate with other people;
- Use of motivational speakers;
- Participation in sports: there are tournaments for learners to show case their skills in campaigns like Teenagers against Drug Abuse (TADA), Youth against Crime

etc. that are annual events sponsored by the Department of Social Development and SAPS. They also bring motivational speakers to these tournaments;

- Use of recreational facilities and establishment of clubs that encourage norms and values, self-discipline and self-defence lessons.
- There are workshops organised by the Liaison Officers and SMT members at the beginning of the year. The workshops encourage respect, use of proper channels of communication, and open door policies to educators. Such workshops enable educators to feel free to assist learners and be approachable when raising matters that are related to care and safety. Butcher and Manning (2005) observe that a safe school is one in which the total school climate allows learners, educators, administrators, staff, and visitors to interact in a positive, nonthreatening manner that reflects the educational mission of the school while fostering positive relationships and personal growth. Taking this assertion into consideration, the interactive relations between educators and learners goes a long way in ascertaining some degree of care and safety.
- It was also revealed that there are workshops on leadership skills and mediation skills that are held for class representatives and RCL members during induction. They are called by the Department of Education in Graaff Reinet. These workshops are meant to build capacity to enable learners not to be bystanders in cases of bullying but to intervene and mediate the concerned learners. In the workshops learners are given platforms to speak out, lead meetings and to conquer stage fright.

All the above programmes are meant to enhance self-discipline among learners, teach them how to shape their lives and direct their lives in a positive way. They are also supposed to enable learners to acquire skills on how to live with other people and show them respect irrespective of their diversity. The main challenge however is that such programmes are not organised regularly. Some participants also said that they are not well planned and organised properly because sometimes people are invited to give talks because something has gone wrong. Hence, many of these programmes are organised on ad hoc basis.

Data revealed that praise, encouragement to learners for solving conflicts, have shown peer mediation skills, resolved conflicts in playgrounds. This boosts the

confidence of learners. Certificates to leaders of the RCL through Colombo leadership are given rewarding them for good work. This is an indicator of pocket of good practice in building the educator-learner relationship, and in winning the hearts and minds of learners. It is important for learners to establish relationships with educators within the school because educators are aware what is needed to work at maintaining safe environment (Dodd, 2000; Szachnowicz, 2003; Sautner, 2001). They also engage in activities which build team work making sure that everyone feels as part of the team.

5.3.3.3 Modelling positive behavior among learners

Modelling positive behaviour enables learners to acquire social and emotional learning skills to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Pajares, 2002). Regarding how educators model positive behavior, the findings of the study revealed that being exemplary in front of the learners was the most effective strategy for educators to model positive behavior. Smoking in front of learners, coming to work drunk and being late is strongly discouraged. Furthermore educators are supposed to dress appropriately and show respect to their colleagues all the time. Educators are supposed to respect each other and learners as well. They should avoid using vulgar language and name calling and should be humble and caring. Similarly parents and communities are also encouraged to promote positive behaviour by being exemplary in the way they conduct themselves. Parents should avoid drinking alcohol and smoking in front of the children.

The findings are in agreement with that of Pajares (2002) who found that learners learn about usefulness and appropriateness of behaviors by observing live models who can be educators, peers, family members, guest speakers, neighbours and many others. This is in agreement with Bandura's social learning theory which observes that because educators are role models for learners, their behaviour, even when meting out disciplinary measures, is seen by learners as an example to be emulated (Masitsa, 2008). Hunter (as cited in Serakwane, 2007) asserts that observational learning is a very powerful way of acquiring attitudes, skills and knowledge. Thus, educators should always set an ideal example to learners by

applying care and safety measures properly. However findings reveal that there are some educators who do not dress properly they come to schools with jeans, tekkies and golf shirts especially on Fridays, some smoke in front of learners, some parents fight, and drink publicly and in front of their children. Others come to school but they do not go to class as they spend most time on social matters.

According to Almerico, (2014:20) role modelling can also emerge in the classroom experience in a wide variety of ways:

(i) Social and emotional skills

Enthusiasm and optimism are crucial traits to help children tap into their own energy – and, in due time, face more challenging situations with aplomb. Self-esteem can be developed through positive comments on learners' progress or creativity in almost any endeavour. Teachers can model coveted characteristics through acting with integrity and setting high expectations for their students. This will ultimately help facilitate the development of character and community.

(ii) Making mistakes

Although teachers are needed to be role models that exemplify positive behaviour, it is just as important to let children know that making a mistake is okay. When a teacher makes a mistake or does not know the answer, they should let the learners know they made an error and communicate how to correct it. This will help convey to the learners that everyone makes mistakes and to take responsibility for their actions, whether they are good or bad.

(iii) Problem solving

Being able to interpret information, analyse statements and come to conclusions are imperative skills to be learned by children. Teachers can help their learners understand certain thought processes by using a thinking-out-loud approach. By using positive thinking and articulating the thought process needed to solve problems and analyse information, learners are able to train their minds to think in similar ways. This will help them confidently work through problems and find solutions independently.

(iv) Positive self-image

Confidence can be a difficult trait to instil in children because of the many factors that come into play. Teachers can help show their learners to view themselves in a positive way by asking them about different aspects of their lives and sharing their own stories with a sense of optimism. Celebrating even the smallest accomplishments starts a conversation with the learner that can help them think and talk about their own life with positivity.

Hence, as learners grow, they'll have many decisions to make to create a balanced lifestyle. With positive adult role models, they'll be more likely to understand the full extent of their personal choice and agency in the above issues. Every experience that they share alongside teachers can be a step towards preparing them for a fulfilling and balanced life.

5.3.4 Performance of care and safety committees/teams

The benefits of establishing care and safety committees in schools has been documented in a number of studies (Makota & Leoschut, 2016; Xaba, 2006; Soomeren, Steinmetz & Ruijsendaal, 2002; Pollack & Sundermann, 2001). Effective safety committees can help prevent unsafe conditions and provide efficient responses to emergencies when they arise. Care and safety committees can provide revision for current safety policies and procedures, help engage with school management and provide ongoing safety information to parents, staff and the community (Makota & Leoschut, 2016; Soomeren, Steinmetz & Ruijsendaal, 2002; Pollack & Sundermann, 2001).

In South Africa, SASA obliges all schools to establish care and safety committees/teams (RSA, 1996). The findings of this study differ from what is stipulated in the above studies and SASA in that although it is compulsory that all schools establish care and safety committees not all schools have done so. In some of the schools which have committees they (committees) remain dysfunctional and are not performing their roles. Moreover for committees to perform well there is need to have the right members. Makota and Leoschut, (2016) recommended that committees need to have the right members and should be comprised of the principal or an administrator, at least one teacher, the school's resource officer or other safety/security personnel, the school's counsellor, the school nurse, and a

custodian or maintenance member. They should also appoint learner's representatives in case of high schools. According to SASA, the Committee should be composed of the school safety officer who is an educator, SGB members, the school security personnel, social workers, a member of SAPS, Community Policing Forum members and learners. The principal is not an official member of the committee (DoE, 2010).

According to the findings of this study, care and safety committees comprised of internal stakeholders of the schools, namely, learners, educators, SGB members and school security personnel as well as other stakeholders who include the SAPS, local ward councillors, social workers and members of CPF (South African Police Service, 2009). Hence, the findings of the study confirmed that the composition of members of care and safety committees in the schools was in line with what is stipulated in SASA. Their duty is to identify potential dangers inside and outside the school, and take measures to safeguard learners. They are also charged with the responsibility of developing a comprehensive school safety plan. They should lead the efforts to identify safety needs, select appropriate interventions based on the needs identified, and then collaborate with community stakeholders for the implementation of the safety plan and monitor, evaluate the effectiveness of the school safety initiatives (DBE, 2013). SAPS have to be included in the school care and safety committees to assist in conducting random searches for drugs and illegal weapons and also to assist in drawing comprehensive safety plans for the schools since they have the required expertise to do so (Department of Education, 2010, Mathe, 2008, Phaneuf, 2009, Xaba, 2006). The Department of Education (2010:48) provided the aspects which have to be included in the school safety plan as follows:

5.3.4.1 The School's Safety Plan

- Identify precautions to be taken when certain equipment is used e.g. power driven equipment should not be used in the vicinity of the learners. Learners are not allowed to operate power driven equipment such as lawnmowers, trimmers, chainsaws and tractors etc.;
- Marking out parking areas for staff, visitors and learners (bicycles, motor cycles, cars);

- Compiling rules about driving of vehicles on school property;
- Checking and ensuring the routine servicing and appropriate placing of fire fighting equipment, First Aid equipment and other emergency equipment, ensuring that emergency drills are held regularly;
- Checking on storm damage to identify possible dangers;
- Checking that there are no poisonous or potentially harmful plants in the school gardens;
- Ensuring that if there is a swimming pool or any open water, it is securely fenced off and there are special regulations about its use; and
- Arranging ways of training people to deal with specific, emergencies such as fire fighting teams, search and rescue teams, First Aid squads, ensure that there are fire drills that conducted monthly to safeguard learners on outbreak of fire.

5.3.4.2 Safeguarding learners – indoors

- Repair all broken windows, furniture promptly and remove broken glasses immediately such as, the filling of cracks on walls, replacing falling gutters, ceilings, mend broken doors, replace broken windows.
- Ensure that floors are not slippery, extra care may be need in wet weather and that no learner is allowed to run in the passage. They ensure there is enough light in corridors, replace fused bulbs.
- Ensuring that electrical fittings are properly sealed and routinely checked, faults must receive immediately.

5.3.4.3 Safeguarding learners – outdoors

- Check the cleanliness of toilet facilities regularly and attend to problems.
- Set aside different sections of the school ground for different age groups where possible.
- Close all the loopholes in fencing around the school, to ensure that school grounds are maintained by cutting and trimming the grass and trees on regularly basis.
- Ensure there is no piling up of rubbish heaps and dump on the school property.

- Ensure that learners avoid excessive exposure to sun during hot days.
- Fireworks and other explosives should not be allowed on school property.

5.3.4.4 Safeguarding learners – Use of tools and machinery

- To ensure that instructions written that indicate the exact times for mowing, garden machine operators;
- All users must wear protective clothing such as safety goggles, helmets;
- It is also the duty of the safety committee to always remind educators in staff meetings to observe safety precautions especially those that are using laboratories as classes, to store chemicals and gases aside, the use of protective clothing by learners (gloves, masks, goggles) when conducting experiments under close supervision;
- The safety committee ensures that gas cylinders are kept in a secure cage, outside the building and are properly closed when not in use. Rooms with gas cylinders must be properly ventilated;
- In assemblies which are held on Mondays and Fridays, members of the safety committee are given time slots to talk about safety issues such as warn learners about the dangers of electricity, caution learners on playing dangerous games when they are at the playgrounds;
- In case of fire and bomb threats, earthquakes and freak weather conditions, a clear signal is needed from the safety committee. The safety committee must have an evacuation plan to ensure that everyone evacuates the building as quickly as possible in an orderly fashion according to predetermined routes;
- Everyone must congregate at a safe place away from the building and a roll call must be taken. Emergency services must be contacted. Absentees must be followed up by a specially prepared and identified search and rescue team.

Since schools have different contexts they have to come up with their own comprehensive safety plans by adapting the above aspects. However, the findings of the study showed that while some participants said they had developed safety plans many indicated their schools had no safety plans. Instead things are done haphazardly and are more of reactive in nature than well planned and implemented

plans as required. Noonan (2004) observes that in schools where care and safety is not evident the performance/achievement of educators is weaker and there are negative organisational relationships which in turn contribute to a negative climate. An absence of care further leads to lower levels of organisational (school) ineffectiveness, low levels of commitment by educators and poor academic performance by learners (Lyman, 2000, Shaw, 2001, Weeks, 2009). The biggest problem is that people who do not receive care also restrain from giving care to others.

The findings of the study established that school care and safety committees that are functional are responsible for closing loopholes in the fences, remove broken bottles and deal with criminal offences usually committed within schools by learners. The offences include drug abuse, possession of dangerous weapons and gang violence. In an effort to curb violence, schools can, by law be declared gun free zones (GFZs), by banning the carrying or bringing to school any dangerous objects as stipulated by the Firearms Control Act 60 of 2000, Section 140, (Marotz, Cross & Rush, 2005; Parliamentary Monitoring Group, 2006). The objects are firearms, explosives gas weapons, knives, batons, sticks etc. (Momborg, 2007). In South Africa the problem of guns has been a great concern. Gang related activities spill over from the communities to schools (Casella, Potterton & Mnyaka, 2006; Methi, 2010).

The main difference is that SAPS and counsellors play a bigger role in dealing with such criminal activities and the perpetrators at schools. The involvement of SAPS in schools complements the Safer Schools programme in South Africa of creating safer and caring schools. The SAPS and the DoE are in partnership to deal with issues of drugs, sexual offences and firearms. When there is suspicion about drugs and other illegal substances being available in a school the principal calls members of CPF and the SAPS to do random searching and confiscate drugs and illegal substances (Hester 2003; Murithi, 2010).

However, findings of this study show that there were concerns raised by the participants. Some participants stated that SAPS members were not providing their expertise in developing the plans as expected and were not committed to their responsibilities in the committees as stipulated. Although they were attached to schools to work full time to oversee issues of safety and security in schools, many

times they were not available when there were urgent matters to attend to. Consequently some members of care and safety committees were not clear about their roles and responsibilities. For example some members of the committees which were dysfunctional acknowledged that they did not perform their duties because they have not been trained. It was revealed that members of the committee receive training in a workshop organised once a year and it takes one to two days. In a study conducted in schools in the Vaal Triangle, Xaba (2006) found that some of the schools which had adopted safety plans were not implementing them because they did not have the skills and confidence to do the work. In the same study Xaba (2006) found that some schools and principals thought learner safety was a departmental responsibility; and hence, did not make effort to involve the community or any other safety stakeholders such as the law enforcement agents and neighbouring schools. SASA requires school care and safety committee members to be trained so that they acquire skills in fulfilling their roles. It is evident that members of the committees require more intense and longer training (Netshitahame & Vollenhoven, 2002; DBE, 2013).

The findings of this study revealed that some members of care and safety committees breached confidentiality. Participants expressed concerns that some members of the committee are not trustworthy because they inform learners and members of the community day searches of weapons and drugs would take place. It was revealed that teachers hide for learners' cellphones and weapons when they are conducting searches so that they will not be discovered. They hand them over to them after the search. Modishane (2015) observes that educators turn a blind eye when learners commit misconduct. Educators show favouritism to some of the learners especially relatives, those from wealthy families and the bright ones. They are always protected by them. This practice was also observed by Noonan, (2004). Similarly, some members of the committee inform members of the community who are known to be selling drugs regarding drug searches in the community. They are then able to hide the drugs. In return members are paid a fee. According to Crime and Courts 12 March 2013, police are paid by dealers in return for protection and information. People can pay as much as R5 000 per week. It was also revealed that members of CPF also inform drug lords about raids of drugs and weapons in the community.

The study also found there was evident negligence regarding keeping of minutes on deliberations concerning care and safety in schools. Majority of schools did not have the minutes whilst only a few had minutes of previous deliberations on safety which were in some places incomplete. Participants observed also that progress reports are not produced as stipulated in the policy. This is a concern because without proper minutes it will not be possible to monitor and evaluate the effectiveness of the performance of care and safety committee initiatives.

5.3.5 Use of alarms, closed circuit television and other security measures in schools

The findings of the study revealed security measures that are used by schools to ensure care and safety of learners. It was revealed that none of the schools under study had CCTV cameras or surveillance cameras. While participants said they would have preferred to have them there is not sufficient funding from the Department of Education. Therefore schools are unable to buy or hire such expensive equipment. Joubert (2008) argues that it is important to install CCTV cameras in classrooms to protect learners, educators and school property. It also assists in monitoring learner behaviour. Such efforts have been found to play an important role in reducing learner aggression and crime (Schneider, Walker & Sprague, 2000; Sprague, 2008). This may also reduce educator's exposure to school violence (Galand, Lecocq & Philippot, 2007). The technological equipment can also help to identify potential weapons and any criminal or malicious activities as well as perpetrators of crime in schools. People feel safe once they realise that there are surveillance cameras in schools. However, while surveillance cameras can be used to maintain safety in schools, there are concerns about intruding on people's privacy. Hence, as part of maintaining people's privacy schools which use surveillance technologies such as CCTVs should advise all visitors, volunteers, students, parents and staff of the school's right to monitor and record personal images and the collection, use, storage and disclosure of those images (Joubert, 2008; Galand, Lecocq & Philippot, 2007). Signs fixed in suitable places may assist with providing information that surveillance cameras are being used in the school.

According to the findings of this study in the absence of technological equipment schools have installed burglar doors in strategic buildings. For example participants

said burglar doors were installed in the administration buildings, computer rooms, and kitchen/storerooms. Due to financial constraints not all buildings were secured by burglar doors. Some educators had to take money from their pockets to install burglar doors in their classrooms. Among the schools which were included in the study only one had alarm and burglar doors installed in all the buildings.

The gates of the schools are manned during the day by security guards most of whom are members of CPF. However, from all the responses provided, the most common strategies of securing schools was that of fencing or building walls around the schools, keeping gates closed and having patrollers manning those gates. Visitors who entered the schools were required to write their names in notebooks and produce their identity documents. Visitors with cars were obliged to have the cars searched. However, the findings of the study reveal that most of the times security guards do not search cars. They also do not request visitors to write their names in the notebooks provide by schools and they do not check identity documents. The practice is in line with what was observed by Lipsky (1980) regarding policy implementation where implementers displace the goals of the policy either to ensure their own interests or because of lack of knowledge on what the policy entails.

There are a number of other challenges faced by schools in ensuring effective security in schools. The study found that lack of financial resources and delayed response from the SAPS are the two major challenges affecting the school in their quest to maintain and improve safety for learners. Financial resources play important role in purchasing equipment, securing the school yard, and paying salaries for security personnel who maintain safety for learners. In most of the schools the security guards are on duty only during the day. Schools are not guarded at night where people are likely to the most essential property. However there are other non-financial challenges like minimal co-operation from parents and members of the community. The study also revealed that there is little being done to consistently monitor learners in play grounds where bullying and violence occurs. The absence of monitoring may bear negative consequences. Amanchukwu (2012) asserts that when insecurities in the physical environment (perhaps brought about by bullying) are internalised, they can lead a child to develop a poor "self-concept," low self-esteem and a lack of belief in his or her own goodness, skills or abilities. So

unmonitored learners can be bullied at their play grounds which affects the learner physically, emotionally and socially. Other measures like repairing of cracked walls, preventing learners from climbing trees, warning them from playing dangerous games, replacing broken windows, replacing fused bulbs is also done but the major challenge remain financial constraints.

5.3.5.1 Knowledge and skills to deal with natural disasters

Findings of this study revealed that schools are not well equipped to deal with natural disasters like earth quakes, floods, storms, cyclones and fires. The reason is that, the schools from which the study was carried out have not been affected by those disasters. This supports the assertion by Omollo and Simatwa (2010) who stated that strict safety policies are enforced in response to disasters that have been experienced before. It was further established that little or no guidance is given to learners and educators on what to do during fire outbreak. Fire drills are necessary because they show people what to do in case of fire outbreak. Brunner and Lewis (2004) observe that with fire drills learners and educators are made aware of emergency escape and evacuation procedures in case of fire outbreak. The fire department is called in case of a fire outbreak since there are no fire marshals in schools where the study was done however fire extinguishers are available.

5.4 THE ROLE OF STAKEHOLDERS IN MONITORING AND SUPPORT IN THE IMPLEMENTATION OF CARE AND SAFETY OF LEARNERS

The role of stakeholders in supporting and monitoring the implementation of care and safety strategies in schools was also examined. It emerged that there are various stakeholders that are providing support and monitoring to ensure that these strategies are implemented effectively.

It emerged that the SAPS's role is not to only apprehend criminals but play an important role in the implementation of care and safety in schools. Upon suspicion the SAPS and CPF are called by the Principals, to come and conduct random searching to confiscate drugs and illegal substances, dangerous weapons that might be smuggled into the schools. It was revealed that the SAPS also assists in looking for learners that are playing truant and take them back to school. Such learners hide under bridges or occupy unmanned houses so that they may not be found. They also

fall in the trap of using drugs and alcohol. During weekends SAPS patrol taverns, to remove all under age learners. They contact parents and guardians of those learners to ensure that they are taken back home.

The Social Development Department offer vulnerable learners and all others who require counselling. They also educate them on teenage pregnancy and work in collaboration with SAPS to organise sports days where learners are educated on dangers of drugs and alcohol. Schools through LSAs, LO educators and principals are also providing counselling to learners but most times they identify those who require support and refer them to social workers. At times the Department take learners who have been addicted with drugs for rehabilitation. It also provides physical support to learners in the form of clothing and food parcels. It assists with completing child support grants application forms for learners and submits them to SASSA. It collaborates with the Department of Health particularly clinics and schools to provide education on HIV/AIDS, sex education, STIs and encouraging voluntary counselling.

Schools invite motivational speakers from different organisations to address learners on different aspects on life skills and dangers of drugs and alcohol and HIV/AIDS. The department of Correctional Services has been invited in schools where offenders have related their experiences and advised learners not to engage in crime. Some parents have been invited to address learners during assembly on norms and values and how to relate with others and dangers of using drugs and alcohol. They also give talks on sex education.

Findings of the study reveal that the Department of Education offers support to the schools in the form of material resources, manuals on care and safety. It emerged that there are workshops/trainings on care safety that are organised every year by the Department of Education (Graaff Reinet District). The facilitators are the officials of the Department that are in charge of safety in the District. Educators that are on the Safety Committees are requested to attend for capacity building in ensuring the implementation of care and safety in schools. Educators and SGBs are trained in conflict resolution and how to involve learners in extracurricular activities. The study found this encouraging and important because parents and educators are custodians of care and safety of learners. From time to time they would be involved in conflict

resolution either learner to learner conflict, educator to educator conflict, parent – educator conflict or parent – parent conflict. It emerged that the District Office of Education, upon induction of the new SGB, as custodians of care and safety, parents and educator component are invited to attend workshops on conflict resolution. These workshops are aimed at building the capacity in resolving conflicts in schools. In return, the educator component and SGB parent component with well sound knowledge of issues train the entire teachers and parents.

The research found out that educators equip learners with conflict resolution skills, mediation and mentoring skills. The study found that schools are attempting to provide learners with skills that can help them deal with the conflict and other forms of misconduct that may be committed by fellow learners. Espelage, Green and Polanin, (2012) argue that it is important to equip learners with negotiation skills for the provision of constructive resolution of classmate conflicts. This is an indication of good practice because learners are encouraged to intervene when others are involved in a conflict and report all fighting with dangerous weapons which take place. These trainings have been found to be sometimes effective because learners have largely become more active in trying to improve care and safety amongst themselves through amicable conflict resolution and being cautious towards sexual behaviours. This is supported by Kohn, (2004) who observe that good human relations supersede all the types of technology in the schools.

Data also revealed that when the Departmental officials visit schools, provision of monitoring is done unannounced, they patrol the schools, check whether the fencing is intact, look for loopholes, falling gutters, they also check for clear signage and visibility in corridors within the school. They check for safety hazards in the school premises. Visiting the kitchen to see if learners' health is taken care of is one of the monitoring mechanisms, checking for the gas cylinders if they are stored in a safe place. They visit learner's toilets to check if they are clean. Also monitoring record books such as the inventory book, the minutes of the Safety Committee and the SMT with regards to safety issues, the incident record book, service book of fire extinguishers, is part of the monitoring.

However, participants were expressing concern that the workshops and trainings provided are too short and not intense. They are also not offered frequently. There

was also concern regarding monitoring what people are doing after training. When they implement what they have been taught, sometimes they need some guidance which at often, the departmental officials do not provide.

5.5 SUMMARY

The chapter discussed the findings of the study on the implementation of programmes for maintaining care and safety of learners in secondary schools in the Graaff Reinet District. The major findings revealed that schools have the understanding of care and safety implementation. Schools that were involved in the study are in possession of the Code of Conduct. There was consultation of all stakeholders including the learners in the process of crafting the Code of Conduct. Different stakeholders are involved in the implementation of the Code of Conduct. While some successes and challenges have been identified in the implementation the impression one gets is that schools focus more on the enforcement of rules than building positive learner behaviour. Safety committees are established but not all schools have done so. Although they perform their functions there are challenges which they encounter which hinder the fulfillment of the objectives.

The researcher found that schools have the SEL programmes which are supposed to be implemented by SBSTs/committees. Some are not functional in some schools. The LSA and LO educators are the implementers of the programmes despite the fact that there are committees. They provide counselling and physical support to learners. They also extend physical support to vulnerable learners. It emerged that there are challenges of implementing guidance and counselling, because there are no qualified personnel. Principals, deputy principals, the LSA and LO educators do the counselling but they do not have the required skills. Serious cases are referred to social workers. There are also other SEL programmes in schools. They are building character in learners; building character in learners by implementing programmes which raise awareness and modelling positive behaviour. These programmes focus on building positive behaviour among learners. They enhance self-awareness, self-management, and social awareness, build relationship skills and responsible decision making among learners. Although they are very important strategies and serve more as prevention strategies implementation is haphazard and more of reactive in nature.

Parents participate minimally in the implementation of care and safety programmes and most of them do not provide support to schools; Few parents participate in the implementation of SEL programmes.

Misunderstandings are sorted amicably; learners are encouraged to solve differences through conflicts resolution skills, peer mediation skills. It emerged that schools are not trained to deal with natural disasters because there were never such disasters in the area. Financial constraints inhibit schools from using modern technological devices such as CCTV for safety. It was discovered that the SAPS, CPF, social workers, correctional services, SASSA play a big role in the implementation of care and safety. However the Department of Education provides monitoring and support through skills training, offer material resources, thus builds capacity to safety committees and SGBs. The study found that there are a number of challenges such as financial constraints, lack of parental support, shortage of administrative staff, shortage of security personnel for the successful implementation of care and safety.

However, despite the challenges that are encountered by schools, the study revealed that there are alternative strategies in the implementation of care and safety of learners in secondary schools. Learners who have contravened the Code of Conduct act as mentors to others after serving their punishments. Punishments are not punitive, but act as a deterrent for learners not to be involved in other acts of misconduct. The study revealed that safety committee plays a big role in creating an atmosphere that is conducive for care and safety. Findings revealed that the SEL committees are functional, after the home visits, after the support in the form of food, clothing is offered, learners come to school regularly. Educators and parents model positive behaviour. Guidance and counselling is conducted by the social workers. There is willingness from stakeholders to help schools in the implementation of care and safety.

What can be observed from the findings of the study is that the strategies are all interrelated but they are implemented in isolation. They are supposed to be linked so that implementation is not ad hoc and haphazard as is currently the case. There is need to integrate or to link those strategies which are meant to provide intervention and those which are supposed to enhance prevention. Something else which has

stood up in the study is non-availability of both financial and human resources. The strategies cannot be implemented without adequate resources given the fact that schools are in different contexts. Capacity building of different actors is also very crucial but seems to be lacking in both intervention and preventive measures that are being implemented.

The following chapter gives a summary of the study, the conclusion of major findings, proposed recommendations from the findings of the study. Alternative strategies for implementing care and safety of learners are proposed.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents a summary of the major findings based on the research questions in relation to the implementation of programmes for maintaining care and safety of learners in Graaff Reinet secondary school, as well as conclusions drawn from it. Based on the key elements, lessons and questions discovered during the study, the researcher made recommendations with regards to programmes being put in place to maintain care and safety of learners in secondary schools.

6.2 SUMMARY OF THE STUDY

This study sought to investigate the implementation of programmes for maintaining care and safety of learners in secondary schools. Care and safety of learners refers to the behavioural practices, which protect children from danger, risks and injuries and free from violence, since where there is no perceived fear, there is respect for the school and its disciplinary procedures (Hernandez, Floden & Bosworth, 2010; Marotz et al., 2005; Mathe, 2008; Chukwu, 2008). More so, learners and staff should feel psychologically, physically and emotionally safe and secure (Donmez & Guven, 2002; Isik, 2004; Tabancali & Bektas, 2009; Butcher & Manning, 2005). There is an upsurge of violence that is arising in schools, learners and educators continue to live in fear and are not safe. (Masitsa, 2011, Xaba, 2006, Omollo & Simatwa, 2010; Oguye, 2012). This study therefore sought to find out about the Implementation of programmes for maintaining care and safety of learners in secondary schools in the Graaff Reinet District. Therefore main objectives of this study were:

- To find out what strategies have been put in place in the implementation of care and safety;
- To find out the support and monitoring mechanisms that are provided by the Department of Education to ensure effective implementation of care and safety programmes; and

- To suggest alternative strategies for implementing care and safety of learners in schools.

To attain these objectives this study used the qualitative methodology was adopted for this study as it is rooted in the interpretivist research paradigm. The use of qualitative research allowed unlimited expression from the participants. The sampling of participants was based on the view that they would fulfil some certain criteria; rich data detailed were generated and processed contributing to the in-depth understanding of the context (Plano Clark, Huddleston-Cases, Churchill, Green & Garret, 2008). To collect data in a way that ensured authenticity in the qualitative approach, the researcher purposively selected four principals, four heads of departments, four educators, and four SGB parents chairperson, four focus groups of learners, four members from the South African Police Service, four NGOs and one official from the Graaff Reinet District.

From this sample data was collected using face to face interviews. Using face-to-face interviews entailed having one-on-one interactions and discussions with the participants which allowed them to express their views, experiences and values about the issue that was under study of maintaining safety and care programmes in secondary schools. Tuckman, (1978) in Cohen et al. (2007:268) argue that an interview provide access to what is “inside a person’s head, (it) has the potential to measure what a person knows (knowledge or information), what a person likes or dislikes (values and perceptions), and what a person thinks (attitudes and beliefs)”. The use of interviews therefore enabled the researcher to get rich insightful information about the implementation and maintenance of safety and care programmes in secondary schools.

To support data that was collected using interviews, the researcher also used, Focus Groups and document analysis were administered to participants who were able to answer the questions supplying the information needed for the study.

Through the focus groups the researcher was able to understand the views, the perceptions and aspirations of those taking part in the implementation of care and safety programmes (Barbour, 2008). Focus groups enabled action dialogue among the focus group members. Participants were allowed to say whatever is regarded to be naturalistic (Krueger & Casey, 2009). It provided diversity in information, yet

allowed participants to participate (Patton, 2002). It brought rigour to the study due to triangulation.

Document analysis was also used to make sure that the researcher was able to find detailed information relating to issues under study so as to get an understanding of the conceptual and theoretical issues pertinent to the study. They formed a valuable supplement to face to face interviews and focus groups, for data to be more credible (Robson, 2002). As alluded by Maree (2007), document analysis helps to shed light on the phenomena under study. In conducting document analysis the researcher focused on all types of documents that had been distributed by the government in connection to the implementation of care and safety, for example, annual reports, minutes of meetings of the safety committee school documents that might have been crafted in the school to deal with care and safety of learners, written communication, minutes of meetings of the safety committee, accidents reports that might shed light on the phenomenon under investigation. From these documents the researcher was able to inaugurate interpretations and explanations that fashioned the basis of alternate arguments.

6.3 SUMMARY OF THE RESEARCH FINDINGS

In line with the main objectives of the study which was to establish the implementation of programmes of maintaining care and safety of learners in the Graaff Reinet secondary schools. The study also wanted to investigate the strategies that enriched the implementation of care and safety in selected secondary schools. Another aspect of this study was to present alternative strategies in the implementation of programmes for maintaining of care and safety of learners under study. The researcher discovered various issues concerning this area of study as was discussed in the previous chapter. This section summarized the main findings of this study. Care and safety in schools is very significant especially with the upsurge of violence in schools which disturbs the process of learning. The main findings discovered in investigating about the care and safety programmes implemented and maintained by secondary school in Graaff Reinet District are presented below.

6.3.1 Strategies used to maintain care and safety of learners in secondary schools and their implementation

6.3.1.1 Understanding of care and safety

Before establishing what strategies are implemented and maintained by the secondary schools, the study sought to investigate if the participants had knowledge about care and safety of learners in schools. Regarding what understanding of care and safety entails, the study found that the majority of the participants who responded to the interviews had a sound understanding of care and safety implementation. However, it was also established that emphasis of the understanding was more from a physical point of view and less on the emotional side which is a very important factor in enhancing of care and safety in schools.

6.3.1.2 Roles played by stakeholders in crafting the Code of Conduct, how to deal with learners contravening the Code of Conduct

According to the findings of this study, all schools included in the study had codes of conduct. The process of crafting the Code of Conduct is a democratic process that transparent to all stakeholders involved in the schools. This research also established that the principal is the one who supervises both educators and learners in ensuring that the Code of Conduct is adhered to. He/she can delegate duties to subordinates to make sure the Code of Conduct is successfully adhered to. The different stakeholders are also helping with implementation of the Code of Conduct. Educators are playing an integral role in ensuring that learners uphold the Code of Conduct. Educators remind learners about the schools Code of Conduct, the importance of adhering to the Code of Conduct at all times. In addition, they can also punish or put learners who misbehave in detention and recommend learners for disciplinary action and give verbal warning, written warnings, (awarding of black marks) and detention to contraveners. As such, the educators impart the ethos and rules of schools among learners. The RCL also plays a role in help to uphold the schools Code of Conduct. The role played by RCL is mainly to be the eye of the

educators and principals. The RCL helps in instilling progressive discipline even though they are not allowed to punish learners they reprimand.

6.3.1.3 How to deal with learners who contravene the Code of Conduct

The effectiveness of Code of Conduct in helping with care and safety in schools is positive. The study found that the usefulness of the intervention strategies that are implemented when the learners have engaged in some form of misconduct makes it an effective to maintain care and safety. These strategies make up the motivational force that helps learners to be disciplined and adhere to the Code of Conduct. Intervention strategies implemented by schools in line with the Code of Conduct help to mold the learners according to the principles of the school. Learners, after going through the disciplinary process, refrain from the wrong things that they have been doing.

The study also discovered that in dealing with learners that have contravened the Code of Conduct the main strategies used include giving verbal, written warnings, detentions, punishments, suspensions, expulsions and in extreme cases. In these acts of misconducts there are black marks that are given, when the marks reach 50, both the learner and the parent are summoned to appear before the disciplinary committee. In extreme cases such as violence, carrying of dangerous weapon and/or drugs the South African Police Service is called to intervene. Where possible, learners are recommended to seek specialist help or go for rehabilitation. The research also established that SAPS, parents and the disciplinary committee play a crucial role dealing with learners who break school rules by intervening in different ways.

6.3.1.4 Establishment of safety committee

It was discovered in the study that the establishment of safety committees depends on the location of the school. The study also found that in schools where there are safety committees, they are playing a meaningful role in upholding the Code of Conduct and ensuring safety and care. Safety committees are responsible for crafting strategies to ensure that there is safety within schools. They repair broken doors, replace broken windows, remove safety hazards. They also ensure that the

school's care and safety strategies are adequate. Chapter 2 of Bill of Rights (RSA, 1996) states that every person has the right to an environment that is not detrimental to his/her health or well-being. Moreover, care and safety committees make sure that the environment where learners learn from is safe and secure. Generally safe committees are the custodians of safety measures at schools.

6.3.2 How educators, parents and community encourage positive behaviour

Educator-learner relationship is important in encouraging positive behaviour. The study found that relations between learners and educators were more sound and conducive in private schools as opposed to government schools. Regarding the issues of how educators build and improve friendly relationships in classrooms findings of this research revealed that educators focus on passing positive and encouraging comments to all learners regardless of their contributions. Educators also make use of jokes to illustrate certain points as a way of creating an environment where all learners are free to responsibly express themselves. It was revealed that there is prize giving at the end of the year for top achievers academically and in extra mural activities.

Educators are encouraged to model positive behaviour in learners in this research found out being exemplary in front of the learners was the best way to model positive behaviour amongst learners. Smoking in front of learners, coming to work drunk and being late is strongly discouraged. Furthermore, educators are supposed to dress properly and show respect to their colleagues all the time. Educators are encouraged to respect each other and the learners as well

Parents and communities are also encouraged to promote positive behaviour through being exemplary in their own behaviour. The study established that communities and parents are encouraged to model positive by rewarding positive behaviour by learners. The Ministers Fraternal is common in the district; they work in communities to bring moral regeneration. Even though some participants felt that parents and community members do not influence positive behaviour in learners, the majority believe educators and parents influence positive behaviour.

The use of guidance and counselling is also used to shape positive behaviour among learners. This study discovered that schools which did not have guidance

and counselling educators depended more on social workers. It was also revealed that principals, deputies, LSA and LO educators provide guidance and counselling, but serious cases are referred to social workers. The research also established the guidance and counselling committee plays a role of educating learners about sex education, HIV/AIDS and STIs. Guidance counsellors educate learners about how diseases are contracted, symptoms and results. Voluntary testing for HIV/AIDS in clinics is also encouraged by the committee as well as promotion of safe sex. Adding to the above, the committee also educates learners how to prevent getting infected by HIV/AIDS through abstinence and the use of condoms.

6.3.3 Equipment and skills to maintain safety and alternatives

The research found out that educators equip the learners with conflict resolution skills, mediation and mentoring skills. The study found that schools are trying to provide and equip the learners with skills that can help them deal with the conflict and other form of misconduct that maybe done by fellow learners. Learners are encouraged to intervene when two learners are involved in a conflict and report all fighting with dangerous weapons incidents. These have been found to be largely effective because learners have largely become more active in trying to improve safety and care among themselves through amicable conflict resolution and being cautious towards sexual behaviours.

6.3.3.1 Physical safety fencing, burglar doors

The study also established that most schools implement and maintain strategies of care and safety of learners. The most prominent methods of physical equipment that is used to ensure safety are fencing or building walls around the school, keeping gates closed and having a patroller manning the gate, to record visitors and learners upon entering and leaving the schools. In essence, these schools have some measures of care and safety that they use to protect the learners.

The study also discovered that there is little being done to consistently monitor learners in play grounds where bullying and violence occurs amongst learners. Additionally the study found that the majority of schools have record keeping as a

strategy of maintaining care and safety. It was also established schools keep records because they facilitate monitoring of improvements relating to care and safety.

It was established that the schools did not have technological security measures at the moment, no CCTV. Educators usually seek improved school security features such as well-trained hall monitors, greater use of technology (cameras, metal detectors), and regular review of crisis management plans. Due to the absence of technological equipment, this study found that alternative strategies are used to ensure visitors who enter the school do not enter with drugs, dangerous weapons, encompass vehicle-search, taking down names of drivers and passengers as well as vehicle registration.

6.3.4 What support and monitoring mechanisms do stakeholders offer the school in maintaining care and safety of learners?

It emerged from the research that the working together of SAPS and CPF members is common in the District, upon suspicion they are called by the principal, they come and do random searching to confiscate drugs and illegal substances.

Research also discovered that social workers are invited when habitual offending, for example, petty crime, persistence use of drugs, aggressive behaviour is noticed to learners. The Department of Health also is involved in monitoring care and safety of learners in that, Nurses are invited in the school to talk about sex education, STIs, teenage pregnancy, and contraceptives. Also ministers, the local councilor usually visit the school to talk about social issues, and life skills. The DoE supports the schools with manuals; there are workshops that are organized to train and build capacity to safety committees. When the DoE officials visit schools they check if there are no leaking pipes, the wire fence does not have holes, are there any broken windows, are there pieces of broken glasses lying around, they also visit the kitchen to check the food has been stored in a clean environment, the room with the gas cylinders is ventilated.

Findings of this study also pointed out that schools are not well equipped to deal with natural disasters like earth quakes, floods, cyclones and fires. It was further established that little or no guidance is given to learners and educators on what to do during a fire outbreak. Fire department is called in case of a fire outbreak since there

are no fire marshals in schools where the study was done however fire extinguishers are available. It was also discovered that there were no clear strategies to deal with natural disasters. The reason being that the schools from which the research was carried out have not been affected such natural disasters as earth quakes, cyclones or hail storms.

6.3.5 Challenges in implementing safety and care programmes

The study found that there is a link between misbehavior and socio-economic factors that the learners are exposed to. This study also found that some of the challenges faced in addressing safety and care issues are interlinked in some way due to lack of commitment and cooperation from the educators and parents to adhere and implement the care and safety strategies thus creating loopholes which learners exploit to misbehave. This research also found out that some parents are reluctant to sanction their children when they misbehave whilst some educators do not effectively implement disciplinary measures. They do not effectively enforce strategies like detention thereby making learners not to feel the consequences of misbehaving resulting in them repeating same unacceptable acts.

Another challenge established by this study shortage of trained staff to perform the required tasks of empowering the learner with skills that help to keep them safe especially when there are unexpected dangers. Regarding challenges faced by security systems, the research found that lack of financial resources and delayed response from the SAPS are the two major challenges affecting the school in their quest to maintain and improve safety for learners. This research also discovered that barriers to maintaining safe and care for learners were shortage of non-teaching staff to monitor learners in play grounds. In addition, financial constraints and lack of co-operation from parents and some community members are major setbacks in the implementation of safety and care strategies. Financial resources play important role of purchasing equipment, securing the school yard, paying salaries for security personnel who maintain safety for learners.

The research also found out that all the schools had a South African constitution, South African Schools Act (1996); however there was evident negligence regarding keeping of minutes on deliberations concerning safety. Majority of schools were in

possession of the minutes while only a few did not have minutes of previous deliberations on safety. With the minutes of the meetings held on implementation in place, it is evident that input from different actors involved in the implementation of safety is used effectively, as such much regard to their contribution which might explain the mixed results of participation from different stakeholders which was outlined in this study's discussion. It also emerged that the inventory book, record book servicing of fire extinguishers, minutes of DC, incident report book were in place.

6.3.6 Implementation of theories

The study used the social cognitive theory, top-down perspective and the bottom-up approach. The Bandura's social cognitive theory emphasizes on the impact of the learning environment. Bandura (1986) argues that behaviour, the environment, and cognition as well as other factors operate as interacting determinants that have a bidirectional influence on each other. Therefore, creating a conducive environment for learners is mandatory. The findings of the study reveal that schools in this study are doing something to provide a safe environment for the learners. The social ecological model emphasis on development of emotional, social and behavioral skills is of significance. Based on the assertion of the model, school based programmes should be based on helping learners to develop social, emotional and behavioural skill through building positive relationships. They should be encouraged to embark on positive character building activities which help to build positive relationships. The SEM theory also indicates that formal and informal social network; support systems can influence individual behaviour, including family, friends, peers, co-workers, religious networks, customs and traditions (Kaplan, 2000). When schools are crafting the Code of Conduct, they have to consider formal and informal networks that are significant to learners. Using the networks can help the learners to adhere to the Code of Conduct, what has to be done to adhere to it and the results of breaching it. The community level of influence focuses on relationships among organizations, institutions, and informal networks within defined boundaries, including the built environment village associations, community leaders, business and transportation (Rejeski, Brawley, McAuley & Rapp, 2000). The community involvement is deemed as the one of the ways to help modelling behaviour. The community and the school

have to work together to ensure that they encourage and enforce non-violent programmes, at home and at school.

The top-down theory focuses on the authoritative decisions, centrally located actors is seen as most relevant to producing the desired effect (Matland, 1995:146). Therefore from the findings of the study in producing the desired results all stakeholders involved in the running of the schools that is the community, parents and school staff have a role to play to ensure the care and safety strategies are implemented properly and maintained.

Lastly, the bottom-up approach seeks to recognize the importance of additional actors, other than policy makers at the top. This implies that the learners' role in ensuring that strategies of safety and care are a success can never be overlooked. Even though they have limited input in terms of the way the Code of Conduct and other strategies are handled, their input also plays a crucial role in ensuring that safety and care measure are smoothly adopted and adhered to.

6.4 CONCLUSIONS

One of the major discoveries of the study was that much emphasis of the understanding what care and safety is, was more from a physical point of view and less on the emotional side. The study also discovered that there is little being done to consistently monitor learners in play grounds where bullying and violence occurs among learners. This implies that there is more that needs to be done to improve the care and safety programmes offered by secondary schools. Less information on emotional care and safety seems to be availed or disseminated to schools to improve strategies that are being used to ensure emotional safety and care of learners in secondary schools. The lack of monitoring strategies in playgrounds is a concern showing that there is need for improvement. Therefore, this means that more attention has to be given to creative ways of improving safety and care programmes.

The way the Code of Conduct is handled is known to stakeholders involved in the schools. This discovery is crucial with regards to the way schools handle the problems that are caused by other learners. When the educators implemented some form of discipline the other stakeholders will be aware. Furthermore, the different

stakeholders are also helping with implementation of the Code of Conduct. This makes it easy for the educators as they have support when they are disciplining the learners that contravene the Code of Conduct. The issue of cooperation among the stakeholders is of essence which is why RCL should always facilitate meetings between the community, parents and school staff with regards to the Code of Conduct.

Educator-learner relationships help to foster positive behaviour so it is essential. The study found that relations between learners and educators were sound and conducive in schools that far in the outskirts of the district as opposed to schools nearer to towns. Schools nearer to towns have to look into ways that will help to improve educator- learner relationships as these form a basis for learners to learn positive behaviour. Furthermore the way the parents work with the educators and learners in encouraging positive behaviour is critical. Parents have to support educators and vice-versa in reinforcing positive behaviour among learners.

The lack of technological equipment handicaps schools in monitoring certain activities reducing safety and security in schools. This has to be addressed considering that the use of fire arms and other dangerous weapons is increasing. There is need to look at ways of providing the technological equipment that is needed to increase security.

The study established that there is a shortage of trained staff to perform the required tasks of empowering the learner with skills that help to keep them safe especially when there are unexpected dangers. The training of staff to handle hazardous situation must now become a priority for schools as it goes a long way in creating a safe environment for learning. Regarding challenges faced by security systems, the research found that lack of financial resources and delayed response from the SAPS are the two major challenges affecting the school in their quest to maintain and improve safety for learners. This implies that schools must have allocated budgets for care and safety strategies. This will also include carrying out workshops that help people with disaster management. Part of the significant training that should be encompassed the fire outbreak drills. Fire outbreak drills are important because they mentally prepare people for a fire outbreak case as well as to be aware of ways to escape unhurt.

6.5 RECOMMENDATIONS OF THE STUDY

The study investigated the strategies that are put in place to maintain care and safety of learners in secondary schools, discovered that although there are strategies to ensure care and safety for learner in the classroom there were less attention paid to learners when they in play grounds due to the shortage of non-teaching staff. In light of the research recommend that measure is put in place to ensure that learners are ensured of safety even in play grounds. This can even include giving responsibility to educators to take turns on monitoring the learners when they are in the playground.

The research also recommends that schools should allow learners to play a significant role in the crafting of school Code of Conduct. This is because when learners are involved they will co-operate with the contents of the Code of Conduct. This recommendation is agree with an assertion by assertion by Butcher and Manning (2005) that learners themselves seem to be cooperative as when they are involved and take ownership of processes and programmes they participated in. Findings of this research pointed to learners being overridden in decision making by parents and school authorities.

The research also recommends that schools should do fire drills regularly to prepare for cases involving fire. It is also recommended that schools formulate strategies to deal with natural disasters like earth quakes, cyclones and flooding or learn how schools who are located to areas where these disasters are prevalent deal with them. This is because the cost of being pro-active is less than that of being reactive.

The research also recommends that the Department of Education put in adequate financial resources to improve or buy technological equipment necessary for maintaining care and safety. The research established that in most schools there are no detectors of dangerous weapons on entry points. This endangers lives of learners if dangerous weapons are smuggled into school premises. Further, it is also recommended that schools make use of dog sniffers to timely deal with issue of drugs rather than to depend on SAPS routine searches.

In addition, the research recommends that strategies and programmes be formulated to encourage parents to participate in the implementation of programmes that ensure

there is care and safety for their children and their schoolmates. This research found out that parents are playing passive role and trend which is retrogressive in the quest to maintain care and safety.

The research also recommends that SEL and guidance and counselling committees be properly equipped and constituted finances and experts so as to enhance their effectiveness in delivering their mandate. Continuous evaluation of strategies they use should continually be carried out so that they identify strengths and weaknesses.

6.5.1 Suggestions for further study

Future studies can also isolate each group of stakeholders involved in the care and safety of learners and investigate the role they play in the implementation of safety and care strategies.

Lastly, future studies should also look at non-financial challenges that hinder the maintenance of care and safety in secondary schools and how they impact in maintaining care and safety.

6.6 CONTRIBUTIONS TO KNOWLEDGE

The study investigated the implementation of programmes for maintaining care and safety of learners in Graaff Reinet secondary schools. Possible measures of effective implementation of programmes of care and safety were identified by the researcher. (i) There are policies that are there from the Department of National, Provincial Government, which must be adhered to, which have resulted to an improvement in the implementation of strategies to implement the programmes, there were alternative strategies that were identified in the Graaff Reinet District. (ii) The researcher suggests alternative strategies of the implementation of care and safety to be used in the Graaff Reinet District secondary schools. (iii) The alternative strategies are based on the review of literature from a number of scholars, the analysis of findings in the implementation of care and safety programmes in the Graaff Reinet secondary schools.

Table 6-1: Provides information on the suggested alternative strategies for the implementation of care and safety

Care and safety model(identified from literature)	Implemented care and safety strategies	Proposed alternative strategies
Code of Conduct It is crafted jointly by all stakeholders at the school, the process of crafting is democratic and transparent (Khomola, 2012; Lekalakala, 2009). The Code of Conduct outlines the procedures that are taken for learners who contravened; the process should not degrade the human rights of a child (RSA, Constitution, 1996).	All members of the school community who have interest in the school participated in the crafting of Code of Conduct, educators, parents learners, churches, SAPS members, NGOs for safety, RCL, social workers, Department of Correctional services, department of health. The research discovered that learners who have contravened the Code of Conduct are given verbal warnings, written (parents are called), black marks are given to each act of misconduct. If the act of misconduct warrants suspension, the learner with his/her parent appear before the D.C.	Active participation by, members when crafting the Code of Conduct. A plenary session after discussion for the finalisation of the document is followed when crafting a safety plan. The Code of Conduct should be simplified for parents to understand. A similar process should be followed with the safety plan. Collaborative effort in the process of implementation, each stakeholder should be assigned duties. The process of crafting the Code of Conduct should be coupled with SEL programmes to take care of vulnerable children and habitual offenders. There should be a clothing bank for such learners. Learners who have contravened the code should be given sentences that are going to act as deterrents; learners should act as guidance

		counsellors to first time offenders.
Record keeping It is important for school to keep the records for acts of misconduct (Oluwole & Dondo, 2015).	Research discovered that schools are keeping the records for the purpose of references, referrals, and to track the trends.	Record keeping is important so as to institute the correct sentences. L.O educators, LSA should attend cases of aggressive behaviour immediately and with high degree of confidentiality, for referral purposes.
Fencing, burglars doors and security Erection of solid fencing or dural walls around the school determines the perimeters of the school. It protects those that are inside the school burglar doors in the administration building, closing of loopholes in the fences, closure of the gates at all times (Joubert, 2008).	It emerged from the research that all schools are fenced despite loopholes that are closed by safety committee from time to time, they have burglar doors which are only fitted in the administration building, the kitchen for SNIP, Computer laboratories. The intruder alarm is only fitted in the above mentioned places. There is a gate patroller who opens and closes the gates, searches vehicles to prevent the smuggling of drugs, dangerous weapons from entering the school, the vehicle registration number and the name of the driver and passengers are written in a note book.	Safety equipment such as burglar doors, keeping the gates closed at all times to reduce theft, the erection of fencing around the school is important to prevent intruders from entering the premises, to make access to the school difficult. Visitor's tags should be issued; vehicles should be searched upon entry and departure. Unemployed parents can act as volunteers to monitor gangsterism, close loopholes; they can help to maintain the safety equipment. The schools should only have 1–2 entry and departure points.
Safety committees Chapter of Bill of	Most schools have safety committees, they are	The establishment of care and safety committees is

Rights(RSA , Constitution, 1996) states that everyone has the right to an environment that is not detrimental to his/her health SASA, 1996 declares that all schools should have school policies, in the school policy the safety committee should be established for care and safety of learners. The duty of the safety committee is to draft a safety plan.	functional. The safety committees are the custodians of care and safety in the schools. They draft the safety plans of the schools, do decide when to call the SAPS to help with random searching, for the confiscation of drugs, dangerous weapons and remove hazardous material that may injure the learners, ensure the closure of loopholes in the fence, replace broken bulbs, ensure that toilets are cleaned The committees are trained from time to time at workshops that are organised by the DoE.	vital for café and safety of learners. Parents put trust on educators for the children's safety (loco parentis). There should be working together between the community stakeholders, SAPS, CPF and unemployed parents should be allowed to visit the school at anytime. Unemployed parents/volunteers can ensure learner care and safety by sweeping floors, picking broken glasses around the school. Schools should take the government's initiative of ADOPT-a-COP seriously, that of linking schools to police stations.
Guidance and counselling Guidance and counselling needs a special skill of competency and professionalism, which is acquired as qualification and training. Provision of alternative counselling to educate identified learners is key for success of guidance and counselling (Nicholas, 2009).	It emerged from the research that principals, deputy principals, L.O educators and the LSA are tasked to do counselling of learners. It was discovered that these people are not knowledgeable about counselling; neither do they possess the skill of guidance. Their skill is based on basic knowledge which they get from manuals when they attend workshops. RCL	The Code of Conduct should incorporate guidance and counselling in the time table of the school e.g. during free periods the LO educators and the LSA can provide counselling to all learners at the school. Upon induction of RCL members, these learners should be attached to an experienced educator who can equip them with skills of conflict resolution, counselling skills, but

	revealed that learners are reluctant to attend the counselling sessions because there is no confidentiality in the process. After the counselling the matter becomes a public knowledge. Also the LO educators cannot cope with the number of learners that are sent for counselling because they are full time employed. However it emerged that for the success of the guidance and counselling programmes, Principals and deputy principals or sometimes learners who have attended the counselling before come to the rescue of the school. Serious cases of counselling are referred to social workers.	serious cases should be referred to LO educators or LSA since schools cannot afford to employ full time counsellors. Alternatively, LO educators the Department of Education in partnerships with local universities, should train the LO educators and provide them with diplomas or certification to be better qualified to do counselling at schools. Guidance clubs in the community should be established for learners live peaceful lives, not go astray; the committees should be led by social workers because schools cannot always be present in every situation. There should be motivational speakers who should talk, visit the schools and be given time slots, talk about effects of aggressive behaviours, crime. Learners should be encouraged to do anonymous reporting of incidents of crime, bullying that is taking place Victims of bullying, the bullies should attend the sessions.
Educator – learner relationship	It was discovered in the research that there is	Educators should encourage interactive

It is important for a school to establish a climate in which learners, educators, administrators, staff interact in a positive, non-threatening manner (Butcher & Manning, 2005; Matseke, 2008).	cordial and sound relationships between the educators and the learners in the schools. Educators build the relationship in classrooms by making encouraging comments, regardless of learner's contributions, creation of warm environment where all learners are free to talk. Positive jokes, creation of conducive atmosphere. Educators engage in learner's activities which builds team work making sure that everyone feels part of the team. Educators talk about sex education as fathers and mothers to register classes. Learners are told not to discriminate those learners who are vulnerable, Also to avoid stigmatisation to people who are infected with HIV, Instead they must be loved, cared for and given comfort. Merit badges, arm bands as ambassadors of the week, birthdays are celebrated as a class, followed by singing; At Assemblies the passing of positive comments where learners	participation in the lessons. Classroom rules should be crafted jointly with learners for them to own. The "Dos" and "Don'ts" should apply to both the educator and the learners. The educator, class representatives, RCL members should always remind learners about the Code Conduct and respecting other people's rights. Positive reinforcement is encouraged, by putting stickers in learner's work books. There should merit awards that are not floating for top achievers, to promote a healthy competition between learners. Learners who excel in sport and other extra mural activities e.g. Comedy, rap singing, drama should be encouraged to show case their talent. Educators should avail themselves to assist learners, to address challenges in the curriculum. Parents should refrain from the traditional style of parenting, but should educate children about sex issues, this will reduce the high pregnancy
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	who have committed acts of misconduct have done good are done. The role of parents is minimal in as far the sex education is concerned, they rely on the school to talk about these issues.	rate or else someone will do so.
Modelling positive behaviour Parents and educators have the responsibility to model positive behaviour to children (Ontario Ministry of Education, 2010)	Educators model positive behaviour by not smoking in public, there are smoking designated areas. Educators and parents do not go to places where there are school children for strong drinks. Educator misunderstandings are resolved amicably on camera. A formal dress code is adhered to in the schools by both male and female educators. The wearing of jeans, tekkies by educators, tight skirts are not allowed. This encourages learners to wear school uniform.	A collaborative effort between members of the school community when discussing the Code of Conduct should include the dress for educator, where it means a uniform dress code for educators, this can save educators a lot of money. Parents and educators should model positive behaviour because children look at them as their role models. Smoking, drinking publicly, swearing one another, coming to work under the influence of alcohol should not be encouraged. Resolving misunderstanding of adults in secret should be encouraged.
Equipment, surveillance cameras The installation of surveillance cameras to monitor the behaviour of learners, metal detectors, servicing of fire	Research established that are no metal detectors and technological equipment due to financial constraints. Rather security measures that replace technology are	There should be more funding by the DoE to allow schools to buy / rent the surveillance cameras, Alternatively the hiring of security guards (a day patroller and night

extinguishers is important for care and safety of learners in schools (Sprague, 2008). The training of educators against natural disaster, outbreak of fire. The staff, SMT and SGB should monitor the school environment inside and outside to identify dangers, take safety precautions (Joubert, 2008).	that vehicles are searched upon entry and departure for weapons, vehicle registration numbers are written by the gate patroller. The administration buildings have the security alarm that is linked to local security company. Corridors are fitted with First Aid kits In laboratories, learners are compelled to wear protective clothing, gloves, masks and goggles No training has been done against natural disasters (cyclones, floods because the schools in the area have not experienced the above. However the fire Department is always on the alert. Fire extinguishers are serviced annually and the records are kept, there is no fire marshals	watchman) who work 24/7 should be the responsibility of the DoE. This will assist schools to reduce thefts, vandalising and outbreak of fire at night. The servicing of fire extinguishers should be done regularly, to assist in the outbreak of fire. Every classroom should be fitted with a fire extinguisher. A service book for servicing the fire extinguishers should be kept by the safety committee. This can help as schools because most schools have been declared as Section 21 schools, which must do their budgets, buy food, gas cylinders that are stored in the kitchen. There should be training of educators/SGBs on safety precautions against natural disasters should happen yearly, fire drills that are held monthly, and safety officers to be fire marshals. These will equip educators and learners to be prepared for any crises that might arise. Plans should be assessed, rectified after they have been practiced.
General safety in the	It was observed that in the	The principals and school

schools	schools there is a shortage of educators. Most educators have left the school due to the redeployment process. Educators are therefore stretched and have to absorb many subjects, even those they were not trained for. The overloading of educators results in most fights happening in the playgrounds; there is crime, violence because there is no supervision during intervals. The RCL can only intervene up to a certain limit. Principals and deputy principals are also overloaded; they find it difficult to monitor the duty rosters they are educators as well, they must meet deadlines for submissions at the district office.	safety committees are custodians of safety in the school. Parents put trust of the safety of their children to the educators. It is against the background that principals, SMTs will complain that they are overloaded. The implementation of the Code of Conduct, safety plan should be monitored by the SMT and principal. The duty rosters in SNIP, at assemblies should be monitored closely.
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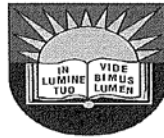
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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE **REC-270710-028-RA Level 01**

Certificate Reference Number: REM281SBIL01

Project title: **Implementation of programmes of maintaining care and safety of learners in Secondary school in the Graff Reinet District.**

Nature of Project: PhD in Education

Principal Researcher: Carlon Nkosana Bilaty

Supervisor: Prof S Rembe

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

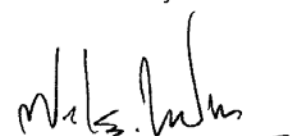
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely



Professor Wilson Akpan
Acting Dean of Research

02 February 2017

APPENDIX B: PERMISSION LETTER TO COLLECT DATA

Faculty of Education
School of Further and Continuing
Education
Stewart Hall, Alice

Phone: Alice: 040602412
| Email: nmayiya@ufh.ac.za |



23 June 2016

District Director
Graaff-Reinet Education District

Dear Sir,

Re: Permission to Collect Data: Mr N. C. Bilaty (Student Number 8809681)

This is to confirm that Mr Bilaty is pursuing PhD degree at the University of Fort Hare. His research title is **"Implementation of programmes for maintaining care and safety of learners in secondary schools in the Graaff-Reinet Education District"**. He is supposed to collect data from the district office and schools. Kindly grant him permission. I would also be grateful if you could kindly provide him with documents that may assist with information regarding the area of his study.

I would like to assure you that any information that will be collected will remain confidential and no name of a person will be disclosed. The student will ensure that he does not disrupt ongoing activities during the period he will be collecting data.

Sincerely



Prof. S. Rembe
Coordinator of MEd and PhD Programmes Alice Campus,
Faculty of Education,
University of Fort Hare

APPENDIX C: PERMISSION LETTER TO CONDUCT RESEARCH IN SCHOOLS



EASTERN CAPE EDUCATION

GRAAFF-REINET DISTRICT OFFICE

6 Murray Street · Graaff-Reinet · Eastern Cape
Private Bag X726 · Graaff-Reinet · 6280 · REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)49 807 2200 · Fax: +27 (0)49 807 2254 · Website: www.ecdoe.gov.za

ENQUIRIES: L. Coetzee

Email: grtdistrictoffice@gmail.com

TO: Mr NC Bilatyi

FROM: NRW de Bruyn
Acting District Director
Graaff-Reinet

DATE: 26 July 2016

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

The above mentioned has reference.

Permission is hereby granted to yourself to conduct research for your PHD in Secondary schools in the District.

However the approval is to the following conditions:

- That you don't interfere with teaching and learning
- Names of schools and participants must not be revealed
- The outcome or final product of your research must be shared with the district

Let me take the opportunity to wish you good luck and all the best with your research.

Thank you


.....
NRW de Bruyn
Acting District Director

APPENDIX D: LETTER TO PRINCIPALS REQUESTING PERMISSION TO CONDUCT INTERVIEWS IN SCHOOLS

Cell: 073 564 5780

Fax no: 086 414 5191

Email: bilatyinkosana@gmail.com

3 Scallan Street

Somerset East

5850

02 June 2016

The Principal

.....Secondary School

Re-REQUEST TO CONDUCT INTERVIEWS FOR DATA COLLECTION

Dear Sir/Madam

I am a post graduate student at the University of Fort Hare. I am conducting a research on the Implementation of Programmes for maintaining care and safety of learners in Graaff Reinet District Secondary schools. Your school has been selected to participate in the study. The study seeks permission to engage the Principal, 1 HOD, the School Safety Officer, the SGB Chairperson and a group of 6 learners from RCL. The investigation will be guided by the Code of ethics of the University of Fort Hare. The collected data will be used only for the purpose of the study. Their identity will be treated confidentially.

Thanking you in advance for your co-operation.

Yours in education

C.N.Bilaty (Mr.)

.....

APPENDIX E: LETTER OF CONSENT TO PARTICIPANTS

Cell: 073 564 5780

Fax no: 086 414 5191

Email: bilatyinkosana@gmail.com

3 Scallan Street

Somerset East

5850

27 July 2016

Dear Participant

I am a post graduate student at the University of Fort Hare and conducting a study on the "Implementation of Programmes for maintaining care and safety of learners in Graaff Reinet District Secondary Schools". You are among those chosen to participate in this study. The findings of the study will provide feedback to policy makers, bureaucrats, Principals and educators in order to design an integrated framework for the implementation of care and safety of learners in the District of Graaff Reinet. Your identity will not be disclosed, your participation in this study is voluntary. As an indication of your consent, kindly sign this form below.

Signed.....

Date.....

Thank You

Nkosana Bilaty

APPENDIX F: LETTER REQUESTING PERMISSION FROM PARENTS TO INTERVIEW LEARNERS

Cell: 073 564 5780

Fax no: 086 574 1128

Email: bilatyinkosana@gmail.com

3 Scallan Street

Somerset East

5850

27 July 2016

TO WHOM IT MAY CONCERN

Dear Parent

I am a post graduate student at the University of Fort Hare and conducting a study on the "Implementation of Programmes for maintaining care and safety of learners in Graaff Reinet District Secondary Schools". This letter serves to request your permission to interview your child who has been chosen to participate in the study. The information gathered will be treated confidentially; his/her identity will not be disclosed at any platform under no circumstances.

Your child's safety is guaranteed during the interview process. As an indication that you grant permission, kindly sign this form below.

Signed.....

Date.....

I thank you

Yours faithfully

C.N.Bilaty (Mr.)

APPENDIX G: INTERVIEW GUIDE FOR PRINCIPALS

I am Nkosana Bilaty, a PHD student at the University of Fort Hare. I am conducting an investigation on the “Implementation of Programmes for maintaining care and safety of learners in Graaff Reinet District Secondary schools. Your school has been chosen to participate in this study. The findings of the study will provide feedback to policy makers, bureaucrats, Principals and educators in order to design an integrated framework for the implementation of care and safety of learners in the District of Graaff Reinet. I shall be grateful if you spare some few minutes of your time and answer the questions in this interview. Your name, identity shall not be divulged to anybody.

You are kindly requested to answer the questions as honest as you can as your responses would assist in the provision of information on the implementation of programmes for maintaining care and safety learners in the District.

Biographic information of Principals

Section A: General Background information

INTERVIEW GUIDE FOR PRINCIPALS

BIOGRAPHIC INFORMATION FOR PRINCIPALS

SECTION A

1. Date of interview.....
2. Gender: Female[] Male[]
3. Marital status.....
4. Age range: Below 20 years []
20-29 years []
30-39 years []
40-49 years []
50-59 years []
60-69 years []
70+years []
5. Experience as Principal.....years
6. State whether your appointment is permanent or Acting.....

7. What is your Highest Qualification

Matric + 3 year Diploma in Education []

B.A. +1 year teaching Diploma []

BA honours/ BED []

Masters in Education []

Any other (Specify) []

Section B

Strategies that are used to maintain care and safety of learners in secondary schools and their implementation

1. What is your understanding of care, safety and implementation?
2. How does the school maintain care and safety of learners?
3. Explain the strategies that are used by the school to maintain care and safety of learners.
4. How does the school deal with the following?

A. Code of Conduct

1. Does the school have a Code of Conduct as stipulated in South African Schools Act?
 - When was it crafted?
 - Where was it crafted?
 - What are its implication on maintaining care and safety?
2. Which stakeholders were involved in the crafting of the Code of Conduct; take me through the processes and their active involvement
 - Were learners involved in the process, what role did they play?
3. Are all learners obeying the Code of Conduct, if not, what are the reasons for not obeying?
4. What is your role as Principal to ensure the implementation of the Code of Conduct?

5. Which strategies are used by the school to those learners who contravene the Code of conduct?
6. As per the School Policy, what is the life span of the Code of Conduct, When last was it reviewed?
7. What role do educators play in the implementation of the Code of Conduct?
8. Does the school have a care and safety committee, what is its role in ensuring the implementation of the Code of Conduct.?
9. What is the role of the Representative Council for the learners (RCL) in the implementation of the Code of Conduct?
10. Does the school have a strategic plan to deal with issues, e.g. drugs, dangerous weapons (firearms, knives, gangsterim that spills to schools and other illegal substances from entering the school premises).
11. How do you monitor learners during strikes by educators?

B. School Based SEL Programme

1. Does the school have a school based support programmes?
2. Explain the role of the SEL committee in maintaining care and safety of learners?
3. What are the most effective SEL practices that you have in the school?
4. What are the least effective SEL strategies you have used in the past?
5. What is the role of the SMT in the implementation of care and safety of learners?
6. Explain the strategies that are used by the school to deal with bullying, HIV/AIDS, habitual offenders, vulnerable learners
7. What is the role of parents in the implementation of SEL programmes?
8. How effective is the SEL strategy in maintaining care and safety of learners?

C. Educator-learner relationship

1. How is the relationship between learners and educators in your school?

2. Does the school have a guidance and counselor educator?
3. Explain the strategies that are used by educators in classroom to build the cordial relationship with the learners?
4. How does the school deal with learners with inappropriate behavior in classroom, hallways, assembly, extra-mural activities?
5. What channels of communication with regards to the rules are used to build the educator-learner relationship?
6. Explain the strategies that used by the school to deal with bullying?
7. What is the role of the educators and parents to change the behaviour of bullying?
8. How relevant is record keeping for maintaining care and safety of learners?
9. Do you think there any additional barriers to effective implementation of care and safety that are not yet disclosed? If so, what are they?

D. Modeling positive/ good behaviour

1. As Principal/ HOD, Educator how are educators and support staff encouraged to model positive behaviour to ensure care and safety of learners?. If so, how?
2. How are learners encouraged to emulate positive behaviour from educators and parents?
3. How are parents at home and the entire community encouraged to model positive behaviour to their children?
4. How effective do you think is modeling positive behaviour helpful in maintaining care and safety?

Section B

Implementation of care and safety strategies in secondary schools

A. Guidance and Counseling

1. Does the school have a wellness, guidance and counseling committee for the learners?
2. Is the committee functional or dysfunctional?
3. What role does the committee play in educating learners about sex education, HIV/AIDS, STIs etc?

4. Did you in the past two years experience any learner drop out, if so how many learners, and what were the reasons?
5. What role do parents and the rest of the community play in guidance and counseling for their children?
6. How do the Principal and SMT ensure the implementation of the strategy of counseling and guidance?

B. Skills training and intervention

1. Explain how the intervention strategies are implemented for learners who have contravened the Code of Conduct?
2. Explain how anti-drug, anti gangster, anti bullying, petty crime, aggressive and violent behavioural strategies are implemented in the school.
3. What role does the family tree play in the implementation of the intervention programmes?
4. Explain the skills that are aimed at equipping learners so as to do away with drugs, gangsters, and bullying, petty crime, violent conduct.
5. What types of mediation processes are used by the school when dealing with learner conflict?
6. Explain the type of training/skills that is offered to the RCL for the mediation process.
7. How effective are these skills/ training in maintaining care and safety of learners.

C. The Role of Parents in the implementation strategies

1. What is the role of parents in the implementation of the strategies for care and safety of learners?
2. What duties are assigned to parents to ensure the implementation of strategies for care and safety of learners?

D. Electronic, Technological, Security measures.

1. Explain the technological security measures that are used by the school to ensure care and safety of learners, are they in working condition?

2. How is the strategy of ensuring that visitors who enter the schools do not carry drugs, narcotics, dangerous weapons implemented in the school?
3. How does the school deal with intruders that would enter the school without permission?
4. What role if there is any that is played by the security guard at the school?
5. Apart from wire fencing, do classrooms have burglar doors, alarms for administration offices?
6. What is the role of educators in implementation of the strategies?

E. School Building and Infrastructure

1. Explain how the schools ensure that safety in laboratories, electricity, walls, stairs, corridors, and fence.
2. Explain how the strategy of dealing with disasters e.g. fire, hail storm, are implemented in the schools.
3. What is the role that is played by the fire marshal in the implementation of the strategies

Section C

The role that is played by stakeholders in the implementation of the programmes for maintaining care and safety

1. What support and monitoring mechanisms do schools offer the school in maintaining care and safety of learners?
2. What role does the Department of Education play in ensuring support and monitoring care and safety of learners?
3. What kinds of training/ workshops are organized by stakeholders to empower educators and parents in maintaining care and safety?
4. How does the Department of Education monitor the implementation of programmes of care and safety in schools?

Section D

Challenges that are encountered by the schools when implementing programmes of the:

- (a) Code of Conduct
- (b) School Based SEL Programme
- (c) Educator-learner relationship
- (d) Modeling positive/good behaviour
- (e) Guidance and Counselling
- (f) Empowering with skills/training and intervention
- (g) The role of parents
- (h) The use of electronic, technological security measures
- (i) School buildings& infrastructure
- (j) The role of stakeholders

APPENDIX H. INTERVIEW GUIDE OF SCHOOL SAFETY COMMITTEE & (HODS)

Biographic Information for care and safety Committee Chairperson

Section A

1. Date of interview.....
2. Gender: Female[] Male[]
3. Marital status.....
4. Age range: Below 20 years []
20-29 years []
30-39 years []
40-49 years []
50-59 years []
60-69 years []
70+years []
5. Experience as Chairperson.....years
6. State whether your appointment is permanent or Acting.....
7. What is your Highest Qualification
Matric + 3 year Diploma in Education []
B.A. +1 year teaching Diploma []
BA honours/ BED []
Masters in Education []
Any other (Specify) []

Section B

Strategies that are used to maintain care and safety of learners in secondary schools and their implementation

1. How does the school maintain care and safety of learners?
2. What is your understanding of care, safety and implementation?

3. Explain the strategies that are used by the school to maintain care and safety of learners.
4. How does the school deal with the following?
 - A. Code of Conduct
 1. Does the school have a Code of Conduct as stipulated in South African Schools Act?
 - When was it crafted?
 - Where was it crafted?
 - What are its implication on maintaining care and safety?
 2. Which stakeholders were involved in the crafting of the Code of Conduct; take me through the processes and their active involvement
 - Were learners involved in the process, what role did they play?
 3. Are all learners obeying the Code of Conduct, if not, what are the reasons for not obeying?
 4. What is your role as Principal to ensure the implementation of the Code of Conduct?
 5. Which strategies are used by the school to those learners who contravene the Code of conduct?
 6. As per the School Policy, what is the life span of the Code of Conduct, When last was it reviewed?
 7. What role do educators play in the implementation of the Code of Conduct?
 8. Does the school have a care and safety committee, what is its role in ensuring the implementation of the Code of Conduct.?
 8. What is the role of the Representative Council for the learners (RCL) in the implementation of the Code of Conduct?
 10. Does the school have a strategic plan to deal with issues, e.g. drugs, dangerous weapons (firearms, knives, gangsterim that spills to schools and other illegal substances from entering the school premises).

11. How do you monitor learners during strikes by educators?

B. School Based SEL Programme

1. Does the school have a school based support programmes?
2. Explain the role of the SEL committee in maintaining care and safety of learners?
3. What are the most effective SEL practices that you have in the school?
4. What are the least effective SEL strategies you have used in the past?
5. What is the role of the SMT in the implementation of care and safety of learners?
6. Explain the strategies that are used by the school to deal with bullying, HIV/AIDS, habitual offenders, vulnerable learners
7. What is the role of parents in the implementation of SEL programmes?
8. How effective is the SEL strategy in maintaining care and safety of learners?

C. Educator-learner relationship

1. How is the relationship between learners and educators in your school?
2. Does the school have a guidance and counselor educator?
3. Explain the strategies that are used by educators in classroom to build the cordial relationship with the learners?
4. How does the school deal with learners with inappropriate behavior in classroom, hallways, assembly, extra-mural activities?
5. What channels of communication with regards to the rules are used to build the educator-learner relationship?
6. Explain the strategies that used by the school to deal with bullying?
7. What is the role of the educators and parents to change the behaviour of bullying?
8. How relevant is record keeping for maintaining care and safety of learners?
9. Do you think there any additional barriers to effective implementation of care and safety that are not yet disclosed? If so, what are they?

D. Modeling positive/ good behaviour

1. As Chairperson how are educators, parents and support staff encouraged to model positive behaviour to ensure care and safety of learners?. If so, how?
2. How are learners encouraged to emulate positive behaviour from educators and parents?
3. How are parents at home and the entire community encouraged to model positive behaviour to their children?
4. How effective do you think is modeling positive behaviour helpful in maintaining care and safety?

Section C

Implementation of care and safety strategies in secondary schools

A. Guidance and Counseling

1. Does the school have a wellness, guidance and counseling committee for the learners?
2. Is the committee functional or dysfunctional?
3. What role does the committee play in educating learners about sex education, HIV/AIDS, STIs etc?
4. Did you in the past two years' experience any learner drop out, if so how many learners, and what were the reasons?
5. What role do parents and the rest of the community play in guidance and counseling for their children?
6. How do the Principal and SMT ensure the implementation of the strategy of counseling and guidance?

B. Skills training and intervention

1. Explain how the intervention strategies are implemented for learners who have contravened the Code of Conduct?
2. Explain how anti-drug, anti gangster, anti bullying, petty crime, aggressive and violent behavioural strategies are implemented in the school.
3. What role does the family play in the implementation of the intervention programmes?

4. Explain the skills that are aimed at equipping learners so as to do away with drugs, gangsters, and bullying, petty crime, violent conduct.
5. What types of mediation processes are used by the school when dealing with learner conflict?
6. Explain the type of training/skills that is offered to the RCL for the mediation process.
7. How effective are these skills/ training in maintaining care and safety of learners.

C. The Role of Parents in the implementation strategies

1. What is the role of parents in the implementation of the strategies for care and safety of learners?
2. What duties are assigned to parents to ensure the implementation of strategies for care and safety of learners?

D. Electronic, Technological, Security measures.

1. Explain the technological security measures that are used by the school to ensure care and safety of learners, are they in working condition?
2. How is the strategy of ensuring that visitors who enter the schools do not carry drugs, narcotics, dangerous weapons implemented in the school?
3. How does the school deal with intruders that would enter the school without permission?
4. What role if there is any that is played by the security guard at the school?
5. Apart from wire fencing, do classrooms have burglar doors, alarms for administration offices?
6. What is the role of educators in implementation of the strategies?

E.School Building and Infrastructure

1. Explain how the schools ensure that safety in laboratories, electricity, walls, stairs, corridors, and fence.
2. Explain how the strategy of dealing with disasters e.g. fire, hail storm, are implemented in the schools.

3. What is the role that is played by the fire marshal in the implementation of the strategies

Section D

The role that is played by stakeholders in the implementation of the programmes for maintaining care and safety

1. What support and monitoring mechanisms do schools offer the school in maintaining care and safety of learners?
2. What role does the Department of Education play in ensuring support and monitoring care and safety of learners?
3. What kinds of training/ workshops are organized by stakeholders to empower educators and parents in maintaining care and safety?
4. How does the Department of Education monitor the implementation of programmes of care and safety in schools?

Section E

Challenges that are encountered by the schools when implementing programmes of the

- (k) Code of Conduct
- (l) School Based SEL Programme
- (m) Educator-learner relationship
- (n) Modeling positive/good behaviour
- (o) Guidance and Counselling
- (p) Empowering with skills/training and intervention
- (q) The role of parents
- (r) The use of electronic, technological security measures
- (s) School buildings& infrastructure
- (t) The role of stakeholders

APPENDIX I: INTERVIEW GUIDE OF SCHOOL GOVERNING BODY CHAIRPERSON (SGB)

Interview guide for (SGB) Chairperson

Biographic information of SGB Chairperson

Section A

1. Date of Interview.....
2. Gender: Male[] Female []
3. Marital Status.....
4. Age range: Below 20 years[]
20-29 years []
30-39 years []
40-49 years []
50-59 years []
60-69 years []
70+ years []
5. Experience as SGB Chairperson..... years
6. What is your highest qualification?
7. What is your professional qualification?
Matric []
Certificate []
Diploma []
BA []
BA Honours []
Masters []
Any other(specify)[]

Section B

Strategies that are used to maintain care and safety of learners in secondary schools and their implementation

1. How does the school maintain care and safety of learners?
2. What is your understanding of care, safety and implementation?
3. Explain the strategies that are used by the school to maintain care and safety of learners.
4. How does the school deal with the following?

A.Code of Conduct

1. Does the school have a Code of Conduct as stipulated in South African Schools Act?
 - When was it crafted?
 - Where was it crafted?
 - What are its implication on maintaining care and safety?
2. Which stakeholders were involved in the crafting of the Code of Conduct; take me through the processes and their active involvement
 - Were learners involved in the process, what role did they play?
3. Are all learners obeying the Code of Conduct, if not, what are the reasons for not obeying?
4. What is your role as Counselor to ensure the implementation of the Code of Conduct?
5. Which strategies are used by the school to those learners who
6. contravene the Code of conduct?
7. As per the School Policy, what is the life span of the Code of Conduct, When last was it reviewed?
8. What role do educators play in the implementation of the Code of Conduct?
 9. Does the school have a care and safety committee, what is its role in ensuring the implementation of the Code of Conduct.?
 9. What is the role of the Representative Council for the learners (RCL) in the implementation of the Code of Conduct?

10. Does the school have a strategic plan to deal with issues, e.g. drugs, dangerous weapons (firearms, knives, gangsterim that spills to schools and other illegal substances from entering the school premises).

11. How do you monitor learners during strikes by educators?

B.School Based SEL Programme

- a. Does the school have a school based support programmes?
- b. Explain the role of the SEL committee in maintaining care and safety of learners?
- c. What are the most effective SEL practices that you have in the school?
- d. What are the least effective SEL strategies you have used in the past?
- e. What is the role of the SMT in the implementation of care and safety of learners?
- f. Explain the strategies that are used by the school to deal with bullying, HIV/AIDS, habitual offenders, vulnerable learners
- g. What is the role of parents in the implementation of SEL programmes?
- h. How effective is the SEL strategy in maintaining care and safety of learners?

C. Educator-learner relationship

- a. How is the relationship between learners and educators in your school?
- b. Does the school have a guidance and counselor educator?
- c. Explain the strategies that are used by educators in classroom to build the cordial relationship with the learners?
- d. How does the school deal with learners with inappropriate behavior in classroom, hallways, assembly, extra-mural activities?
- e. What channels of communication with regards to the rules are used to build the educator-learner relationship?

- f. Explain the strategies that used by the school to deal with bullying?
- g. 7.What is the role of the educators and parents to change the behaviour of bullying?
- h. How relevant is record keeping for maintaining care and safety of learners?
- i. Do you think there any additional barriers to effective implementation of care and safety that are not yet disclosed? If so, what are they?

2. Modeling positive/ good behaviour

1. As Chairperson how are educators, parents and support staff encouraged to model positive behaviour to ensure care and safety of learners?. If so, how?
2. How are learners encouraged to emulate positive behaviour from educators and parents?
3. How are parents at home and the entire community encouraged to model positive behaviour to their children?
4. How effective do you think is modeling positive behaviour helpful in maintaining care and safety?

Section C

Implementation of care and safety strategies in secondary schools

A. Guidance and Counseling

1. Does the school have a wellness, guidance and counseling committee for the learners?
2. Is the committee functional or dysfunctional?
3. What role does the committee play in educating learners about sex education, HIV/AIDS, STIs etc?
4. Did you in the past two years experience any learner drop out, if so how many learners, and what were the reasons?
5. What role do parents and the rest of the community play in guidance and counseling for their children?
6. How do the Principal and SMT ensure the implementation of the strategy of counseling and guidance?

B. Skills training and intervention

1. Explain how the intervention strategies are implemented for learners who have contravened the Code of Conduct?
2. Explain how anti-drug, anti gangster, anti bullying, petty crime, aggressive and violent behavioural strategies are implemented in the school.
3. What role does the family play in the implementation of the intervention programmes?
4. Explain the skills that are aimed at equipping learners so as to do away with drugs, gangsters, and bullying, petty crime, violent conduct.
5. What types of mediation processes are used by the school when dealing with learner conflict?
6. Explain the type of training/skills that is offered to the RCL for the mediation process.
7. How effective are these skills/ training in maintaining care and safety of learners.

C. The Role of Parents in the implementation strategies

1. What is the role of parents in the implementation of the strategies for care and safety of learners?
2. What duties are assigned to parents to ensure the implementation of strategies for care and safety of learners?

D. Electronic, Technological, Security measures.

1. Explain the technological security measures that are used by the school to ensure care and safety of learners, are they in working condition?
2. How is the strategy of ensuring that visitors who enter the schools do not carry drugs, narcotics, dangerous weapons implemented in the school?
3. How does the school deal with intruders that would enter the school without permission?
4. What role if there is any that is played by the security guard at the school?
5. Apart from wire fencing, do classrooms have burglar doors, alarms for administration offices?
6. What is the role of educators in implementation of the strategies?

E. School Building and Infrastructure

1. Explain how the schools ensure that safety in laboratories, electricity, walls, stairs, corridors, and fence.
2. Explain how the strategy of dealing with disasters e.g. fire, hail storm, are implemented in the schools.
3. What is the role that is played by the fire marshal in the implementation of the strategies

Section D

The role that is played by stakeholders in the implementation of the programmes for maintaining care and safety

1. What support and monitoring mechanisms do schools offer the school in maintaining care and safety of learners?
2. What role does the Department of Education play in ensuring support and monitoring care and safety of learners?
3. What kinds of training/ workshops are organized by stakeholders to empower educators and parents in maintaining care and safety?
4. How does the Department of Education monitor the implementation of programmes of care and safety in schools?

Section E

Challenges that are encountered by the schools when implementing programmes of the

- (a) Code of Conduct
- (b) School Based SEL Programme
- (c) Educator-learner relationship
- (d) Modeling positive/good behaviour
- (e) Guidance and Counselling
- (f) Empowering with skills/training and intervention
- (g) The role of parents
- (h) The use of electronic, technological security measures

(i) School buildings & infrastructure

(j) The role of stakeholders

THANK YOU

APPENDIX J: INTERVIEW GUIDE FOR THE RCL LEARNERS

Interview guide for learners

Section A

1. Date of interview.....
2. Gender: Male [] Female []
3. Age.....years old
4. Level.....
5. Responsibility.....

Section B

Strategies used to maintain care and safety of learners

1. What is your understanding of care, safety and implementation?
3. .How does the school maintain care and safety of learners?
4. Explain the strategies that are used by the school to maintain care and safety of learners.
5. How does the school deal with the following?

A.Code of Conduct

1. Does the school have a Code of Conduct as stipulated in South African Schools Act?
 - When was it crafted?
 - Where was it crafted?
 - What are its implication on maintaining care and safety?
2. Which stakeholders were involved in the crafting of the Code of Conduct; take me through the processes and their active involvement
 - Were learners involved in the process, what role did they play?
3. Are all learners obeying the Code of Conduct, if not, what are the reasons for not obeying?
4. What is your role as Counselor to ensure the implementation of the Code of

Conduct?

6. Which strategies are used by the school to those learners who contravene the Code of conduct?
6. As per the School Policy, what is the life span of the Code of Conduct, When last was it reviewed?
7. What role do educators play in the implementation of the Code of Conduct?
8. Does the school have a care and safety committee, what is its role in ensuring the implementation of the Code of Conduct.?
9. What is the role of the Representative Council for the learners (RCL) in the implementation of the Code of Conduct?
10. Does the school have a strategic plan to deal with issues, e.g. drugs, dangerous weapons (firearms, knives, gangsterim that spills to schools and other illegal substances from entering the school premises).
11. How do you monitor learners during strikes by educators?

B. School Based SEL Programme

1. Does the school have a school based support programmes?
2. Explain the role of the SEL committee in maintaining care and safety of learners?
3. What are the most effective SEL practices that you have in the school?
4. What are the least effective SEL strategies you have used in the past?
5. What is the role of the SMT in the implementation of care and safety of learners?
6. Explain the strategies that are used by the school to deal with bullying, HIV/AIDS, habitual offenders, vulnerable learners
7. What is the role of parents in the implementation of SEL programmes?
8. How effective is the SEL strategy in maintaining care and safety of learners?

C. Educator-learner relationship

1. How is the relationship between learners and educators in your school?
2. Does the school have a guidance and counselor educator?
3. Explain the strategies that are used by educators in classroom to build the cordial relationship with the learners?
4. How does the school deal with learners with inappropriate behavior in classroom, hallways, assembly, extra-mural activities?
5. What channels of communication with regards to the rules are used to build the educator-learner relationship?
6. Explain the strategies that used by the school to deal with bullying?
7. What is the role of the educators and parents to change the behaviour of bullying?
8. How relevant is record keeping for maintaining care and safety of learners?
9. Do you think there any additional barriers to effective implementation of care and safety that are not yet disclosed? If so, what are they?

D. Modeling positive/ good behaviour

2. As Chairperson how are educators, parents and support staff encouraged to model positive behaviour to ensure care and safety of learners?. If so, how?
3. How are learners encouraged to emulate positive behaviour from educators and parents?
4. How are parents at home and the entire community encouraged to model positive behaviour to their children?
5. How effective do you think is modeling positive behaviour helpful in maintaining care and safety?

Section C

Implementation of care and safety strategies in secondary schools

A. Guidance and Counseling

- a. Does the school have a wellness, guidance and counseling committee for the learners?
- b. Is the committee functional or dysfunctional?

- c. What role does the committee play in educating learners about sex education, HIV/AIDS, STIs etc?
- d. Did you in the past two years experience any learner drop out, if so how many learners, and what were the reasons?
- e. What role do parents and the rest of the community play in guidance and counseling for their children?
- f. How do the Principal and SMT ensure the implementation of the strategy of counseling and guidance?

B. Skills training and intervention

- i. Explain how the intervention strategies are implemented for learners who have contravened the Code of Conduct?
- j. Explain how anti-drug, anti gangster, anti bullying, petty crime, aggressive and violent behavioural strategies are implemented in the school.
- k. What role does the family play in the implementation of the intervention programmes?
- l. Explain the skills that are aimed at equipping learners so as to do away with drugs, gangsters, and bullying, petty crime, violent conduct.
- m. What types of mediation processes are used by the school when dealing with learner conflict?
- n. Explain the type of training/skills that is offered to the RCL for the mediation process.
- o. How effective are these skills/ training in maintaining care and safety of learners.

C. The Role of Parents in the implementation of strategies

- a. What is the role of parents in the implementation of the strategies for care and safety of learners?
- b. What duties are assigned to parents to ensure the implementation of strategies for care and safety of learners?

D. Electronic, Technological, Security measures.

- a. Explain the technological security measures that are used by the school to ensure care and safety of learners, are they in working condition?
- b. How is the strategy of ensuring that visitors who enter the schools do not carry drugs, narcotics, dangerous weapons implemented in the school?
- c. How does the school deal with intruders that would enter the school without permission?
- d. What role if there is any that is played by the security guard at the school?
- e. Apart from wire fencing, do classrooms have burglar doors, alarms for administration offices?
- f. What is the role of educators in implementation of the strategies?

F. School Building and Infrastructure

- a. Explain how the schools ensure that safety in laboratories, electricity, walls, stairs, corridors, and fence.
- b. Explain how the strategy of dealing with disasters e.g. fire, hail storm, are implemented in the schools.
- c. What is the role that is played by the fire marshal in the implementation of the strategies

Section D

The role that is played by stakeholders in the implementation of the programmes for maintaining care and safety

1. What support and monitoring mechanisms do schools offer the school in maintaining care and safety of learners?
2. What role does the Department of Education play in ensuring support and monitoring care and safety of learners?
3. What kinds of training/ workshops are organized by stakeholders to empower educators and parents in maintaining care and safety?
4. How does the Department of Education monitor the implementation of programmes of care and safety in schools?

Section E

Challenges that are encountered by the schools when implementing programmes of the

- (a) Code of Conduct
- (b) School Based SEL Programme
- (c) Educator-learner relationship
- (d) Modeling positive/good behaviour
- (e) Guidance and Counselling
- (f) Empowering with skills/training and intervention
- (g) The role of parents
- (h) The use of electronic, technological security measures
- (i) School buildings & infrastructure
- (j) The role of stakeholders

APPENDIX K: INTERVIEW GUIDE FOR THE OFFICIAL FROM THE DEPARTMENT OF EDUCATION RESPONSIBLE FOR CARE AND SAFETY OF LEARNERS

Biographic information of the District Official

Section A

1. Date of interview.....
2. Gender: Male ☐ Female ☐
3. Marital status.....
4. Age range: Below 20 years ☐
20-29 years ☐
30-39 years ☐
40-49 years ☐
50-59 years ☐
60-69 years ☐
70+years ☐
5. Experience as Departmental Official.....years
6. State the nature of appointment permanent or Acting ☐
7. What is your highest qualification.....?
8. What is your highest professional qualification.....?
Matric ☐
Matric+ Diploma in Teaching ☐
BA Degree ☐
BSc Degree ☐
BA +Teaching Diploma ☐
BSc +Teaching Diploma ☐
BA Honours ☐
Masters Degree ☐

Any other specify[]

Strategies used to maintain care and safety of learners in schools

1. How does the Department of Education ensure the maintaining of care and safety of learners?
2. When one speaks of care, safety and implementation, what comes to your mind?
3. According to your own knowledge, which strategies do schools use to maintain care and safety of learners in the District?

A. Code of Conduct

1. How familiar are with the schools code of Conduct and what are the implications for learner care and safety?
2. Are schools allowed to craft/draft their own code of Conduct or do they adopt the Code of Conduct from the Department of Education, if not take me through the process of crafting the code of conduct
3. Are all learners adhering to the code of conduct, if not what could be the reason?
4. What is your role in the implementation of the Code of Conduct?
5. How do you help the schools to deal with learners who contravene the Code of Conduct?
6. How often do you ensure the review of the Code of Conduct by schools?
7. What is the role of the Care and safety committee in the implementation of the Code of Conduct and safety strategies?
8. What role is given to educators in the implementation of the code of Conduct?
9. How do you assist schools to deal with bullying, gangsters, drugs?
10. How effective is this strategy in maintaining care and safety of learners in schools?

B. Does schools have school based support programmes?

2. Explain the role of the SEL committee in maintaining care and safety of learners?

3. What are the most effective SEL practices that you know is implemented in schools?
4. What are the least effective SEL strategies you have used in the past?
5. What is the role of the SMT in the implementation of care and safety of learners?
6. Explain the strategies that are used by the school to deal with bullying, HIV/AIDS, habitual offenders, vulnerable learners
7. What is the role of parents in the implementation of SEL programmes?
8. How effective is the SEL strategy in maintaining care and safety of learners?

C. Educator-learner relationship

1. How is the relationship between learners and educators in the Graaff Reinet secondary schools?
2. Do schools have a guidance and counselor educators?
3. Explain the strategies that are used by educators in classroom to build the cordial relationship with the learners?
4. How are schools supposed to deal with learners with inappropriate behavior in classroom, hallways, assembly, extra-mural activities?
5. Explain the strategies that used by the school to deal with bullying?
6. What is the role of the educators and parents to change the behaviour of bullying?
7. 8.How relevant is record keeping for maintaining care and safety of learners?
8. Do you think there any additional barriers to effective implementation of care and safety that are not yet disclosed? If so, what are they?

D. Modeling positive/ good behaviour

1. As an official of the Department of Education how are educators, parents and support staff encouraged to model positive behaviour to ensure care and safety of learners?.
2. How are learners encouraged to emulate positive behaviour from educators and parents?

3. How are parents at home and the entire community encouraged to model positive behaviour to their children?
4. 4.How effective do you think is modeling positive behaviour helpful in maintaining care and safety?

Section C

Implementation of care and safety strategies in secondary schools

A. Guidance and Counseling

1. Does the District allow schools to have a wellness, guidance and counseling committee for the learners?
2. Are these committee functional or dysfunctional?
3. What role does the committee play in educating learners about sex education, HIV/AIDS, STIs etc?
4. Did the District in the past two years experience any learner drop out, if so how many learners, and what were the reasons?
5. What role do parents and the rest of the community play in guidance and counseling for their children?
6. How do the Principal and SMT ensure the implementation of the strategy of counseling and guidance?

B. Skills training and intervention

1. Explain how the intervention strategies are implemented for learners who have contravened the Code of Conduct?
2. Explain how anti-drug, anti gangster, anti bullying, petty crime, aggressive and violent behavioural strategies are implemented in the schools.
3. What role does the family play in the implementation of the intervention programmes?
4. Explain the skills that are aimed at equipping learners so as to do away with drugs, gangsters, and bullying, petty crime, violent conduct.
5. What types of mediation processes are used by the school when dealing with learner conflict?
6. Explain the type of training/skills that is offered to the RCL for the mediation process.

7. How effective are these skills/ training in maintaining care and safety of learners.

C. The Role of Parents in the implementation of strategies

1. What is the role of parents in the implementation of the strategies for care and safety of learners?
2. What duties are assigned to parents to ensure the implementation of strategies for care and safety of learners?

D. Electronic, Technological, Security measures.

1. Explain the technological security measures that are used by the schools to ensure care and safety of learners; are they in working condition in all schools?
2. How is the strategy of ensuring that visitors who enter the schools do not carry drugs, narcotics, dangerous weapons implemented in the school?
3. How are schools dealing with intruders that would enter the school without permission?
4. What role if there is any that is played by the security guards at the schools?
5. Apart from wire fencing, do classrooms have burglar doors, alarms for administration offices?
6. What is the role of educators in implementation of the strategies?

E. School Building and Infrastructure

1. Explain how the schools ensure that safety in laboratories, electricity, walls, stairs, corridors, and fence.
2. Explain how the strategy of dealing with disasters e.g. fire, hail storm, are implemented in the schools.
3. What is the role that is played by the fire marshal in the implementation of the strategies.

Section D

The role that is played by stakeholders in the implementation of the programmes for maintaining care and safety

1. What support and monitoring mechanisms does the DoE offer schools in maintaining care and safety of learners?
2. What role does the Department of Education play in ensuring support and monitoring care and safety of learners?
3. What kinds of training/ workshops are organized by stakeholders to empower educators and parents in maintaining care and safety?
4. How does the Department of Education monitor the implementation of programmes of care and safety in schools?

Section E

Challenges that are encountered by the schools when implementing programmers of the

- (a) Code of Conduct
- (b) School Based SEL Programme
- (c) Educator-learner relationship
- (d) Modeling positive/good behaviour
- (e) Guidance and Counselling
- (f) Empowering with skills/training and intervention
- (g) The role of parents
- (h) The use of electronic, technological security measures
- (i) School buildings & infrastructure
- (j) The role of stakeholders

THANK YOU

APPENDIX L: INTERVIEW OF MEMBER OF SAPS/NON GOVERNMENTAL ORGANISATION (CPF)

Interview guide for SAPS/NGO

Biographic Information for Member of SAPS/NGO

Section A

1. Date of interview.....
2. Gender: Female[] Male[]
3. Marital status.....
4. Age range: Below 20 years []
20-29 years []
30-39 years []
40-49 years []
50-59 years []
60-69 years []
70+years []
5. Experience as SAPS/NGO.....years
6. State whether your appointment is permanent or Acting.....
7. What is your Highest Qualification
Matric []
Certificate []
B.A. Degree []
BSc Degree []
BA honours []
Masters in Degree []
Any other (Specify) []

Section B

Strategies that are used to maintain care and safety of learners in secondary schools and their implementation

1. How does the school maintain care and safety of learners?
2. What is your understanding of care, safety and implementation?
3. Explain the strategies that are used by the school to maintain care and safety of learners.
4. How does the school deal with the following?

Code of Conduct

1. Are you familiar with the school's Code of Conduct?
2. Does the school have a Code of Conduct as stipulated in South African Schools Act?
3. When was it crafted?
4. Where was it crafted?
5. What are its implication on maintaining care and safety?
6. Which stakeholders were involved in the crafting of the Code of Conduct; take me through the processes and their active involvement
7. Were learners involved in the process, what role did they play?
8. From your experience, are all learners obeying the Code of Conduct, if not, what are the reasons for not obeying?
9. What is your role as member of SAPS/ member of NGO to ensure the implementation of the Code of Conduct?
10. Which strategies are used by the school to those learners who contravene the Code of conduct?
11. How often is the Code of Conduct reviewed?
12. What role do educators play in the implementation of the Code of Conduct?
13. Does the school have a care and safety committee, what is its role in ensuring the implementation of the Code of Conduct.?
14. What is the role of the Representative Council for the learners (RCL) in the implementation of the Code of Conduct?

15. Does the school have a strategic plan to deal with issues, e.g. drugs, dangerous weapons (firearms, knives, gangsterism that spills to schools and other illegal substances from entering the school premises).

16. How does the school monitor learners during strikes by educators?

A. School Based SEL Programme

- a. Does the school have a school based support programmes?
- b. Explain the role of the SEL committee in maintaining care and safety of learners?
- c. What are the most effective SEL practices that you have in the school?
- d. What are the least effective SEL strategies you have used in the past?
- e. What is the role of the SMT in the implementation of care and safety of learners?
- f. Explain the strategies that are used by the school to deal with bullying, HIV/AIDS, habitual offenders, vulnerable learners
- g. What is the role of parents in the implementation of SEL programmes?
- h. How effective is the SEL strategy in maintaining care and safety of learners?

2. Educator-learner relationship

1. How is the relationship between learners and educators in the school?
2. Does the school have a guidance and counselor educator?
3. Explain the strategies that are used by educators in classroom to build the cordial relationship with the learners?
4. How does the school deal with learners with inappropriate behavior in classroom, hallways, assembly, extra-mural activities?
5. What channels of communication with regards to the rules are used to build the educator-learner relationship?
6. Explain the strategies that used by the school to deal with bullying?
7. What is the role of the educators and parents to change the behaviour of bullying?
8. How relevant is record keeping for maintaining care and safety of learners?

9. Do you think there any additional barriers to effective implementation of care and safety that are not yet disclosed? If so, what are they?

C. Modeling positive/ good behaviour

1. As a member of SAPS/ member of NGO how are educators, parents and support staff encouraged to model positive behaviour to ensure care and safety of learners?. If so, how?
2. How are learners encouraged to emulate positive behaviour from educators and parents?
3. How are parents at home and the entire community encouraged to model positive behaviour to their children?
4. How effective do you think is modeling positive behaviour helpful in maintaining care and safety?

Section C

Implementation of care and safety strategies in secondary schools

A. Guidance and Counseling

1. Does the school have a wellness, guidance and counseling committee for the learners?
2. Is the committee functional or dysfunctional?
3. What role does the committee play in educating learners about sex education, HIV/AIDS, STIs etc?
4. Did the school in the past two years experience any learner drop out, if so how many learners, and what were the reasons?
5. What role do parents and the rest of the community play in guidance and counseling for their children?
6. How do the Principal and SMT ensure the implementation of the strategy of counseling and guidance?

B. Skills training and intervention

1. Explain how the intervention strategies are implemented for learners who have contravened the Code of Conduct?
2. Explain how anti-drug, anti gangster, anti bullying, petty crime, aggressive and violent behavioural strategies are implemented in the school.

3. What role does the family play in the implementation of the intervention programmes?
4. Explain the skills that are aimed at equipping learners so as to do away with drugs, gangsters, and bullying, petty crime, violent conduct.
5. What types of mediation processes are used by the school when dealing with learner conflict?
6. Explain the type of training/skills that is offered to the RCL for the mediation process.
7. How effective are these skills/ training in maintaining care and safety of learners.

C. The Role of Parents in the implementation of strategies

1. What is the role of parents in the implementation of the strategies for care and safety of learners?
2. What duties are assigned to parents to ensure the implementation of strategies for care and safety of learners?

D. Electronic, Technological, Security measures.

1. Explain the technological security measures that are used by the school to ensure care and safety of learners, are they in working condition?
2. How is the strategy of ensuring that visitors who enter the schools do not carry drugs, narcotics, dangerous weapons implemented in the school?
3. How do you assist the school to deal with intruders that would enter the school without permission?
4. What role if there is any that is played by the security guard at the school?
5. Apart from wire fencing, do classrooms have burglar doors, alarms for administration offices?
6. How do you assist the school in implementation strategy of confiscating drugs, alcohol, dangerous weapons?
7. What is the role of educators in implementation of the strategies?

E. School Building and Infrastructure

1. Explain how the schools ensure that safety in laboratories, electricity, walls, stairs, corridors, and fence.

2. Explain how the strategy of dealing with disasters e.g. fire, hail storm, are implemented in the schools.
3. What is the role that is played by the fire marshal in the implementation of the strategies

Section D

The role that is played by stakeholders in the implementation of the programmes for maintaining care and safety

1. What support and monitoring mechanisms do schools offer the school in maintaining care and safety of learners?
2. What role does the Department of Education play in ensuring support and monitoring care and safety of learners?
3. What kinds of training/ workshops are organized by stakeholders to empower educators and parents in maintaining care and safety?
4. How does the Department of Education monitor the implementation of programmes of care and safety in schools?

Section E

Challenges that are encountered by the schools when implementing programmes :

- (a) Code of Conduct
- (b) School Based SEL Programme
- © Educator-learner relationship
- (d) Modeling positive/good behaviour
- (e) Guidance and Counselling
- (f) Empowering with skills/training and intervention
- (g) The role of parents
- (h) The use of electronic, technological security measures
- (i) School buildings & infrastructure
- (j) The role of stakeholders

APPENDIX M: EDITOR'S CERTIFICATE



Editing Certificate

This is to confirm that the PhD thesis titled "Implementation of programmes for maintaining care and safety of learners in secondary schools in the Graaff Reinet Education District" by Nkosana Bilatyi, has been thoroughly edited and proofread. I have checked for language use, corrected spellings and grammatical errors, and ensured logical flow of text.

Dr Pamela Makati

Academic Editor

Email: pmmakati@gmail.com

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Date issued: 17 January 2018

Editing Proofreading Document Formatting