AN INVESTIGATION OF SAFETY AND SECURITY MEASURES AT SECONDARY SCHOOLS IN TSHWANE, SOUTH AFRICA

by

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TABLE OF CONTENTS

GRAPHS

DECLARATION FORM

Scholar number: **4295-575-0**

I, **LEANDRI VAN JAARSVELD**, declare that "**AN INVESTIGATION OF SAFETY AND SECURITY MEASURES AT SECONDARY SCHOOLS IN TSHWANE, SOUTH AFRICA**" is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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(Ms L van Jaarsveld)

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To all of my friends, thank you for the constant motivation, assistance and support. In hard times, you were always there to cheer me up and encourage me to continue on. It is truly appreciated.

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SHORT SUMMARY

Title of the dissertation:

AN INVESTIGATION OF SAFETY AND SECURITY MEASURES AT SECONDARY SCHOOLS IN TSHWANE, SOUTH AFRICA

Violence in schools creates a climate of insecurity and fear, which impairs and impacts on the core educational purpose of schools. Accordingly, the main purpose of installing and implementing security measures at schools is to create a safer environment wherein individuals can move freely and feel secure in going about their daily schooling activities.

The nature and extent of school violence was briefly examined within this study to assess the effectiveness of security measures within the schools. It is important for any institution to first examine and identify the specific risks it is facing before those risks can be addressed successfully. Security measures are valuable and helpful resources that can assist in creating safe and secure school environments. As this study highlighted, the more security measures a school had, the safer the scholars and the educators felt and the lower their crime rates appeared to be.

Key Words: school safety; security in schools; school violence; security risks; security measures; risk assessment; scholars; educators; secondary schools; safer schools model.

EXECUTIVE SUMMARY

There are reasons for concern in South Africa because of the escalating violence in schools. Violence in schools creates a climate of insecurity and fear, which impairs and impacts on the core educational purpose of schools. Accordingly, the main purpose of installing and implementing security measures at schools is to create a safer environment where individuals can move freely and feel secure in going about their daily schooling activities. Currently school safety and security is one of the most basic problems facing South African schools. Therefore, creating and maintaining schools that are safe, is a priority that should be on the agenda of every education department.

The needs of school security have changed over the years from an emphasis on protecting school property (vandalism, fire or theft), to the safety of the scholars and the educators. Currently school security requires well-developed security and safety plans, as well as undertaking proper risk assessment and threat analysis exercises. This dissertation discusses the results obtained, which investigated the extent and effectiveness of security measures in selected secondary schools in Tshwane, South Africa.

The purpose of the research was to:

- Examine and evaluate existing security measures currently in place at the different schools in the Tshwane metropolitan area.
- Investigate the impact and effectiveness or lack of security measures.
- Determine the safety of the school environment. (The nature and extent of school violence in secondary schools in Tshwane, South Africa was briefly evaluated to assist with the link between security, safety and school violence).
- Develop a "Safer Schools Model"
- Develop a security survey/checklist that schools could implement.
- Formulate recommendations on how to reduce the current levels of school violence and improve the security measures.

The mixed-method research methodology approach was used in this study on school safety and security measures in schools. This approach incorporates both quantitative and qualitative research, in order to gain a more complete understanding of the problem area.

The main method of data collection was through questionnaires supplied to both scholars and educators in ten randomly selected secondary schools in the Tshwane Metropolitan Area. The questionnaires consisted of both closed-ended questions (where participants were given a few choices to choose from) and open-ended questions (which allowed the participants to provide their own answers, ideas and ways of thinking in the open space provided).

Scholars were selected from each grade within the ten secondary schools, ranging from grades eight to twelve. The scholars were the main focus of this study and consisted of 685 participants. Additionally, a total of 106 educator respondents participated in this study. The educators were used as a control group to see if there were any correlations between the scholars and the educators. In the findings, it was apparent that there were quite a few correlations between the scholars and educators, yet differences also surfaced.

The nature and extent of school violence was briefly examined within this study to assess the effectiveness of security measures within the schools. It is important for any institution to first examine and identify the specific risks it's facing before those risks can be addressed successfully. Therefore, school violence had to be examined within these selected schools to identify the specific problems they were facing and to indicate how effective their current security measures were. It also assisted with formulating adequate recommendations with regards to safety and security in secondary schools.

Security measures are vital in a school environment seeing as they create a sense of safety among the scholars and the educators. In this study, both the scholars and the educators were broadly asked to indicate if they had any security measures at their school. Ninety-five percent of the scholars and 97% of the educators indicated that their schools had some form of security measures in place. However, when they were asked how effective the security measures were, majority of the scholars (59%) and the educators (56.7%) found the security measures to only be somewhat effective. Only 22.2% of the scholars and 26% of the educators felt that the security measures were actually effective.

The findings illustrated that safety at schools had a direct relationship with the extent of security measures that were in place at a school. This proved that the extent of security measures at schools did indeed have a direct effect on how safe scholars felt at school and how safe they perceived the school. The more security measures a school had, the safer the scholars and the educators, as a whole, felt at the school. The educators also tended to feel safer at the schools than the scholars.

School violence and the lack of security measures at schools have been recognised as a serious problem by the Department of Education and other departments, but not enough is done to assist with preventing and reducing the problem. There is a need for more Acts and documentation specifically related to safety and security at schools in South Africa. Various recommendations were made by the researcher that could assist schools with improving the safety and security in the school environment. A security survey/checklist was also developed for implementation at secondary schools. This survey can assist schools and the Department of Education to identify where the problems and security weaknesses (shortcomings) lie for each specific school. In addition, the researcher also developed a Safer Schools Model. This model can be used as a best practices model in secondary schools in South Africa to ensure safer schools.

Security measures can assist in creating safe and secure school environments. However, an important first step is for the schools to first identify the problem before they invest in a solution. Security measures are a valuable and helpful resource to be used in the school environment. The ideal would be to use an integrated security system to implement proper safety and security at schools. As this study highlighted, the more security measures a school had, the safer the scholars and the educators felt and the lower their crime rates appeared to be. Creating and maintaining schools that are safe, should be a top priority for all schools and for the Department of Education. Our children deserve to feel safe at school in an environment that is warm and welcoming and free of violence, fear and intimidation.

THE FORMULATION AND MOTIVATION OF THE RESEARCH STUDY

"No greater challenge exists today than creating safe schools and restoring schools to tranquil and safe places of learning. The challenge requires a major strategic commitment and involves placing school safety at the top of the educational agenda. Without safe schools, teachers cannot teach and students [scholars] cannot learn. A safe school is foundational to the success of the academic mission. A safe school is also one that is prepared to respond to the unthinkable crisis" (Stephens cited in Philpott & Kuenstle, 2007: 1).

1.1   INTRODUCTION

There are reasons for concern in South Africa because of the escalating violence in schools. Violence in schools creates a 'climate of insecurity and fear', which impairs the purpose of the school (Smith, 2003: 2). The purpose of implementing security measures is to assess the vulnerability to risk and to introduce techniques and measures at schools, in order to create a stable, fairly predictable environment in which individuals may move freely (Lombaard & Kole, 2008: 5).

Predominantly, schools were not designed to be secured. Instead they were designed to be open places of learning and respect, places where educators could teach and scholars could learn. Security has become an integral part of the new school building plans in order to ensure a safe and secure school environment (Philpott & Kuenstle, 2007: 1-2).

Discipline, safety and security are crucial issues, as school management embarks on creating safe and secure school environments (Mathe, (2008: 1-2). Squelch (2001: 138) believes that school safety is one of the most basic problems that schools face, therefore creating and maintaining schools that are safe, is a priority that should be on every agenda of education.

Stephens (2004) (cited in Turk, 2004: 63) stated that schools can no longer be seen as 'islands of safety' within troublesome communities. He is of the opinion that far too many schools have been overrun with violence and crime. Fistfights are replaced by gunfights, and increased crisis drills are replacing fire drills. In the United States of America, one in every

twelve students who stay away from school, do so because of fear for their safety at their school (Stephens cited in Turk, 2004: 63).

The South African Democratic Educators' Union (SADTU) emphasised the urgent need to address and prevent the problem of school violence and its underlying causes (Mohlala, 2006). Jodi Kollapen, chairperson of the South African Human Rights Commission (SAHRC) states that at schools, violence is no longer just that which is associated with bullying but has currently escalated to include more "serious levels of violence and even deaths" (Sapa, 2006).

According to the South African Human Rights Commission (SAHRC), it would appear that it is more dangerous for children to be at school than anywhere else (ANON, 2008). This statement was made after observing what our schools have turned into, with regards to the findings of SAHRC on school violence.

Increasingly, scholars are being victimised on school property by fellow scholars as well as educators. These criminal acts need to be defined, acknowledged and prevented. If something drastic is not done, the existing problem of violence at schools could spiral out of control, leaving large numbers of scholars fearful, injured and/or deceased. Violence in schools may have serious long lasting negative physical, physiological and emotional consequences (Bezuidenhout & Joubert, 2003: 147).

1.2   RESEARCH AIMS

The focal point of this research was to examine and evaluate the security measures and their impact or lack thereof within secondary schools in the Tshwane Metropolitan area, South Africa. The nature and extent of school violence was briefly examined to assess the effectiveness of security measures within the schools. Shortcomings in safety precautions were identified so that practical recommendations could be formulated in order to develop a "Safer Schools Model".

1.3   THE PURPOSE OF THE RESEARCH

The purpose of the research was to:

- Examine and evaluate existing security measures currently in place at the different schools in the Tshwane metropolitan area.
- Investigate the extent of the impact and effectiveness of security measures in the schools.
- Determine the safety of the school environment. (The nature and extent of school violence in secondary schools in Tshwane, South Africa was briefly evaluated to assist with the link between security, safety and school violence).
- Develop a "Safer Schools Model".
- Develop a security survey/checklist that schools could implement.
- Formulate recommendations on how to reduce the current levels of school violence and improve the security measures.

1.4   RESEARCH QUESTIONS

Because of the necessity to secure school environments with the assistance of security measures and due to the violence escalating yearly in schools, the following were some of the research questions asked:

- What types of security measures are in place at secondary schools in Tshwane and how effective are they?
- How safe do secondary students feel at school?
- What types of school violence are most prevalent in Tshwane secondary schools? (To be linked to the security measures in place or lack thereof).

1.5   VALUE OF THE RESEARCH

After a comprehensive literature review, no literature was found with an identical or similar title to the proposed study: '*An investigation of safety and security measures at secondary schools in Tshwane, South Africa*'. The emphasis on school violence in South Africa has dealt mainly with bullying and sexual harassment/assault. There is a need for research to look at the different types of violence occurring at schools as well as the security aspects. This study will make a valuable contribution to the existing body of knowledge in the field of security management.

This research could assist in defining which problems are persistent in various secondary schools in Tshwane, and what the most effective measures are for securing a school and making it a safer learning environment. A safer school environment may lead to a more conducive and positive learning environment for scholars overall and may indirectly assist in better education and pass rates for all scholars.

This study may assist and provide the Department of Education, police, parents, educators and various secondary schools in Tshwane with the necessary information to make the school environments a safer place by reducing the levels of school violence.

There is a vital need for this type of research study. By creating safer schools we also create safer communities and vice versa.

1.6   KEY THEORETICAL CONCEPTS

"Definitions are used to facilitate communication and arguments" (De Vos *et al*, 2005: 32). They enhance the understanding of concepts in an easy, apparent manner in order to prevent vagueness or ambiguity (De Vos *et al*, 2005: 32).

To gain a better understanding of the study, the following key concepts will be briefly explained:

1.6.1   Crime

Burger (2007: 46) defines crime as "an unlawful act of commission or omission which results from a number of risk factors, including but not limited to socio-economic, environmental and political factors, and which is punishable by law".

Crimes are "unlawful human conduct and are performed with specific intentions in mind" and are punishable by law (Rogers & Schoeman, 2010: 2).

Crime is therefore seen as any illegal act, committed intentionally that will be punishable by law.

1.6.2 Crime Prevention Through Environmental Design (CPTED)

Is defined as "the proper design and effective use of the built environment that can lead to a reduction in fear and incidence of crime and an improvement in the quality of life" (Campbell, 2007: 33).

CPTED is the use of the environment and proper building designs as a security measure in order to reduce or prevent crime incidents.

1.6.3 Educator

The Employment of Educators Act 76 of 1998 (Department of Education, 1998: 2) indicates that an educator is:

> Any person, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at any public school, further education and training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment under this Act.

An educator is thus an individual that devotes their time to teaching scholars all the necessary skills and education during school hours. The educators in this study are limited to secondary public school educators (either permanent or on contract) in the Tshwane metropolitan area.

1.6.4 Physical security measures

Physical security measures are the barriers that are placed between the perpetrator and the assets at risk (Rogers, 2009: 136). They are the visible part of security and vital for the safeguarding of property and people (Lombaard & Kole, 2008: 87).

Physical security measures can thus be described as the visible deterrent between the criminal and any valuable asset, generally in the form of a barrier.

The most important types of physical security measures include: fences, alarm systems, lighting, locks and keys, safes and strong rooms, burglar proofing, electronic equipment (e.g. CCTV systems, metal detectors, x-ray machines, card reader systems and alarms) and communication systems (radio, telephone, intercom systems) (Lombaard & Kole, 2008: 91-101).

1.6.5 Safe schools (school safety)

Stephens (1998: 53) defines a safe school as an environment that is safe and welcoming where students can learn and teacher can teach, without the fear of violence or intimidation.

Prinsloo (2005: 5) believes a safe school is free of possible harm or danger, where staff, educators and scholars may work, educate and learn without the threat of violence, harassment or humiliation.

Safe schools are further characterised by good discipline, a culture conducive to teaching and learning, professional educator conduct, good governance and management practices and an absence (or low level) of crime and violence (Squelch, 2001: 138).

Safe schools thus consist of an environment that is free of intimidation, fear, crime and violence. A place where discipline and order exist and an environment designed with security measures and a security plan (safe school plan) in place.

1.6.6 School

According to Burton (2008: 1) a school can generally be seen as means to develop and strengthen individuals with pro-social attitudes and as places where individuals are prepared for the part they are going to play in society.

Schools are the institutions where individuals go to learn, develop and get an education in order to prepare them for their futures.

For the purpose of this study only secondary public schools were used.

1.6.7 School Governing Body (SGB)

According to Squelch (2001: 139), school governing bodies have the responsibility to ensure that the relevant human rights are manifested in all school policies. It is their duty to protect and improve human rights within the school environment.

A school governing body generally consists of the school principal, parents (elected by other parents of scholars at the particular school), educators (staff), scholars and some include members of the community (not necessarily parents) as well. They are responsible for the

management of the school as well as the school's finances (Department of Education, 2003(b)).

1.6.8 School violence

School violence is 'any behaviour that violates a school's educational mission or climate of respect' (Department of Juvenile Justice and Delinquency Prevention (DJJDP), 2002). This may include theft, vandalism, bullying, fighting, sexual harassment/assault, rape, robbery, aggravated assault, threats with or the use of weapons, attempted murder and even murder (Turk, 2004: 18-22; Manganaro & Longoria, 2004: 18-22).

The World Health Organisation defines violence as "the intentional use of physical force, threatened or actual, against oneself, another person or against a group or community that either results in or has a high likelihood or resulting in injury, death, psychological harm, maldevelopment or deprivation" (Antonowicz, 2010: 14).

For the purpose of this study, school violence will incorporate all types of violence including: theft, vandalism, bullying, fighting, sexual harassment/assault, rape, robbery, aggravated assault, threats with or the use of weapons, attempted murder and death. It is violence that usually occurs during school hours or immediately before or after school hours.

1.6.9 Secondary schools

Secondary schools are institutions where the final stage of compulsory education takes place. In South Africa they are also known as high schools and include grades eight to twelve (on the old system these grades were standards six to ten).

1.6.10 'Securing'

According to Allen (1991: 1093) securing is to create an environment that is free from danger or fear. It requires having the necessary security measures in place to ensure a safe environment.

1.6.11 Security aids, security measures and integrated security systems

The word 'security' is derived from the Latin word *securus* (a compound adjective formed from the prefix *se-* [without] and *cura* [care] and came into English as "without care," "free from care," "free from danger," or "safe") (Dempsey, 2008: 2).

In order to understand a security measure, it is vital to first understand what a security aid is. Minnaar (2007) defined the components of security as follows (uppercase inserted for emphasis by Minnaar):

> A security AID would be the piece of equipment or manpower used to improve or add to the overall security system made up of a number of security aids (e.g. CCTV, control room, guards patrolling). When all these are implemented in conjunction with each other (integrated) a security MEASURE is in place. The way they all operate and are co-ordinated, is based on a clear written security POLICY which includes PROCEDURES and OPERATIONAL GUIDELINES. When the security measures (measure = way, method, process or instrument) become operational a full security SYSTEM is now in place which incorporate a number of security PRINCIPLES (e.g. protection layers, siting of lights).

1.6.12   Security Risk Assessment (Risk analysis)

According to Dempsey (2008: 59), risk analysis or risk assessment is a method of identifying possible areas where security problems or losses may occur. Additionally it involves the development and implementation of efficient measures to deal with those security/risk problems.

Rogers and Schoeman (2010: 75, 77) state that a security risk analysis is conducted to identify vulnerable assets and security weaknesses. It is a process used to calculate the probability (likelihood) of security risks actually occurring and the impact that these risks would have should they occur.

A risk assessment/analysis is thus conducted at an institution to identify any possible risks facing the organisation's assets as well as to identify any security weaknesses. It is a process used to identify the security problems in order to institute security measures to reduce those specific risks and improve the security weaknesses.

1.6.13   Security Survey

A security survey can be defined as an on-site inspection of the security measures in place to identify any security weaknesses (Rogers & Schoeman, 2010: 130).

Dempsey (2008: 61) defines a security survey as a tool used to physically examine premises and an inspections of all security systems and processes in order to identify any vulnerabilities. It is used to reduce risks.

A security survey is thus carried out at any premises to view the state and effectiveness of security measure in place as well as to identify any weaknesses that the measures might have.

1.6.14 Scholar

According to the Department of Education (1996: 2), the South African Schools Act 84 of 1996 defines a scholar as any person who receives education as stipulated by this Act. In South Africa it is compulsory for a scholar to attend school from the first day of the school year when the scholar turns seven until the last day of the school year when the scholar turned fifteen or reached ninth grade, whichever comes first (Department of Education, 1996: 3)

A scholar can generally be classified as a school going person usually from the ages of six or seven to eighteen. (The ages may vary according to the time frame scholars began their schooling, and some scholars are required to re-do certain years, if they failed that specific year). The scholars in this study are limited to secondary school children within the Tshwane metropolitan area. Secondary scholars are in their final stage of education and normally fall between the ages of 14 to 18.

1.7 OUTLINE OF THE DISSERTATION

CHAPTER 1	The formulation and motivation of the research study
CHAPTER 2	Research methodology, population sampling, information collection and data analysis
CHAPTER 3	Contextualising safety and security at schools
CHAPTER 4	Findings: An analysis and interpretations of the research data
CHAPTER 5	Recommendations: Improving safety and security in schools

1.8 CONCLUSION

In Chapter One, the aims, purpose and the motivation of this study were specified along with the definitions of important concepts.

This chapter also emphasised that school violence and crimes occurring in schools have become hugely problematic. School safety and security is fundamental for a safe and secure school environment. There is an urgent need in South Africa, as well as worldwide, not only to reduce but also to prevent violence and crime in schools and to create environments that are safe for scholars to learn in.

In Chapter Two, the research methodology used for this study will be discussed. The chapter will aim to give the readers an understanding of the research approach and design, population and sampling methods, the characteristics of the respondents, data collection methods and data analysis used in this study to encapsulate all the relevant information.

CHAPTER 2

RESEARCH METHODOLOGY, POPULATION SAMPLING, INFORMATION COLLECTION AND DATA ANALYSIS

2.1 RESEARCH APPROACH

In the research study on school violence, security measures and securing schools, a mixed-method approach was used in order to gain a more complete understanding of the problem-area. The mixed-method approach consists of a combination of both quantitative and qualitative research.

Quantitative research aims to explain and predict concepts that can be generalised to other people and places. It objectively measures the variable(s) of interest, which are identified, developed and standardised with attention to validity and reliability. Quantitative research typically reduces the data to means, medians, correlations and other summarising statistics (Leedy & Ormrod, 2005: 95-97).

A qualitative research design on the other hand, lends itself to a better understanding of peoples' experiences and a specific phenomenon. The qualitative design is more flexible and less formalised than a quantitative design (De Vos *et al*, 2005: 74-75).

Using both of these paradigms allowed the research information to be enhanced and the researcher to accumulate as much information as possible on the topic. It allows for both statistical information as well as personal views from various individuals in the educational schooling system to be synthesised by using triangulation.

The type of research used in this study pertains to both applied and basic research. Applied research, since it involves creating a change in a problematic situation by aiming to help schools, the Department of Education and the general community to achieve the task of reducing and preventing school violence (De Vos *et al*, 2005: 105). Basic research was used, because it provides knowledge and understanding into a relatively new area or sphere of school violence and security at schools. Exploratory and descriptive research was found to be the best types of applied and basic research for this study. Exploratory research was used in order to gain insight into the situation, and descriptive research was used to get the specific

details relating to school violence and the different schools' security measures (De Vos *et al*, 2005: 106).

2.2   THE RESEARCH DESIGN

A research design is the way in which you intend to conduct the research, similar to that of a blueprint (Mouton, 2001: 55).

A questionnaire was used for this research study and incorporated both closed and open-ended questions. Six-hundred-and-eighty-five (685) scholar and 106 educator questionnaires were collected and analysed from ten selected schools. The research data captured was mostly quantitative in design to determine which security measures were in place at the schools and how effective they operated as well as to determine the main causes of school violence in these selected schools.

2.3   POPULATION AND SAMPLING PROCEDURES

A population consists of a group that share common characteristics from which individuals or units of analysis are then chosen out of the population for the study, i.e. such a sample consists of a small portion of the total group that will make up the study (Fox & Bayat, 2007: 52). The target population for this study consisted of secondary school scholars and educators from selected schools in Tshwane, South Africa. The Tshwane Metropolitan area was used. The scholars were the main focus of this study, in order to get their views and experiences on security measures and the shortcomings thereof in their schools. The educators were utilised or selected as a control group to see if there were any correlations between the opinions of the scholars and educators.

As a result of the particular geographical area for this study being so large, secondary schools from the following areas were randomly selected: Akasia, Arcadia, Brooklyn, Centurion, Eersterust, Laudium, Mamelodi, Pretoria Gardens and Pretoria West (See Annexure F for a map of the Tshwane Metropolitan Area which indicates the location of each of the chosen areas). These areas were chosen in order to obtain an overall picture of different types of schools in different types of areas in Tshwane. The area and school sample selection represented a good coverage of the entire Tshwane Metropolitan Area.

There are approximately 47 secondary schools in the above listed areas, of which ten were used for the research sample. In this study, the focus sample was ten schools in total, which were randomly selected from each area.

Only two of the ten schools were predominantly Afrikaans schools. The majority of the schools selected were English-speaking, co-ed schools consisting of mixed races. Co-ed refers to schools that have a combination of both male and female scholars. Mixed races refer to schools that consist of a mixture of various races and not just one race. By mixed races is meant that, it includes individuals from various origins, namely Black (African), White, Coloured and Indian (Asian). For the purpose of maintaining and respecting the schools' anonymity, the schools will be referred to as follows:

Table 1:   List of schools that participated in the research study

HOW SCHOOLS WILL BE REFERRED TO IN THE STUDY	GEOGRAPHICAL AREA IN THE TSHWANE METROPOLITAN AREA	SCHOOL DETAILS
School A.	Centurion	Public, Co-ed, Predominantly white
School B	Pretoria-Tuine	Public, Co-ed (with a high proportion of boys), predominately white
School C	Brooklyn	Public, All boys school, Predominantly mixed races
School D	Laudium	Public, Co-ed, Predominantly Indian (Asian)
School E	Pretoria West	Public, Co-ed, Predominantly black with mixed races
School F	Arcadia	Public, All girls school, Predominantly mixed races
School G	Mamelodi West	Public, Co-ed, Predominantly black
School H	Centurion	Public, Co-ed, Predominantly mixed races (with a high proportion of Indian (Asian) origin)
School I	Akasia	Public, Co-ed, Predominantly mixed races
School J	Eersterust	Public, Co-ed, Predominantly coloured

Probability sampling was used to ensure that each school in the selected areas had the same probability (chance) of being selected (De Vos *et al*, 2005: 198). To ensure that the sample drawn was representative of the entire sample group, the researcher wrote the names of the schools in each area on pieces of paper, placed them into a bowl and then randomly selected schools from each area. The schools in all ten areas were drawn separately from one another to ensure that all the schools in that specific area had an equal chance of being selected.

2.3.1   Scholars

Scholars were selected from each grade within the secondary schools, ranging from grades eight to twelve. Of the planned total of 1 000 questionnaires distributed to scholars, 914 were received back and a total of 685 scholar questionnaires were coded and analysed since a number of questionnaires were incomplete and were accordingly discarded. The number coded did, however, provide a sufficiently representative sample.

2.3.2   Educators

There were a total of 106 educator (i.e. teacher) respondents that participated in this study.

2.4   DATA COLLECTION METHODS

Permission was requested from the Department of Education (DoE) to carry out this research study within the secondary schools in the selected areas in the Tshwane metropolitan area. A written application for permission was submitted to the DoE. After permission to conduct this research study was received from the DoE (in the form of a permission letter (see annexures A-C), permission was sought from and obtained from each of the ten schools to use them in the research study.

Various methods were used to collect all the relevant data for this study, including questionnaires, a literature review and observation. The researcher's main focus for this research was to assess the availability of security measures in schools and their impact (or lack thereof) on school violence and crime. The main measuring tool used in this research was the questionnaires.

In order to test whether the questionnaires addressed all the relevant areas and that the questions were asked in the correct manner, a pilot study was conducted with five individuals from the same population sample. In other words, the pre-testing of the questionnaire on a

small number of individuals who had the same or similar characteristics as the ones of the target population was implemented prior to administering to the selected target group sample. This allowed the researcher to make any necessary changes to the questionnaire before it was distributed to the target population. No changes were made to the original questionnaire.

2.4.1 Literature review

The relevant literature that was used for the literature review, also contributed towards the study. The literature review provided relevant information to the study and allowed the researcher to obtain an overview of research that has been conducted in or on the focus area of this study. The literature review also revealed that no such study (with the specific focus of this particular study) had been done in the past in South Africa. The various literature sources that were used included books, journals, newspaper articles and the Internet.

2.4.2 Questionnaires

The main method of information collection in this study was by means of questionnaires distributed to both scholars and educators in secondary schools in the Tshwane Metropolitan Area. The questionnaires were delivered in person to each individual school. This allowed the respondents to complete the questionnaires in their own time, and the questionnaires were then collected again at a later stage.

At each of the ten schools selected, the aim was to obtain 20 randomly selected scholars from each of the five grades (Grades 8-12) along with 10-20 randomly selected educators to complete the questionnaires. To make provision for some questionnaires not being returned or completed fully, 25 scholar questionnaires per grade were supplied to each of the schools (125 questionnaires per school) and 20-30 educator questionnaires were delivered to each school.

The principals of each school randomly selected the scholars and educators with their discretion. They were requested to ensure as far as possible that participants were selected equally on counts of gender, race and age where applicable and possible.

The total target group of scholars for the ten selected schools were 1 000 of which 685 were used (914 scholar questionnaires were received back, but incomplete[1] questionnaires were discarded and not used for coding and analytical purposes), while a total of 144 educator questionnaires were received back from the educator participants, a total of 106 were used in the study. Incomplete educator questionnaires were discarded for the same reason as for the questionnaires that the scholars completed.

The questionnaires consisted of both closed-ended questions (where participants were given a few choices to choose from) and open-ended questions (which allowed the participants to provide their own answers, ideas and ways of thinking in the open space provided). The questionnaires consisted of five sections, section A to E, which covered all the relevant information that was needed for this study. The sections comprised the following:

- Section A: Biographical (demographic) information of the participants;
- Section B: School information. Information regarding the safety and problems experience in schools;
- Section C: School security (security measures in the school);
- Section D: School violence information (the type of violence that was either witnessed by or committed against participants,);
- Section E: Participant's recommendations regarding safety and security in South African schools.

A total of 22 questions were formulated for use in the administered questionnaires (one set for scholars and a different set for educators [11 questions]), which, on average, took the participants about thirty to forty minutes to complete.

2.4.3   Observation

Observation occurs within a natural environment, where the setting is not altered in any way and those individuals in the environment are not aware that they are being observed (Struwig & Stead, 2001: 100).

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[1] 'Incomplete' being defined as when four or more pages (of the ten pages of questions) were not completed or filled in.

Observation was used to undertake a basic site survey of existing security measures at the various secondary schools. This method was used in order to get an idea of the types and variety of different security measures that were in place at the different schools. It also allowed the researcher to observe how the access/egress control of the schools operated and the level of sophistication of each system in place, and to provide a better overall picture of the first-line of security at the different schools.

2.5   DATA ANALYSIS

This is the stage where all the data that was collected was collated, ordered, worked on and interpreted. For the quantitative data collection method (questionnaires), statistical analysis was used. Once the researcher received all the completed questionnaires back from the schools, a master code sheet was developed containing all the responses from the participants for all the questions (both closed and open-ended). The open-ended questions with multiple responses were coded and clustered together, i.e. similar responses together under one code, in order for them to be statistically analysed and interpreted. Once the master code sheet had been developed the responses were coded (i.e. code written on the hard copy with each questionnaire first being accorded an identification number). All the data that was collected was coded in order to get it ready for data entry. Once coded, the data was sent for data capturing where all of the data was placed on a spreadsheet by data typists. This data was then sent to the statistician for statistical processing using univariate analysis – allowing various variables to be analysed (De Vos *et al*, 2005: 220-221).

The Statistical Package of Social Science (SPSS) version 17 was used for the statistical analysis of this research study. Various tests were used to measure the significance of the data obtained as well as to measure the relationship between various schools, between educators and scholars and between various questions posed.

The frequency distributions that were calculated in this study are displayed in table form or in various graphic forms; namely histograms, bar graphs and pie charts. Frequency distributions illustrate the summarised data that was grouped into different categories/groups, where after it shows the number of occurrences in each group. Frequency distributions can either show the actual number in each category or the percentages (De Vos *et al*, 2005: 222-226).

The first step in the analysis of the collected data of open-ended questions were to organise the data, i.e. to get an inventory of what the scholars were saying about each of the questions asked. This further assisted, in conjunction with the literature review, the researcher in becoming familiar with the research, since it was an ongoing process of reading and analysing the data. The data was then transcribed and placed (clustered) in categories and themes. Interpretations of the data then followed as well as determining how useful the collected data was (De Vos *et al*, 2005: 336-339).

2.6 VALIDITY, RELIABILITY AND ACCURACY OF COLLECTED INFORMATION

2.6.1 Ensuring validity

Validity is present in research when the measuring instrument represents what it is supposed to measure (De Vos *et al*, 2005: 162). It is the accuracy with which the information is gathered, asked and interpreted.

In order to ensure the validity of the study, the researcher selected nine areas within Tshwane, where schools in each area were selected at random. The participants from all ten schools (21% sample) in these areas were also selected randomly. Confidentiality and privacy of all the schools and its participating individuals was assured by the researcher. This was part of the research permission agreement and reiterated in the personal consultations and planning with the school principals. All of the participants were given a choice to voluntarily participate and complete the questionnaire.

The researcher also applied a crosscheck of all collected information from the various sources. The same set of questions, using two different questionnaires was used for the respondents in the two target groups. These were scholars as well as educators and the questions were asked by the researcher in the most understandable, clear and concise manner possible. Leading, ambiguous and biased questions were also avoided in both the questionnaires.

2.6.2 Ensuring reliability

Reliability refers to the consistency of the measurement, which means that every time the same variable is measured under different conditions, it will still provide you with the same or similar results (De Vos *et al*, 2005: 162-163).

To ensure reliability in the research, data triangulation was utilised, in which more than one data source was used. These were open and closed ended questions given to both scholars and educators as well as observation to compare the results obtained.

2.7   RESEARCH PROBLEMS

The process of coding all the questionnaires, capturing and analysing the data was extremely time consuming and challenging, due to the large sampling population, of 685 scholars and 106 educators. The researcher was faced with many challenges:

- Receiving permission from the Department of Education was extremely time consuming,
- Gaining access into the ten selected schools proved to be challenging. Test and exam periods had to be kept in mind as well as school holiday times.
- Traveling to all the schools twice (in some circumstances three times) to drop-off and collect the questionnaires. Some schools first wanted to have a meeting with the researcher in order to be informed about the research project, others requested that only the relevant documents be emailed to them.
- Due to all the delays caused in the process, the writing of the analysis had to be done in a shorter span of time than what was initially expected.

2.8   RESEARCH PROBLEMS EXPERIENCED

2.8.1   Obtaining permission

Acquiring permission from the Department of Education to carry out this research study posed a major problem as it took approximately eight months to receive the signed permission letter. A letter requesting permission had been directed to the Department's Research Unit by the researcher's supervisor, accompanied by the full research proposal and the questionnaires. Follow-up emails and phone calls were made to the Department to check on the status of such required permission. After initially making contact with a manager responsible for processing such permission requests a five-month waiting period followed. After five months of no adequate response contact was eventually made with the Head: Section Education Research of the Gauteng Education Department at HQ in Johannesburg. The researcher was then directed to the Department of Education Tshwane South Region offices in Sunnyside, Pretoria. In desperation the researcher and her supervisor went in person to collect all the relevant documents and fill in all the required forms and restart the

application process (via the Tshwane South Region offices). Once the documents were returned to the Tshwane South Region offices (from the Head Office) the researcher was able to collect copies of the signed permission letter.

2.8.2 Availability of the schools

After permission was obtained from the Department of Education, permission was also required from the principles of the ten selected secondary schools in the Tshwane Metropolitan Area. This was also time-consuming, as the principals were not always available for discussions and consultations.

A further complication in approaching the schools for their permission was that when permission was finally received from the Department of Education it was close to school exam time for the scholars. This posed a problem, as most of the schools were reluctant to distract the scholars during their preparation time for the examinations. As a result, most of the fieldwork was completed only after the examinations, as well as the completion of the June/July school holiday. Both factors caused a delay in the research being implemented.

2.8.3 Time restrictions

The researcher experienced considerable time constraints due to several obstacles that were encountered in the duration of this research study.

Travelling to and from the various schools took a great deal of time. The researcher had to travel to many different areas in the Tshwane Metropolitan Area. The planned data collection method (i.e. self-administered questionnaires) had to be changed to suit the needs of the principals. The principals did not want their scholars to leave their classes to complete a questionnaire for a research study. Instead they suggested that the questionnaires be brought to the schools, dropped off and then collected at a later stage once they were all completed. The completion of the questionnaires at some of the schools was a long drawn out process. Most schools often took up to three weeks to complete the questionnaires and then further delays occurred in contacting the researcher to come and pick up completed questionnaires. The coding of each questionnaire according to the master code sheet and then inputting the data for statistical analysis took additional time.

2.8.4 Language impediments

It must be kept in mind that the questionnaire was set in English and that English was not the participant's first language in some of the selected schools. This posed a problem in a few cases were scholars did not always understand the question that was asked, or they misread the instructions to specific questions. English, not being the first language of all the participants, might also be one of the factors that contributed to certain questions being left open and unanswered (leading to a certain amount of questionnaires being incomplete and therefore discarded from the final analysis process).

2.8.5 Participant selection

The researcher wanted to randomly select scholars from each grade (eight to twelve) as well as various educators to participate in the research study. However, due to the principals' decision that scholars and educators were not allowed out of their classes, the principals decided to manage the distribution of questionnaires themselves. The researcher agreed to this decision, but informed the principals that participants had to be selected at random, with an equal distribution between races, ages and gender – where possible. Furthermore, only participants who wanted to complete the questionnaire should participate. As a result, certain schools had more boys than girls or vice versa and depending on the types of schools, the gender and race factors were therefore not always equally distributed. The types of schools varied from English to Afrikaans, Black, White, Indian and Coloured, all boys' schools, all girls' schools and mixed gender/language schools. A number of the schools arranged that the scholars complete the questionnaires in one of their life orientation classes, with approximately three to four of the selected schools giving the questionnaires to selected scholars from each grade to be completed in their own time. Once the selected scholars and educators had completed the questionnaires, the researcher was contacted (by the school) to collect the completed questionnaires.

Due to the fact that the principals randomly selected the scholar participants, it could have had some consequences on the data and the conclusions formed. Although the principals were informed to randomly select the participants, the researcher cannot be sure that he/she did. They might have distributed the questionnaires to the top students in the school to complete and thus not providing an accurate overall picture of the school environment.

2.8.6   Taking questionnaires seriously

There were a few cases were the scholars did not take the completion of questionnaires seriously. They wrote mocking or disparaging comments or exaggerated on the types of violence and crimes committed by themselves. These few questionnaires (approximately 5) were also discarded to ensure that only accurate responses were used where possible.

2.9   ETHICAL CONSIDERATIONS

Ethics are moral principles and rules of conduct dealing with what is right and what is wrong (De Vos *et al*, 2005: 57). There were a number of ethical issues that were adhered to for this study. These included obtaining permission to undertake the research from the Department of Education; obtaining the permission from school principals (headmasters/mistresses); only voluntary participants took part; undertaking to treat all information received confidentially by protecting the identity of participants as well as not identifying the participating schools. All the participants were informed about the aims, objectives, motivation and reason for the study and what it set out to achieve. The researcher made all possible attempts to note down all the findings in this study as accurately and objectively as possible.

2.10   CONCLUSION

Research methodology, population sampling, information collection methods and data analysis techniques all form the core part of a research study. It was the starting point that guided the researcher through the entire process. Although the research study had to deal with limitations and problems, they were eventually overcome and dealt with in an effective manner.

As a result of the large population sample used in this study and the validity and reliability of the information, the findings and recommendations should be of great value to schools in the Tshwane metropolitan area as well as nationwide and to the Department of Education.

CHAPTER 3

CONTEXTUALISING SAFETY AND SECURITY AT SCHOOLS

3.1   INTRODUCTION

According to Stephens (2004: 67) children deserve safe schools. He also states that it is essential that scholars and staff members feel safe and secure at school as well as going to and coming from school (Stephens, 2004: 65). According to Hoffman (1996: 108), security in the school system is the process used to attain tolerable levels of risk in the school environment and safety refers to a long-lasting security programme that is well administer.

Safety and security is of primary concern, however very few administrators give it the full attention that it deserves (Campbell, 2007: 2). Having a school environment that is safe will encourage both learning and teaching. It is providing such a safe environment that poses a challenge, given that threats can range from discipline issues to bio-terrorism. It is for this reason that a school safety plan is essential and will have to be revised regularly (Campbell, 2007: 6).

Security measures are a fundamental element that should be implemented in all schools in order to prevent and reduce school violence as much as possible. Security measures are a valuable and helpful resource to be used in the school environment. However, it must be borne in mind that security measures are put into practice to help reduce, deter, detect and in some cases remove the opportunity of crime (risks) and violence, but they do not necessarily absolutely guarantee that there will be no crime and violence in the future (Hylton, 1996: 140).

Security measures are necessary in all schools – but will vary according to the school's environment, as well as the ability of any one school being able to afford such measures.

The needs of school security have changed over the years from an emphasis on protecting school property from vandalism, fire or theft, to the safety of the scholars and the educators. School security today requires well-developed security and safety plans as well as proper risk assessment (Lawrence, 2007: 162).

Schools can no longer push security to the sideline as was done in the past. It needs to become an integral part of each educational institution. For school violence and crime to be reduced to manageable levels permanently, changes within individuals' attitudes and cooperation need to take place. Hylton (1996: xiii) excellently explains the importance of security in schools and how educators should view security measures at schools.

> Educators must embrace the use of security principals and methodologies and must recognise the value of security professionals and criminal justice involvement in the school environment. They must treat security as a requisite component of education and an integral part of the school infrastructure. They must consider the important role that school climate and environment play in influencing how scholars, staff, principals, and parents relate, solve problems, and interact with one another. They must also understand that educators and security have different roles and both must be respected and mutually supportive of their roles (Hylton, 1996: xiii).

If the security principles and practices and the security professionals used in the school environment are not accepted by principals, educators, scholars and parents, such instituted security systems/measures may prove to be ineffective and unsuccessful in reducing violence and crime in a school. This is due to the fact that school violence is not only a school problem that has to be dealt with by the school, but that it also needs the assistance of other outside role-players such as parents, the community, private businesses and organisations, religious organisations, law enforcement agencies and the Department of Education.

It is as a result of the increase in school violence that a need has developed for safer and more secure school environments. According to Shaw (2001: 8), the 'levels of insecurity' at school is clearly a concerning matter. The main focal point of this study is to examine and determine the level of safety and security at schools in the Tshwane region. To successfully implement security measures, the problems faced need to be identified as a starting point. School violence will therefore briefly be discussed, where after a more in-depth discussion on security measures and safety in schools will follow.

3.2   AN OVERVIEW OF SCHOOL VIOLENCE

South African schools are rapidly and increasingly becoming sites for high levels of violence not only between scholars but also between educators and scholars, as well as experiencing interschool rivalries and gang conflict. Schools are no longer known or seen as safe and secure environments where children can go to learn, enjoy themselves and feel secure. Rather they are being defined by some observers as being 'dangerous places', 'war zones' (Sapa, 2006) and unsafe institutions.

School violence is becoming a serious security problem, not only in South Africa, but globally (Burton, 2008: 75). Research evidently shows that crime and violence is a problem that affects almost all schools (Lawrence, 2007: 24). It touches each country and each school in its own unique way. Every individual school has different problems and different needs; therefore the safety and security strategies designed for each school will vary according to their circumstances and environment/feeder area. The feeder area of a school refers to the geographical area around the school from which the vast majority of its scholars come.

School premises that were once 'islands of safety' now face violence every day. The violence has increased at an alarming and unacceptable rate, not only amongst young people, but also in our schools (Hylton, 1996: xi). In 2008, the South African Institute of Race Relations (SAIRR) publicised a report indicating that South African schools were regarded as the most dangerous in the world and that learners lived in fear (Magome, 2008). It was further found in the Amnesty International report that the Department of Education (DoE) was downplaying the issue of safety and security in schools and was not succeeding to address the problem (MIET Africa, 2009: 9).

According to Serrao (2008: 1), in the South African Institute of Race Relations (SAIRR) study conducted in 2008 on safety at schools, the results showed that only 23% of South African scholars felt safe at school and South African schools were rated as the most dangerous in the world. Squelch (2001: 138) indicates that many schools in South Africa can be described as unsafe schools and that there have been a number of reports where educators and scholars have been murdered, assaulted and raped, and where schools have been seriously vandalised. A study done on school violence by the Centre for Justice and Crime Prevention and the Department of Education indicated that secondary schools in Gauteng [where Tshwane is located] have by far the highest rate of violence in South Africa (Serrao,

2008: 1). Patrick Burton conducted the first national study on school violence in South Africa in 2008. In this study he found that 85.5% of the scholars said they felt safe at school (Burton, 2008: 62). The question then emerged; if all this violence is taking place, why did the children feel safe. The answer was that it is as a result of the normalisation of crime in South Africa, i.e. most have come to accept it, or become ennured to it because of its frequency and extent. This daily occurrence and high levels of violence and crime is a way of life for our children (Serrao, 2008: 1).

South Africa has for many years been characterised by high levels of violence and conflict (Minnaar, Pretorious & Wentzel, 1998: 13). According to Vally (1999: 80) "the high level of violence in our schools reflects a complicated combination of past history and recent stresses – on individual, school, and community levels – in a society marked by deep inequities and massive uncertainty and change within school operations". The violence from our everyday lives is spilling over into our schools. The political violence and ethnic rivalry fuelled by apartheid impacted on South African society, work places and living areas and made their way into our schools and classrooms. Apartheid policies in South Africa created a categorisation of racial classification. The educational system, perhaps more than other sectors reproduced the categories 'African', 'Coloured', 'Indian' and 'White', thereby constructing racial and ethnic identities (Ntshoe, 1999: 2).

Violence in schools is not a new phenomenon. However, according to Burton (2008: 2) before 2000, school violence and safety issues were scarcely acknowledged as a social problem. This is mainly because the violence was not seen as serious and bullying was seen as a commonly tolerated problem and a normal part of toughening up (Lawrence, 2007: 20). This view was also the case in South Africa but the situation was somewhat complicated by the political violence associated with the school boycotts and scholar protests of the 1980s (Minnaar & Payze, 1993: 33). This violence was in essence not school violence per se but occurred largely in public open spaces and the streets. Political violence within South African communities in the early 1990s and in earlier years had devastating consequences on sizeable amounts of marginalised youth, who were referred to as the 'lost generation' (Minnaar & Payze, 1993: 33).

The political conflict during the Apartheid years was associated with high levels of violence, which had a vast impact on the actions of the scholars as well as the education system. The education system's low standards and the poor quality of education provided to black scholars in South Africa were one of the root causes for activating the protests by the youth (Minnaar & Payze, 1993: 19). As a result of the system being blamed for this, the protests were mainly political in nature. Black education was the main issue that motivated the political action by the youth and in order to address the issue with education, the youth used various forms of mass action, including boycotts, rallies, meetings and riots (Minnaar & Payze, 1993: 19). With the overemphasis of scholar involvement in politics, along with the disruption of schooling, the culture of learning in black schools suffered as a result and no learning was taking place because of all the chaos (Minnaar & Payze, 1993: 30).

The 1994 elections and the change to a democracy were expected to create an immediate decrease in political violence, and it did briefly. However, after the euphoria of the 1994 elections wore off, the country was swept with a wave of crime. "This time the crime affected everybody" (Minnaar *et al*, 1998: 45). There was a dramatic increase in all types of crimes, especially violent crime (Minnaar *et al*, 1998: 45). This crime then also made its way into our schools, with scholars using violence to solve their problems and to get what they want.

School violence has been around for centuries. However, it has not always been recognised as a serious problem that influences scholars and the community as a whole negatively. It was only after a series of school shootings that the United States began paying attention to the problem of violence in schools and searching for ways to make schools safer places (Furlong, Morrison, Skiba & Cornell, 2004: 6). People only took notice and implemented measures when serious incidents occurred within schools. For instance, in America, after the Columbine[2] high school shooting in 1999, people began wondering whether schools are safe enough and began to draw up plans to prevent and reduce school violence (Capozzoli & McVey, 2000: 1-2). Similarly in South Africa, with the recent increase in stabbings at schools, the seriousness of school violence has eventually been acknowledged.

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[2] On Tuesday, 20 April 1999, a shooting massacre occurred at the Columbine High School in Littleton, Colorado, USA, which left 15 individuals dead (12 scholars, one educator and the two shooters) and many injured (Minnaar, 2001).

Scholars and educators alike are expressing their need for safety and security at schools after a series of more serious incidents have taken place and are continuing to occur.

- During the time period between May and September 2006, five high school scholars were killed by other schoolmates in Gauteng (Momberg, 2007: 2).

- In March 2007 an educator was stabbed to death by a scholar in her classroom at Thornwood Secondary School in Mariannhill near Durban (KwaZulu-Natal) (Naidoo, 2007: 2).

- On 6 April 2007 two scholars of Umlazi Commercial High, Durban, was gang raped while attending holiday classes (Mboto, 2007: 2).

- In May 2007, two boys aged seven and twelve brutally beat and then chopped up a school friend, eight-year-old Wilfred Kriel, with a homemade axe and a belt while walking home from school. They all attended Nieuwoudt Primary school at Klawer, Cape Town (Prince, 2007).

- Also in May 2007, a Grade Nine scholar (aged 17) stabbed a classmate, also 17, to death with a pair of scissors in the neck at Eerste River Secondary School, in the Eersterivier area in the Western Cape, on the school premises (Dolley, 2007).

- On Friday, 15 February 2008, two white boys aged seventeen were each stabbed three times during a fight with coloured scholars at Hoërskool Akasia. It is believed that the fighting occurred as result of underlying racial tension between the scholars (Bateman & Da Costa, 2008).

- A teenage girl, age 17, received a blow to her head (by another teenage girl) in the girls' bathroom on Wednesday, 27 February 2008. The knock to her head left her unconscious for several minutes and with a severe cut above her left eye. This incident occurred at High School Staats-president CR Swart in Pretoria (Bateman, 2008).

- A 16 year-old boy was stabbed to death with a weapon described as a Japanese Samurai sword at the Nic Diederichs Technical High School in Krugersdorp on Monday, 18 August 2008. Three others were also injured. The killer was an 18 year-old schoolboy

that dressed resembling a heavy metal band, named slipknot. He said that Satan told him to kill the children (Grobler, 2008).

- On 21 July 2009, an eighteen-year-old boy stabbed a Grade 11 scholar (age seventeen) with a pair of scissors at High School Elandspoort in Danville. The eighteen-year-old was suspended from school for five days until a disciplinary hearing took place (Masemola, 2009).

These are only a few of the examples of the violence that is occurring on South African school premises and that are committed by school scholars.

In 1994, South Africa entered the 'normalcy' of other constitutional democracies where there is an emphasis on this type of victimology. But such incidents of school violence are, however, not confined only to South African schools, but occur across the world.

- In the UK a 15-year-old boy was stabbed to death outside the gates of his school, at the London Academy in Edgware (ANON, 2006).
- In September 2006, a 'Chinese history educator beat an 11 year-old scholar senseless and threw her body from a fourth-floor classroom window' in Beijing (Reuters, 2007).
- On 13 March 1996 in Dunblane, Scotland, Thomas Hamilton killed 16 school children and one educator and wounded ten others at Dunblane Primary School before killing himself (Pearson Education, 2007).
- In September 2004, three scholars were killed and six injured by a 15-year old Argentinean scholar in a town 620 miles south of Buenos Aires (Pearson Education, 2007).
- On 16 April 2007, 32 people were killed and at least 15 were wounded by a 23-year-old Asian scholar at the Virginia Tech University in the USA. This was, to date, the deadliest shooting rampage at a place of learning in US history (Lindsey, 2007).

South African school violence cannot always be compared to school violence in other countries due to the diverse difference of school violence occurring around the world and due to fact that definitions of school violence vary from place to place. However, we can learn from other international experiences and outcomes. A first logical approach would be to explore the causes of school violence from an academic point of view.

3.3   POSSIBLE EXPLANATIONS FOR SCHOOL VIOLENCE

There are various explanations for the violence that is occurring within schools around the globe. It is however, important not to only look at one explanation or blame it on one aspect, but rather look at it holistically. Some of these explanations put forward by observers, educationists and researchers (see inter alia Moore, Petrie, Braga, & McLaughlin, 2003: 252; Vogelman & Lewis, 1993; Neser, Prinsloo & Ladikos, 2005: 3; Dulmus & Sowers, 2004: 113 and Capozzoli & McVey, 2000: 23-24), include the following: the role of economic and social structures; the role of culture; the role of the school; and bullying. Other factors also examined were the issue of drug use at school, discipline and parents role.

3.3.1   The role of economic and social structures

Rapid social changes within communities (either positive or negative) have been found to create instability, which in turn could result in acts of violence on school premises (Moore *et al*, 2003: 252). The United Nations Educational, Scientific and Cultural Organisation (UNESCO) (1996), indicated that the socio-cultural structures in some countries have also changed due to the movement towards a democracy. New political dispensations in turn have had an effect on the revision or launching of new educational policies or approaches to teaching along with numerous other changes. Some of the changes include an increase in unemployment, changes within the family structures and the growth of social exclusion (UNESCO, 1996).

Such political, economic and social changes within a society have a significant impact on education and on the children attending school. This is, however, not always realised. With certain developing countries experiencing a growing rate of poverty, individuals are unable to afford the cost of education, and with the structural adjustment policies the quality of education has been lowered according to UNESCO (1996).

Technology and the fast rate at which it is developing is accelerating and causing social change around the world and impacts in numerous ways on our lives. Yet, it is important for educators as well as scholars to adapt to these various social changes (Spearman, 2000).

An individual's economic position and social standing/status in society can also play a crucial role in shaping the character and motivations of a future offender. It has long been believed that violence occurs amongst individuals who are disadvantaged in comparison with the rest

of society. However, that is not the case anymore. Violence is also occurring amongst the economically, socially and politically well-off individuals (Moore *et al*, 2003: 252).

3.3.2   The role of culture

There is a widespread belief that violence in schools is caused by societal cultures, which encourage, tolerate and demand violence (Moore *et al*, 2003: 253). In South Africa, this phenomenon has become known as the 'culture of violence' (Vogelman & Lewis, 1993). This has been ascribed to the consistent high levels of violence (both political and criminal) that has been experienced in the country over the last two-and-a half decades – resulting in heightened levels of violence, which individuals have come to accept and see as a normal part of everyday life (Simpson, 1993). Solving conflict and problems through violence has long been a core element in South African culture, and as a result, violence is used as a method of solving conflict and reaching goals in schools as well (Vogelman & Lewis, 1993). School scholars are only modelling their behaviour and responses to conflict situations on what they see at home and in their communities. As a consequence more often than not this societal acceptance of the use of violence leads them to also use violence as a method of resolving issues (Vogelman & Lewis, 1993).

The gap between the adult culture and youth culture might have an influence on the role that culture plays and the culture of violence. If parents (adults) are not present in their children's lives, they will not be able to teach them adult values such as self-discipline, mutual respect, patience, empathy towards others, self-reliance and generosity. Without this adult influence the youth may become exceptionally vulnerable to dangerous influences from peers and the media (e.g. peer pressure, inability to distinguish between fact and fantasy (i.e. witches, vampires, werewolves) and self hatred because your body is not as petite as those on television) (Moore *et al*, 2003: 253).

The gap also prevents administrators and educators from understanding the youth properly. The gap can result in disputes and grievances going unnoticed and unresolved and allow cliques, gangs and rivalries to grow unchecked and unnoticed or until an explosion of violence signals the growth and presence of such conditions (Moore *et al*, 2003: 254). It is therefore vital that this gap be closed between adults and the youth. Yet, it must be kept in mind that the gap will never be fully closed and that it probably should not be, as the

development of society depends on new generations being able to separate themselves to some degree from their parents (Moore *et al*, 2003: 254).

3.3.3   The role of the school

Conditions within schools and the norms and social relationships that exist within a school could also be a cause of school violence. For example, schools failing to implement preventative measures may result in school violence and scholar rampages. The school is also seen as the place where scholars act out socially particularly in terms of aggressive and criminal behaviour, due to the fact that the school premises are the most common social setting for youth (Moore *et al*, 2003: 255). It is the most common place where interpersonal rivalries take place. The way schools are structured and administered may also have an impact on school violence (Moore *et al*, 2003: 255-256). Having policies in place and making all scholars and staff aware of the consequences of school violence and misbehaviour could assist with reducing the level of violence and crime in schools.

3.3.4 Bullying

Bullying is generally characterised as a "form of aggression in which one or more individuals intend to harm, disturb, or harass another individual, the target or victim, who is perceived as being unable to defend himself or herself" (Dulmus & Sowers, 2004: 113). Bullying can range from being physical, threatening, verbal, gestures, taunting, abuse, extortion, exclusion or any combination of them (Neser *et al*, 2005: 3). An important feature of bullying is that there is normally a power imbalance between the bully and the victim. This imbalance of power can be physical, psychological or social (Dulmus & Sowers, 2004: 113).

It is important for the staff members at a school, the scholars and the community not to allow bullying to be seen as a normal part of toughening up or as acceptable (Lawrence, 2007: 20). Bullying should more readily be identified and recognised within schools and those individuals committing the bullying should be punished. It should not go unseen. The reason for this is that in the long run bullying can become very dangerous, as it can escalate into school violence and in many cases bullying is the reason why many individuals turn violent (Govender & Dlamini, 2010: 66). It can either be the bully who progresses from bullying to more serious acts of violence, or it can be the victim of bullying who finally retaliates as a result of being continuously bullied (Govender & Dlamini, 2010: 66).

3.3.5 Other factors contributing to school violence

There are various other factors that may also contribute to school violence. According to Moore *et al* (2003: 313) these factors include substance (drug and/or alcohol) use or abuse, poor school performance, drug dealing, mental illnesses, joining a gang, being abused as a child and poverty. Capozzoli and McVey (2000: 23-24) state that stress, incompetent parents and media influences such as television, movies, books, computer games, music and the internet can also contribute to violence in schools. All these factors may contribute to a scholar becoming delinquent and using violence in schools (Moore *et al*, 2003: 313; Capozzoli & McVey, 2000: 23-24). In order to reduce some of the factors contributing to school violence, security measures can be put in place to facilitate in curbing and preventing some of the school violence and the factors that contribute to it.

3.3.5.1 Discipline

Discipline in schools is critical if the schools are to function in an orderly, respectful and violent-free environment. Discipline needs to be enforced not only by the educators and principals in schools, but also at home by parents or guardians. Interventions should be coordinated across home and school settings (Walker, Ramsey & Gresham, 2004: 280-281). This is one of the first steps towards creating a better atmosphere on the school grounds and outside the school grounds.

Scholars have to become proud of their schools and must have good values and morals instilled within them and have self-discipline (Allen, 1991: 332). Such attitudes largely stem from the implementation of a fair but strict system of school discipline – such discipline being based on creating a system of rules that is necessary for order and control to be exercised over people or animals, especially children (Allen, 1991: 332). Both parents and the school staff have the responsibility to teach children/scholars discipline and respect, but such disciplining needs to be instilled and started at home first.

According to Kassiem (2007), discipline problems in schools are deteriorating and at some schools it is 'completely out of hand'. Similarly, Bowen (Nd.) states that over the years school discipline has become negligent as relationships have weakened. There needs to be a relationship between the school and the family. Bowen (Nd.) also states that some parents have lost touch with their children for various reasons.

33

3.3.5.2 Parents

Parents have an important role in shaping their children to grow up with good morals, values, respect and discipline. Parenting skills, however, vary greatly from parent to parent. Some parents are inconsistent with their parenting, some are too harsh, some are too preoccupied with their own concerns and work that they neglect their children or parents are too lenient (Lawrence, 2007: 74). Yet, there are a large proportion of parents who still have good, consistent parenting skills (Lawrence, 2007: 74). Parents can, however, not always be blamed if their children start to exhibit anti-social behaviour or turn delinquent. Parents can only do their best to raise their children in a healthy and normal manner and create a loving supportive living environment, but they cannot protect their children from all the anti-social behaviour and deviant influences from their peers and the media (Lawrence, 2007: 74).

However, parents can reduce the risk of their children engaging in delinquent behaviour in the following three (3) ways:

- Always be AWARE of the peer influences and popular culture on a child/children. Know who your children's friends are.
- Have continuous COMMUNICATION. Encourage your children to share what is happening in their lives and listen to them
- ENGAGEMENT with your child/children. Stay in touch with the children, the problems in their lives (both school and social related) and be aware of the decisions that they are expected to make. It is vital to have a good parent-child relationship (Lawrence, 2007: 74).

Parents need to show involvement in their children's lives and in their schools. Discipline should start at home and parents should teach their children from a young age to respect educators and people in general. By instilling respect and discipline at home will assist in creating a better and safer school environment.

According to Lawrence (2007: 165) many people are of the belief too much emphasis is being placed on scholar's rights. School discipline problems can be attributed to the fact that the balance has shifted from educator's authority to the rights of scholars. Some educators are too scared to take disciplinary actions against scholars, for the simple fact that they do not

want to face legal charges by scholars and their parents as indicated by Lawrence (2007: 165).

Scholars and parents must realise that with rights come responsibilities. Both children and educators should be treated with respect on school grounds, concerning their rights and responsibilities. Scholars however, should learn about their responsibilities first before they can begin to enjoy their rights (Lawrence, 2007: 166).

The objective of implementing security measures in schools is to create a safe and secure environment conducive to learning, teaching and scholar growth and development.

3.4   RISK ASSESSMENT IN SCHOOLS

To successfully manage security it is vital to start by collecting as much information as possible regarding the risks facing a school, and then identifying, assessing and analysing those risks. It must also be kept in mind that risks are dynamic and are constantly changing, which implies the need for regular risk assessments to be undertaken (Department for Education and Employment [DfEE], 1997: 8). Such risk assessments usually also formulate a security plan with recommended appropriate security measures to be implemented.

According to the Department for Education and Employment (DfEE) (1997: 8), the level of risks may differ at various times. For example, risks may increase during night times or during school vacation time. Even the risk patterns may change as a result of certain security measures being implemented. If scholars know about a CCTV camera installed in the parking lot where numerous crimes are occurring, they may avoid that area and move their activities to another area on the school premises that do not have any security measures in place. In other words 'transference' or what is termed in crime parlance 'displacement' of the act to another area that is possibly not being surveilled or under observation by security personnel occurs. Due to security measures being implemented in one school, a neighbouring school might start to experience an increase in crime incidents. This is known as crime displacement (DfEE, 1997: 9).

There are various factors that can contribute to and influence the security problem at schools. These include the geographical location and size (both physical and scholar numbers) of the school, the political (differing political beliefs), economic (financial status of scholars, community and the school) and community atmosphere (community beliefs, levels of violence/crime and economic status) and the type of property they have on the premises (Hylton, 1996: 4). The school's potential and existing threats, problems they have had in the past and the operational support provided by other organisations, school staff, parents and the community can also have an effect on the security problem at schools (Hylton, 1996: 4). Hylton further states, for a security programme to be effective, whether the school has a security department, a police department or contract security personnel, a career security manager should operate and manage the security function in line with established security and police procedures (Hylton, 1996: xix). The security programme should have proper planning, individuals should be trained on the functioning, there should be written policies and procedures dealing not only with preventing, deterring or handling violent and criminal occurrences, but also dealing with crises, the known and the unexpected. There should also be supervision, support and monitoring (Hylton, 1996: xix). Due to the fact that risks are constantly changing, the security programme should also be flexible in order to adjust security measures and fulfill certain initiatives.

In conjunction with risk assessment, asset protection is also a key factor within the planning and design process. This is to ensure greater safety in the school environment and of school assets.

3.5   ASSET PROTECTION

Asset protection is a critical element in the planning and designing phase of a school. It is important to identify your significant assets that require protection. An asset is a resource that is considered of value and needs protection from vandalism, fire, theft and damage. For example, an asset can be either tangible or intangible. Tangible assets include staff members, scholars, faculty, the school buildings, equipment, information, activities and/or operations. Whereas intangible assets, involves the school's reputation or the processes used at a school (Philpott & Kuenstle, 2007: 3).

Philpott and Kuenstle (2007: 3) state that the first step towards increasing and improving the level of protection at a school, the school must identify and prioritise their significant assets. This will assist to reach the greatest reduction in risks with the least cost. They must define and identify the school's main functions and processes. The second step would then require the school to identify its infrastructure, including the significant assets, the important information systems and data, security systems and life safety systems and safe places of protection (Philpott & Kuenstle, 2007: 5).

A value should also be assigned to an asset. This value of an asset refers to the impact that an incident would have by causing injury and/or damage to the school's assets.

According to Philpott and Kuenstle (2007: 7) an asset value scale is as follows:

- **Very high (10)**: Loss or damage of the school's assets would have extremely severe consequences, for instance an immense loss of life, extensive serious injuries or a total loss of basic services and core functions and processes. For example, a bomb exploded on school premises and resulted in irreparable damage. Such an incident would result in a total loss of services as it may not be feasible to recreate the entire institution.

- **High (8-9)**: Loss or damage of the school's assets would have severe consequences, such as loss of life, severe injuries, loss of basic services or major loss of core functions and processes over an extended period of time. Similar to the example provided for the very high scale, if a bomb exploded on the school premises and damaged only part of the school structure, it may result in only temporary loss of services until full restoration has taken place.

- **Medium high (7)**: Loss or damage to the school's assets would have serious consequences, for instance injuries or damage to core functions and processes for an extended time. For example, when school riots occur. This will result in the inability of the school to function routinely. Protesting scholars may cause damage to the school's assets, refuse to attend classes and such riots may cause injuries to scholars and educators.

- **Medium (5**-6): Loss or damage to the school's assets would have moderate to serious consequences, such as injuries or impairment of core functions and processes. (Similar to the example above, just with less severity).

- **Medium low (4)**: Loss or damages to the school's assets would have moderate consequences such as minor injuries and/or minor impairment of core functions and processes. An example of the medium low scale can be when disruptive scholars set off the fire alarm as a practical joke. As a result, all scholars and educators have to evacuate the premises resulting in loss of time, classes being cancelled and possibly minor injuries.

- **Low (2-3)**: Loss or damage of the school's assets would have minor consequences, such as a slight impact on the core functions and processes for only a short period of time. This may occur when for example a group of delinquent scholars vandalise the science laboratory at a school. It may then not be possible to perform certain experiments until the necessary equipment is repaired.

- **Very low (1)**: Loss or damage of the school's assets would have negligible (small) consequences or impact. For example, when educators go on strike for a day or two, it results only in learning not taking place for that short period of time.

Such a scale can very easily be adapted for the school environment and would assist in prioritising the implementation of specific security or protection measures.

After the completion of a comprehensive risk assessment and identification of assets, school safety and crisis plans should be drafted and implemented in conjunction with security measures.

3.6 SAFE SCHOOL PLAN AND CRISIS PLANNING

Having the appropriate preventative and emergency plans in place is vital for any organisation, especially schools. These plans must also be reviewed and updated on a regular basis and should be practiced by both the educators and scholars.

Improving and practicing safety drill procedures are one of the least expensive ways of improving safety in schools. Yet, according to Campbell (2007: 27) it is often a factor that is overlooked by school management.

3.6.1 Safe School Plan

Stephens (2004: 67) states that a Safe School Plan is "an ongoing, broad-based, systematic, and comprehensive process designed to create and maintain a positive and welcoming school climate, free of drugs, violence, intimidation, and fear, in which the successes and development of all children is nurtured".

This plan is a comprehensive and joint activity that involves the entire community. Before a Safe School Plan can be established a safe school team must be chosen, as they will be the driving force behind the plan. This team should consist of a wide variety of key individuals in the community. Some important key players include for example, educators, scholars, police officials, parents, health and welfare practitioners, business leaders, mayors and emergency response teams. The scholars should be at the heart of this process, as they will provide remarkable insight and direction to the safe school planning process (Stephens, 2004: 67-68).

According to Stephens (2004: 68-69) a comprehensive Safe School Plan should include the following components, but are not limited to them:

- school crime reporting and tracking;
- public awareness and the community's perception of violence;
- curriculum focusing on pro-social skills and conflict resolutions;
- behaviour/conduct/discipline code;
- supervision (formal and natural);
- crisis management and emergency evacuation;
- attendance and truancy prevention;
- drug prevention;
- interagency partnerships;
- staff training;
- cultural and social awareness;
- scholar leadership and involvement;

- parent participation;
- involvement of senior citizens;
- special event management;
- crime prevention through environmental design;
- extracurricular activities and recreation (e.g. after school sport, debating clubs, dancing, art classes and many more);
- restitution plan (the scholar will compensate the victim in some manner for his/her misbehaviour), nuisance abatement (correcting a situation considered to be a nuisance (health and safety threats));
- school/police partnership;
- screening and selection of staff;
- violence prevention;
- school security;
- community service/outreach;
- corporate/business partnerships;
- protection of assets;
- media and public relations;
- health services;
- transportation;
- legislative outreach and contact; and
- evaluation and monitoring.

3.6.2 Crisis Planning

Philpott and Kuenstle (2007: 185) state that schools need to be prepared to deal with all types of risks that a school might face. They need to be ready and able to handle all crises, large or small. Knowing how to deal with a crises situation and what to do when a crisis occurs is what is the difference between 'calm and chaos, between courage and fear, between life and death' (Philpott & Kuenstle, 2007: 185). The best time to plan is immediately – in the present time. If you do not have a crisis plan in place, develop one. If you have a plan in place, be sure to review, update, and practice it (Philpott & Kuenstle, 2007: 185). The intensity and scope of a crisis can range from incidents that directly or indirectly affect a single scholar, to ones that can impact the entire community (Philpott & Kuenstle, 2007: 185). They can occur before, during or after schools and can be either on or off school campuses.

According to Campbell (2007: 41-42) fear of a school crisis occurring is best managed by education, communication and preparation, rather than through denial. Firstly, school community members need to be educated on the plans for a crisis. They are much more likely to accept a plan if they know and understand the rationale behind it. Secondly, communication with the school community members should occur, to converse about risk reduction and enhancing security and emergency preparedness plans. All the community members should be involved. Lastly, schools will need to prepare for both natural disasters as well as man-made acts of crime and violence. This is achieved by taking an 'all-hazards' approach to school emergency planning. This 'all-hazards' approach should incorporate emergency plans for all natural disasters (i.e. floods, fires, earthquakes) and man-made acts of crime and violence (i.e. shootings, stabbings, theft, robbery, rape). It is necessary to have a crises plan with specific procedures and strategies for each possible crisis that could occur.

According to Hill and Hill (1994: 06) each school's crises plan will be different and unique. Distinct features will determine the finer points of each plan. The schools will have to take into consideration the geographical area, problematic possibilities and other unique features such as the buildings' designs, staff to student ratios, the school's resources and the threats they face. In rural areas, schools might be isolated and be situated far away from police and medical services. In urban schools on the other hand, traffic congestions around the school may cause delays in critical medical services.

Crisis Response Teams (CRTs) need to be established to effectively respond during and after a crisis and to minimise any injuries that might be sustained.

The following are recommended guidelines for establishing crisis response procedures as indicated by Greene (2005: 243):

- all CRT members must be trained in the crisis response procedures, who can sequentially train the whole school community;
- joint planning with local social services and law enforcement professionals;
- a clear ranking structure that defines the duties and responsibilities of all members;
- communication, transportation, and custody transfer protocols;

- a multi-level organisational structure involving law enforcement, school authorities, local social service agencies and parents;

- recommencement of routine activities as soon as possible after the crisis; and

- procedures for identifying and addressing mental health needs.

3.7   SECURITY MEASURES

A security system is made up of different components, namely security aids, security measures, policies and procedures, risk assessments, risk analysis and risk control measures. A security aid comprises of both physical security and the human element. These in turn are combined to develop and implement a security measure. In brief a security aid would be the piece of equipment or manpower used to improve or add to the overall security system made up of a number of security aids (e.g. CCTV, a control room, guards patrolling and guard dogs). When all these are implemented in conjunction with each other (integrated) a security measure is in place. The way they operate and are coordinated is based on a clear written security policy, which includes procedures and operational guidelines. When the security measures become operational and integrated with each other, i.e. work in conjunction or with each other, a full security system is now in place, which incorporates a number of security principles, for example protection layers and the siting of lights. These are managed by means of a needs analysis, risk assessments, risk analysis, and development of appropriate risk control measures, i.e. the integrated security system (Minnaar, 2007).

According to Rogers (2009: 39) security can broadly be defined as a means of providing effective levels of protection against pure risks. Security is a process used to create a relatively crime-free area (Rogers, 2009: 40). Pure risks refer to those risks that can lead to damage, loss, injury and/or death. The main aim of security is to assess the vulnerability to risk and thereafter to employ techniques and measures in order to reduce that vulnerability to reasonable levels. Security will therefore assist in creating a stable, fairly predictable environment in which individuals may move freely with reduced or without any disturbance or injury (Lombaard & Kole, 2008: 5).

According to Fischer, Halibozek and Green (2008: 31), security entails a "stable, relatively predictable environment in which an individual or group may pursue its ends without disruption or harm and without fear of disturbance or injury". Similarly, Hylton (1996:140)

agrees that security measures can assist in reducing the crime and violence, however he states that it important to bear in mind that security measures cannot guarantee that no crime or violence will take place.

According to Brown (2005: 107) there is a need for effective security measures in schools. Even though some illegal acts that occur on school property are not always physically injuring to the scholars or educators, such as vandalism and theft, this behaviour can be very damaging to a school atmosphere.

Furlong, Bates, Smith and Kingery (2004: 141) are of the opinion that a limited body of knowledge and research on security measures exist. The majority of the studies done were on metal detectors and school resource officers with most of the findings being unclear (Furlong *et al*, 2004: 141).

Very few local South African educational institutions have effective security systems in place (Magome, 2008), unlike institutions in other countries such as the United Kingdom (UK). For example, at the King Ecgbert School (educating 11-18 year olds) in Sheffield, UK, a CCTV system was installed on the premises, which acts as both a deterrent and an investigation tool, should any incidents take place. The cameras record 24/7. On two occasions the system led to the apprehending of undesirable visitors, who were then detained and handed over to the police as well as identifying numerous incidents of bullying, which the school staff were immediately able to deal with and put a stop to. According to Sherif (2007), security should be at the top of priorities on the agenda of any school principal.

There are various security measures that can be implemented at schools, which can be either human, physical and/or electronic in nature. It also includes improving and implementing different policies and procedures within the school.

Security measures should not be used in isolation, but rather in conjunction with one another in an integrated manner. It is important that security technologies should not be seen as a substitute for human beings. A video surveillance system will not be effective unless there is a control room operator/security officer to continuously monitor the system and to respond straight away if needed. For example, the video cameras at Columbine High School were not being monitored when the mass shooting occurred on the school premises on 20 April 1999.

The shooting left 15 dead (12 scholars, one teacher and the two shooters). If they had been monitored, the weapons brought into the school before the shooting, might have been detected and the plot might have been uncovered and thereby prevented. If the emergency personnel team knew exactly where the shooters were, they might have been able to save lives (Gaustad, 1999).

Security measures should be looked at holistically, i.e. implemented in an integrated system, keeping in mind that the various components play a supportive co-operative role and that the effectiveness of a security system is not dependent upon only one component.

3.7.1   Human security measures

According to Bitzer and Hoffman (2007: 6) the human element in security systems is often either overlooked or neglected completely. However, they play a vital role in security. It is usually the humans that make the decision to take action and decide on what action to take during a crisis or emergency (Bitzer & Hoffman, 2007: 6). Most technological measures will not be able to function successfully without a human component. For example, if an alarm is triggered at a school, a policeman or security guard will have to respond to the alarm in order for the technological aid to work effectively and for the intruder to be apprehended. Some of the human components in security could include guards, community and/or parental participation, school personnel, security officers, private security company personnel on contract who might also offer a rapid armed response service or police officers.

One of the important security functions for humans is patrolling. This is when individuals (guards and security officers) move around the premises inspecting and observing the activities taking place and the locations where incidents occur on the premises in order to identify any risks. Part of patrolling duties also includes identifying shortcomings or damage to a security measure (e.g. hole in a fence) or whether a system is operational (working properly). Having these human security measures on the premises might decrease scholars, staff and parents' fear of crime, as well as assist with the prevention of crime. This would also allow for vulnerable areas to be inspected and security-related hazards to be detected (Lombaard & Kole, 2008: 130, 137). It is therefore vital that the human aspect of security is not overlooked or neglected, but that it is utilised to the best of its ability and integrated with the technology and security equipment available.

3.7.2 Physical security measures

Physical security is that part of security that one is able to see. It is implemented as a security measure in order to ensure the safety of staff and property. When physical security measures are implemented in the correct and effective manner, it will ensure maximum protection. However, it is important to bear in mind that physical security only forms a part of a total integrated security system and should not be used on its own.

According to Lombaard and Kole (2008: 88) the purposes of physical security measures are to:

- **Deter** an intruder from entering the premises. In other words to discourage them from entering and cause them to abandon (discard) their efforts to enter;
- **Detect** the attempted entry or presence if an intruder succeeds in penetrating (i.e. getting through) the physical security barrier or measure in place;
- **Limit** the harm that can be done if an intruder manages to gain entry without being detected; and
- **Detain** the intruder by using silent alarm or alerting a security patrol (to respond).

There is a wide range of physical security measures that can be put into practice. They can be divided into three categories or so-called rings of security, consisting of the outside perimeter measures, inner middle perimeter measures and the internal measures (Lombaard & Kole, 2008: 90). The outside perimeter measures are those measures that can be found outside of the school building normally the perimeter (first line of defence) of the premises such as signs, fences and other barriers (barricades), lighting, alarms and patrols (both humans on their own or accompanied by dogs) (Lombaard & Kole, 2008: 90). The inner middle ring (inside) measures are the security measures used within the boundaries of the facility and can include fences and other barriers (walls), alarms, lighting (often with motion detecting capabilities), CCTV external cameras, warning signs, doors, locks, burglar proofing on windows, security staff and access control systems (Lombaard & Kole, 2008: 90). Lastly there are the internal physical security measures which are the ones that can be found within buildings such as alarms, CCTV cameras, turnstiles, windows and door bars, locks, safes, vaults, protective lighting and other barriers (e.g. security gate across a passage) (Lombaard & Kole, 2008: 90).

Security aids are additional measures that can be used to assist in protecting assets. The following are seen as security aids:

- "security dogs (patrol dogs, guard dogs and sniffer dogs);
- other animals such as horses, geese and ostriches;
- security equipment such as batons, pepper spray, raincoats, jackets, two-way radios, torches and pocket books; and
- motor cars, quad bikes, electrical patrol aids and boats" (Rogers, 2009: 138).

3.7.3   Technological/electronic measures

Security technology, as an adjunct to physical security measures, can be excellent tools and a great contribution to the safety of scholars and staff in schools and in reducing the violence in schools (Green, 1999: 1). They have, however, to be applied correctly within the school environment and be maintained after the installment, otherwise they will not be effective. These various technologies can assist a school by providing information that would not otherwise be available, they can free-up manpower and they can, in-the-long-run, be cost-effective for a school. Nevertheless, not all school security problems can be solved merely by implementing and making use of security technologies (Green, 1999: 1).

The aim of using security technologies is to reduce the opportunities to commit crimes or violence, to increase the likelihood that someone will get caught and to be able to collect evidence of some of the acts of violence being committed, thus making it easier to prosecute (Green, 1999: 1).

There are various security technologies that can be implemented within a school. These could include closed circuit television (CCTV) systems, including the videoing and storing of video surveillance footage whether analogue or digital; intruder alarms; metal detectors or hand-held detectors; x-ray machines and/or card reader systems (Lombaard & Kole, 2008: 157-168). These security measures will assist in reducing the probability of occurrence and the impact that crime and violence has on the school environment (Green, 1999: 1).

However, in the past security technologies were seldom implemented and used in schools as part of school security (Green, 1999: 1). In South Africa, schools implementing such systems are few and far between – a limited number can afford installation costs, maintenance and operational costs and continuous manning of such systems. Some schools, having implemented a CCTV surveillance system, have opted to keep operating costs down by making use only of automatic 24/7 recording systems, i.e. no 'real time' response system is in place and incidents are only dealt with after the pre-recorded incident viewed if such incidents are reported or incidentally observed by a staff member or scholar governing body representative (e.g. a 'prefect', 'class monitor' or elected member of the Scholar Representative Council (SRC)) (Green, 1999: 3).

In other words, the expense of an operator in a control room doing real time observation is not usually an affordable security measure for most schools. Some of the reasons for this are that schools simply do not have the funding for complete security programmes or to hire security personnel. Schools do not have staff and administrators available who are trained and experienced in security technologies, nor do they have measures in place (such as a Service Level Agreement (SLA) or fixed contract with the installers) to have the technologies maintained and upgraded. There is also the privacy issues connected to the technologies, which might end up as potential civil rights lawsuits (Green, 1999: 3).

3.7.4   Policies and procedures

Along with the other measures of security the policies and procedures need to be in place at a school. Policies and procedures are a vital part of a security system at any institution. It sets guidelines and provides direction as to how situations should be effectively managed and handled (Rogers & Schoeman, 2010: 17). The policy clearly states what the authority of the various people are and what the limitations or restrictions of those individuals are at schools. Policies are the goals and objectives that the organisation wants to achieve and therefore assist with the decision-making (Rogers & Schoeman, 2010: 23). Procedures are the 'guidelines' that inform everybody how the objectives in the policy should be carried out and provide the instructions on how security activities must be conducted (Rogers & Schoeman, 2010: 24-25). Both security policies and procedures are relatively inexpensive measures that can be used to assist with the solving and reducing of crime and violence on school premises.

One of the policy approaches on discipline at schools has been based on the principle of 'zero tolerance'.

3.7.4.1 Zero-tolerance

Many schools throughout South Africa, as well as across the world, use the principle of 'zero tolerance' in their security/safety/disciplinary policies. Zero-tolerance policies were put into place in the mid-1990s after the large increases in school violence (McAndrews, 2001). These policies deal with problems relating to school safety and discipline and state that no violence, crime or any other unauthorised activities will be tolerated. Those who violate the policies will be punished. The importance of having zero-tolerance policies in place and for them to be effective is that they should be taken seriously by educators, scholars and parents alike and also if the consequences are consistently enforced (Lawrence, 2007: 162).

Zero-tolerance policies alone will not be able to reduce school violence effectively. The schools must also have a security plan or policy in place, in conjunction with looking at violence prevention programmes, as well as discipline policies.

Over the years, post-1994, the corporal punishment aspects of school discipline have been legislatively removed from the South African school system (although incidents of beatings and other physical punishment still do occur) (Maphosa & Shumba, 2010: 388-389). Such factors have complicated the application and sometimes led to breakdowns in school discipline in individual schools.

There has been a great deal of controversy surrounding zero-tolerance policies. According to Graves and Mirsky (2007), some researchers and schools have found zero-tolerance policies effective while others state that zero-tolerance has not indicated an improvement in school safety or the school climate (Graves & Mirsky, 2007) and that it has largely been ineffective in schools. Success or otherwise of such policies are largely dependent on whether they are comprehensively implemented and enforced fairly or not in place at all.

Zero-tolerance policies have been criticised by individuals, researchers, observers and even schools, since they feel that such policies cannot be seen as effective measures to improve school safety and the school environment (McAndrews, 2001). There are, however, a few schools that have reported positive results regarding these policies. The Henry Foss Senior

High School in Washington, DC, USA, implemented zero-tolerance policies against fighting (on school premises) in 1991 and within a year there was a 95% drop in violent behaviour on the school premises (McAndrews, 2001). Similarly in the Lower Camden Country Regional High School District in New Jersey, USA, as a result of the implementation of zero-tolerance policies there was a 30% drop in disciplinary hearings and drug offences were reduced by approximately a half (McAndrews, 2001).

Zero-tolerance policies are criticised on many levels (McAndrews, 2001; Skiba, Reynolds, Graham, Sheras, Conoley & Garcia-Vazquez, 2006: 17 and Graves & Mirsky, 2007). Critics feel that there have not been sufficient studies done to test the effectiveness and impact of implemented zero-tolerance policies in schools.

The criticism of these policies has been wide ranging and include the following:

- Some policies do not differentiate between minor and major incidents and treat them with equal severity (i.e. no listed scale of severity linked to a scale of punishment) (McAndrews, 2001). For example, a scholar who steals from petty cash might be punished with the same severity as that of a student who brought a knife onto school property to threaten another scholar or educator.

- In previously unsafe schools, the zero-tolerance policies have little influence (McAndrews, 2001).

- Inconsistent application and interpretation of the policies (McAndrews, 2001).

- Some of these policies have a discriminatory effect (expel without looking at the scholar's circumstances, his/her history or at the nature of the offence) (McAndrews, 2001).

- Certain individuals responsible for putting the policies into practice frequently have not heard of them or do not understand the policy clearly (McAndrews, 2001).

- Staff lack training on how to deal with the violence and unauthorised activities/behaviour (McAndrews, 2001).

- Long-term problems are created by the zero-tolerance policies through expulsion and suspension. (When children are not at school, they are on the streets and get into more serious trouble). The policies are threatening the opportunities for many scholars to learn (McAndrews, 2001).

- Many individuals take these policies to the extreme (Skiba *et al*, 2006: 17).

- In some instances the zero-tolerance policies seem to increase disciplinary problems and dropout rates (Graves & Mirsky, 2007). For example, where scholars are forced to do or act in a certain manner, they may not necessarily agree and rebel or dropout as a result. There may be many reasons why scholars disagree with the rules or regulations in place. These may include their beliefs and value systems, personal views, fear of intimidation or they may just be problematic scholars with no regard for authority.

- They do not provide guidance and instruction since they only focus on punishment (Graves & Mirsky, 2007); and

- Zero-tolerance policies have increased referrals to the juvenile justice system, creating a 'school-to-prison' route (Graves & Mirsky, 2007).

A few American examples of schools taking zero-tolerance policies to the extreme include where a teen scholar was expelled from school after speaking to his mother (who was deployed to Iraq as a soldier) on a cell phone while at school. He had not spoken to his mother in 30 days (Skiba *et al*, 2006: 17-18). A ten-year-old girl was expelled from school for possessing a weapon after she gave the little knife she found in her lunch box (put there by her mother to cut an apple) to her educator (Skiba *et al*, 2006: 17-18). Fifteen scholars were expelled for an entire year for watching a fight between two other scholars (Skiba *et al*, 2006: 17-18). A five-year old who hugged a classmate was suspended for 'sexual harassment' even though none of the classmates or parents had lodged any complaints about the incident (Skiba *et al*, 2006: 17-18). These are just a few of the examples provided by

critics; where unreasonable and unfair decisions were taken by the schools following a zero-tolerance policy. In considering the above cases no discretion was being applied when implementing the sanctions.

When implementing zero tolerance policies at schools, it is important that when communicated to the scholars, educators and the community, exact definitions of the offences that will be punished are given. The consequences that will take place if policies are not complied with should be clearly outlined, and these members should be informed of the processes that will be followed once an offence is committed. A good policy, however, allows for some discretion to be taken when evaluating the offence. It is important to look at any special circumstance such as the offender's age, their intent, their ability to comprehend the policy, their past disciplinary record and the effect of the misdemeanour on the other scholars, either directly or indirectly. These factors are important to consider before making any hasty decisions, and can be used to possibly consider alternative measures other than suspension or expulsion (Skiba *et al*, 2006: 18-19).

Studying these perspectives given on zero-tolerance policies, it is clear that there are mixed feelings regarding their effectiveness. Zero-tolerance policies may prove to be effective in schools but only if they are correctly designed. It is vital that once zero-tolerance policies are to be implemented in schools; that educators, parents and scholars are informed of the policy and the consequences (sanctions) that go with it. The policy should be fair and not be out-of-proportion in terms of punishments meted out for minor offences. The offences must be clearly set out and defined in the policy. It should also be ensured that the circumstances of each incident are fully considered before deciding on the appropriate action against the perpetrator/s. Once such policy is in place, one must be sure to be consistent with the application of punishment – among all ages, races and cultures that might be in the school.

3.7.4.2 Restorative practices

The American Psychological Association (APA) states that zero-tolerance policies are ineffective in reducing school violence or in creating an environment that is conducive to learning. As an alternative to zero-tolerance policies they have suggested restorative practices such as restorative justice conferences (Graves & Mirsky, 2007). This may assist in the overall prevention of school violence and might create an increased sense of school safety. Restorative justice focuses on repairing the harm caused or revealed by criminal behaviour

(Graves & Mirsky, 2007). Restorative justice programmes set out to recreate positive relationships with adults, to reconcile the offenders with the victims and to create an understanding and empathy to those who have been violent.

3.7.5   Physical environment factors

The physical environment of a school plays a fundamental role in ensuring and maintaining safety and security at a school. Features within the physical environment can influence the chances of a crime(s) occurring (Taylor & Harrell, 1996: 2). The physical environment may be used as a point of departure, aimed at encouraging school safety and security.

If a school is well maintained and has a safe and secure physical environment, it would be more difficult for threatening incidents to occur. Offenders prefer to commit crimes that comprise of the lowest risks, require the least effort and offer the highest benefits (Taylor & Harrell, 1996: 2). Therefore, if the physical environment of a school is well secured and has the necessary security measures in place, crimes are less likely to occur. The security concept, 'target hardening' can be used to describe this. Target hardening considerably reduces, deters or prevents crime against individuals or institutions (Hill & Hill, 1994: 85). In the case of this research study, this would refer more specifically to school sites. Moreover, a 'hard target' is said to be a difficult target.

Some target hardening strategies include the following:

- "A clean, attractive school;
- Analysis of crime patterns;
- Staff need to feel safe and secure;
- Restricted access to the school;
- Hired security; and
- Restrictions on scholar attire and possessions" (Hill & Hill, 1994: 86).

3.7.5.1 A clean, attractive school

Clean, attractive schools tend to create a sense of pride to the scholars, educators, parents and the community. This produces attitudes and behaviour that are beneficial to the school as a whole, thus discouraging undesirable behaviour (Hill & Hill, 1994: 86).

If a school has graffiti, broken windows, litter and/or deteriorating buildings, then it creates the idea that, this kind of behaviour and image is acceptable. More individuals will then leave litter lying around and graffiti will also be more likely to occur unrestricted or unsanctioned (Hill & Hill, 1994: 86-87). The school will also then be perceived as being vulnerable, making crime on its premises that more likely to occur (Taylor & Harrell, 1996: 4). It is therefore crucial that schools pay attention to their physical environment, and that security measures should be put into place in the school environment and its surrounding environs as a point of departure for safety and security within the schools.

With the improvements and upkeep (maintenance) of a school and all the facilities in the school, it is vital that scholars, staff and the community are included in the process. This provides a feeling of pride and shared ownership, providing a positive change in the school climate and in general more commitment and respect from the scholars (Hill & Hill, 1994: 87, 95).

3.7.5.2 Analysis of crime patterns

It is important for school principals to continually gather, analyse and evaluate all kinds of information. Such information may include attendance rates, suspension and expulsion patterns, tardiness, graduation rates and crime patterns (includes incident management of acts not necessarily deemed 'criminal' but do involve elements of violence or conflict).

Schools should have a security plan in place of which an important aspect should be the collection and recording in a register, which can take the form of a database incident management programme software lending itself to trend, modus operandi and spatial analysis of violent incidents.

The database records should include the following:

- The date and time of the incident;
- The type of incident;
- Where (place) the incident took place (i.e. in the classroom or on the playground);
- Who was involved (i.e. staff, scholars, parents);
- A description of the incident (what happened and who witnessed it); and
- Actions taken (what did the school do) (Harber, De Beer, Marais, Griggs, Matthews, Nambiar & Ballard, 1999: 7-8).

An analysis of when and where criminal behaviour takes place on school grounds can provide and shape the response, measure or preventative action taken in order to reduce and/or eliminate the crime or violent act (Hill & Hill, 1994: 88). In order for a school to analyse information, data must first be collected. There are various software packages that are available for use as well as different technologies that can capture data.

Information regarding the entry and exit of vehicles should be recorded and filed. Staff and scholars should also be given parking stickers for their cars or parking cards on which all the necessary information and identification and contact details appear. All the information about the car and owner should be filed for possible use later on if an incident occurs (Hill & Hill, 1994: 95). Photographs and video surveillance (CCTV) material can also assist in providing valuable information. These can serve as evidence if an incident is captured as and when it occurs. This information may also later be used in court proceedings or by the principal to take further action against the perpetrator of the incident or violence.

The location of where the violence occurred on the school grounds needs to be identified, and then attention can be focused on those areas (where repeat incidents occur, i.e. identification of problem areas ('hot spots')) in order to reduce or put an end to the violence. This can be achieved with proper crime pattern analysis.

3.7.5.3 Safety and security needs of staff members

If staff members feel safe and secure in the school environment then they will be able to teach the scholars to the best of their ability. Educators need to be reminded regularly about the safety and security procedures applicable in their school and need to be trained on crime/violence prevention behaviour and self-defence strategies (Hill & Hill, 1994: 99). It is important for educators to be trained in the identification of behaviour that can be indicators of potential trouble-causing scholars or recognise any antisocial behaviour within scholars. Some antisocial behaviour and risk factors may include aggression, hostility, lying, stealing, inability to listen to authoritative figures, refuses to follow rules and a lack of self-control. This might assist with curbing the incidence of crime and/or violence that may occur as a result of the antisocial behaviour, particularly if nothing was done to help that scholar to deal with or cope with their behaviour. If educators are able to observe minor problems within a scholar and deal with them immediately, this might prevent a more serious crime/incident from occurring at a later stage.

3.7.5.4 Restricted access to schools

Entrance-and-exit access points to a school need to be minimised to reduce the chances of strangers entering the school grounds freely. Ideally there should only be one entrance/exit point to a school or a maximum of two access points. Alternately access points are only opened and entry supervised for limited periods during a day, for the rest they remain locked. This will make it easier for security guards to keep watch over who enters the school premises. Once the school has started, the gate should be locked and all latecomers and strangers will need to sign in to enter and will then be escorted to the principal's office by the security guard (Harber *et al*, 1999: 20).

It is essential that access points and the windows are clear of any obstructions such as big shrubs, trees or signs. This is to enable personnel and security officers to be able to observe and see the movement of any persons on the school grounds or around the access points. It will also prevent strangers hiding away in big shrubs. Increased lighting can be used to highlight those blind spots and deserted areas, thereby also enhancing safety and security (Hill & Hill, 1994: 99-101).

All movement on the school premises needs to be controlled. At any time during the day the school needs to know who is on the school grounds (Harber *et al*, 1999: 20).

3.7.5.5 Hired or contract security

It may be necessary for schools (especially those in high risk areas) to appoint hired security to assist with the safety and security in schools. This can be done by either hiring directly or contracting a private security company to manage the provision of such security services. For those less fortunate schools that are not able to afford or hire security guards, a useful alternative would be to get volunteers from the community to take turns in monitoring the school premises during the day and at night. The school needs to ensure that these volunteers and the guards are well equipped and that they have the support from the police. They should always have access to a means of communication (with the police and school staff), for example either a cell phone, landline or a two-way radio. Such forms of communication will ensure that any incidents or criminal activities are speedily reported once they have taken place or to prevent an incident from occurring if suspicious activity is observed (Harber *et al*, 1999: 20).

The school should invite security experts to visit the school to assess the risks and weaknesses at the school (Harber *et al*, 1999: 7). This will help the security guards to look out for specific risks and assist with preventing and/or reducing those risks. This can improve the overall physical security – but only if the problems and causes or repeat trends have been identified.

For those schools that cannot afford security experts to do risk assessments and come up with a suitable security plan of security measures, there is recourse in some communities to the pro-deo services of members of the private security industry (local companies based in the community) and to organisations that might be willing and/or want to help. The only thing these schools have to do is to first get hold of a security expert that volunteers to do the security risk assessment as part of his/her or company community work or social responsibility activity. Many community organisations are expected to participate in community safety initiatives, which include safety and security at schools.

3.7.5.6 Restrictions on scholar attire and possessions

The restriction on clothing items may assist with identifying strangers on the premises. Expensive label clothing and jewellery have also been banned as it can increase theft (steal to have the same clothes as peers) and absenteeism as some scholars may feel they will not fit in if they do not own such expensive brand label items (Hill & Hill, 1994: 103).

3.8 AFFORDABILITY

Security measures vary considerably in nature, their effectiveness and in cost. Each measure is unique and effective for specific risks, problems, school sizes, areas and locations on school premises. The problem, however, is that not all schools are able to afford security measures, especially not the new advanced security technologies. Security measures are very expensive, not only for the implementation, but also for regular maintenance and supervision.

However, if a specific school is experiencing huge losses (or high levels of violence and crime), then investing in security measures and implementing them may be more cost-effective in the long run than ignoring them and doing nothing to prevent them. It might be necessary for some of the poorer schools to be funded by the Department of Education or other organisations, in order to obtain the necessary security measures to ensure a safe environment for all.

There are a few security measures however, that are more affordable and that can make a difference in the safety of a school environment. One of these security measures is to draft and write proper school safety and security policies and procedures.

Another relatively easy and cheaper method of improving security on school grounds would be to limit the number of access points and to have strict access control. Schools should not have an open door policy, where anyone can enter the school premises at anytime (DfEE, 1997: 18). This will allow strangers and criminals to enter the premises and cause problems and danger to staff and scholars. A school needs to control and keep record of who enters and exits the school premises. One system that seems to work effectively is scholar/educator access cards to gain entry.

Schools can create a reporting system, where scholars, parents and educators can report threats and incidents that have taken place, so that the appropriate measures can be taken to deal with the problem. This reporting can be anonymous to a hotline, which may result in more individuals reporting threats or incidents (Capozzoli & McVey, 2000: 31). Implementing a reporting system is another affordable measure that can be used by schools.

It is not always necessary to implement the most expensive security measures. There are many other alternative measures that can assist with reducing violence in schools effectively.

3.9   CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN

Crime Prevention Through Environmental Design (CPTED) is the process whereby security is designed into the buildings. CPTED focuses on the physical opportunity that an offender will have to victimise, damage and/or harm people, a building or its contents (Campbell, 2007: 33).

The safety and security of a built environment is improved by making use of natural methods, using the environment. When a building is being designed, the architect needs to identify what is being protected (people, information and/or property) and needs to also determine the types and levels of risks and threats. Only then will he/she be able to provide for safety, security and protection features in the design of a building or other built environment.

Security measures are often used as a method of safety and crime prevention in buildings, hospitals, organisations, schools and shopping centres. Most individuals only use and take into consideration the physical or artificial security measures such as fences, locks, gates and alarms. Although these methods have proved to be effective and reduce crimes, making use of natural elements of the environment can sometimes have the same effect of target hardening and surveillance. It will be more effective if the security has been worked into the design before the building/structure was built.

According to Atlas (2008: 281) CPTED can have a direct impact on reducing external (outside) threats by using 'natural access control, surveillance, territoriality boundary definition, management, and maintenance strategies'. Natural access control can be achieved for instance by designing walkways, stairs or car park entrances to channel vehicles or people to one main entrance, or avoiding dark dead-end passages, or unlit areas in the design of a shopping complex, i.e. correct placement of overhead lighting. The internal threats on the other hand can be addressed through policies and procedures strategies and management methods rather than physical design (Atlas, 2008: 281).

The physical environment of a school definitely has an effect on human behaviour. Certain elements in a physical environment assist with the safety of scholars, educators and objects at schools (Schneider, 2001). CPTED focuses on behaviour that is desired, therefore, the aim of CPTED is to reduce that desire to commit an offence and to make use of natural environmental elements to reduce crime and improve safety (Schneider, 2001). It is ideal for

all new schools to be designed with CPTED in mind. However, many of the schools that were designed in the past, were not designed with this in mind. Yet, CPTED can still aid as a guide to safety practices in schools.

The key elements of CPTED include:

- **Natural surveillance**: being able to keep an eye on the entire environment without taking special measures to do so;
- **Natural access control**: has the purpose of denying access to crime targets as well as to create a perception of risks to possible offenders (Atlas, 2008: 60); and
- **Territoriality**: establish authority and control over the environment as well as creating a sense of belonging (Schneider, 2001).

3.10   SCHOOL VIOLENCE PREVENTION METHODS AND SAFETY AND SECURITY PROGRAMMES

3.10.1   School safety programmes, campaigns and laws in place in South Africa

Very few policies, Acts and documentation exist in South Africa regarding school safety and security that can be implemented at all schools. School violence and the lack of security measures in schools have been recognised as a serious problem by the Department of Education and other departments, but not enough is being done to assist with preventing and reducing the problem.

Some of the legislation and campaigns in South Africa that assist with the reduction of the violence problem in South African schools will now be discussed.

3.10.1.1 South African Schools Act 84 of 1996

In the South African Schools Act 84 of 1996, Chapter Two, Section 8 (1-2) it states that the governing bodies of public schools must adopt a Code of Conduct for the scholars, which must be discussed by the scholars, parents and educators of the school. This Code of Conduct must aim to create a disciplined and positive school environment that will assist with improving and maintaining the quality of the learning process (Department of Education, 1996). This clearly demonstrates that it is a legal requirement for all schools to have a Code of Conduct in place that will create a safe and disciplined school environment.

3.10.1.2 Constitution of the Republic of South Africa, 1996

The Bill of Rights, Chapter Two in the Constitution of the Republic of South Africa, 1996, Section 12, states that every person has the right to freedom and security. All persons should "be free from all forms of violence from either public or private sources" (Constitution of the Republic of South Africa, 1996). This, however, is only a general statement. Specific Acts, policies and other documentation dealing with school safety and security need to be created and implemented in order to deal effectively with the problem.

3.10.1.3 Firearms Control Act 60 of 2000

In an effort to assist with curbing school violence, schools can, by law, be declared gun-free zones (GFZs), by banning the carrying or bringing on to school property any dangerous objects (as provided for in the Firearms Control Act 60 of 2000, Section 140). These dangerous objects include firearms, explosives, gas weapons and any other objects that can cause bodily harm to anyone on school premises, e.g. knives, batons and martial arts fighting sticks (Momberg, 2007: 2).

According to the Firearms Control Act 60 of 2000, if premises are deemed firearm-free zones, then a police official may without a warrant:

- "search any building or premises in a firearm-free zone if he or she has a suspicion on reasonable grounds that a firearm or ammunition may be present in the firearm-free zone in contravention of a notice issued in terms of subsection (1);
- search any person present in a firearm-free zone; and
- seize any firearm or ammunition present in the firearm-free zone or on the person in contravention of a notice issued in terms of subsection (1)" (Ministry for Safety and Security, 2004).

3.10.1.4 Adopt-a-Cop programme

Many schools have also implemented the 'Adopt-a-Cop' programme, which is focused on scholars aged 13 and above (South African Human Rights Commission (SAHRC), 2006: 27). This programme involves inviting the South African Police Service (SAPS) officers into their schools to assist with training and security and to give crime prevention lectures or disseminate information on such topics. The programme has been operational since 1996.

These 'Adopt-a-Cop' units visit schools that are part of the programme on a regular basis to speak to the scholars on topics such as drugs, illegal weapons, gangs, and/or child abuse. The programme assists police by building a positive relationship with the scholars/schools and also to gain the support of scholars and staff to prevent and solve crimes and violence (Shaw, 2004: 18). The goal of the programme is to increase and strengthen communication between the police (SAPS) and scholars (SAHRC, 2006: 27).

3.10.1.5 Safer Schools Programme (Creating Safer and Caring Schools Campaign)

The Safer Schools programme is another programme that focuses on creating and ensuring a learning environment that is safe. It is a partnership between the Department of Education and the SAPS, dealing with issues such as bullying, drugs and firearms in schools and sexual offences (Parliamentary Monitoring Group (PMG), 2006). It is important for the community to also become involved with this and similar programmes and assist in creating a safe and secure environment, forming a positive relationship system between all the members in the community.

3.10.1.6 The Hlayiseka (to be safe) project

The Hlayiseka (Early Warning System) School Safety Programme is a programme (project) that was developed by the Centre for Justice and Crime Prevention (CJCP). This project was launched in 2007 by the national Department of Education (DoE) working together with the Department of Community Safety (Gauteng Provincial Government, 2008). The aim of this programme is to ensure that schools detect and react to safety threats and incidents by developing and maintaining a safety plan that is comprehensive and addresses specific needs (Department of Education, nd).

Approximately 240 schools in Gauteng have been identified by the DoE for the implementation of this project. This programme teaches and trains principals, educators, scholars (scholars) and parents on bullying, discipline, sexual abuse, drug abuse and they will be trained in an early warning system, in order to resolve matters before they turn to violence (fights) (Department of Community Safety, 2010).

 Safety plans are being drafted and implemented in the selected schools. For 2010, 360 new schools have been identified to undergo the training. The target of the DoE and the

Department of Community Safety for 2010 is 21 000 scholars (Department of Community Safety, 2010).

3.10.1.7 School Patroller Programme

The School Patroller Programme was put into place by the DoE to ensure that scholars, educators and all school employees feel safe arriving and leaving schools. This programme was launched in Gauteng on 19 October 2011 (Shologu, 2011). The Gauteng Education MEC, Ms Barbara Creecy, stated that '1500 underperforming schools, no-fee schools and high risk schools in Gauteng' will be secured and safeguarded by nearly '1500 patrollers with accredited South African Police Service (SAPS) training (Gauteng Education, 2011). According to the MEC, they expect to have over 6000 patrollers deployed in schools by 2012, comprising of a maximum of six patrollers per school – depending on the risk factors associated with each school (Shologu, 2011). The duties of these patrollers as stipulated by the MEC is to 'control access and safeguard GDE premises, search cars and visitors, report all incidents threatening learners and employees, work closely with school guards and protect Information and Communications Technology (ICT) equipment (Gauteng Education, 2011).

3.10.2   Security related preventative measures

3.10.2.1 Developing a security plan

The security plan will cover all phases of security operations and will be distributed to everyone who has security responsibilities. It will provide instructions relative to all individual security responsibilities, authority and procedures for managing and reporting incidents (Hylton, 1996: 11).

3.10.2.2 Undertaking a security risk analysis exercise

Risk analysis is performed in order to identify and analyse security risks. It will help to determine the likelihood of a security risk actually taking place as well as the impact that these risks will have on the assets of the organisation should they occur. The information received from this analysis will assist in predicting future losses (Rogers & Schoeman, 2010: 75).

According to Rogers and Schoeman (2010: 75), the risk analysis exercise is carried out to achieve the following objectives:

- **Identify vulnerable assets** (people, products, processes and information)
- **Identify security risks** (e.g. classrooms left unlocked and theft)
- **Calculate the probability** (likelihood) of a loss-incurring event actually taking place
- **Calculate the impact** or amount of financial losses suffered because of the security risk
- **Calculate the risk factors** (the probability multiplied by the impact)
- **Prioritise the risk factors in order of seriousness**. A risk factor can be calculated by multiplying the probability factor by the impact factor (Risk = Probability X Impact)
- **Reporting the risks** to your client in order for suitable decisions to be taken.

3.10.2.3 Conducting a security survey

The key objective of a security survey is to identify and assess any weaknesses in security measures.

A security survey is conducted to achieve the following three important aims (Rogers & Schoeman, 2010: 131):

- **To examine the existing state of security measures** at the premises. Keeping in mind to identify security weaknesses.

- **To ensure that the minimum security measures are required** by the client. This is in order for the security risks to be managed cost-effectively.

- **To identify any new security risks** that might have been missed during the preliminary security survey and the risk analysis exercise.

3.10.2.4 Implementing and evaluating certain approved security risk control measures

Security risk control measures refer to all the security measures that must be implemented to prevent, restrict and recover security related losses (Rogers, 2009: 54). They are aimed to reduce both the probability and impact of a loss-incurring event.

Security measures should only be implemented if they contribute to achieving specific security objectives. The following, as indicated by Rogers (2009: 98-106), are objectives of security measures:

- **Deflection**: This is when a security system has successfully prevented a crime from causing a loss to an organisation.

- **Deterrence**: This is when a security measure causes a criminal to change his /her mind and they decide not to proceed with committing the crime. The potential criminal views the risk of gaining access to the premises too great as a result of the security measures.

- **Detection**: The security system should be designed in such a way that crimes are detected as soon as they are attempted. For example, an alarm is activated as soon as there is an attempt to break through the security system.

- **Delay**: The delay is achieved by placing a variety of security measures between the criminal and his/her intended target, such as physical barriers. Once a criminal has entered the premises and has been detected, he or she should be delayed from reaching the asset concerned.

- **Reaction**: As soon as an attempt has been made to commit a crime, the security official or reaction team should react immediately and rush to the scene. A short reaction time is vital.

- **Detention**: Criminals should be detained if the security policy allows it. However, always comply with all legal requirements.

- **Rectification of security weaknesses**: The security system should be evaluated on a regular basis and not only when a loss has occurred. After an incident has taken place, the security system/programme should be reviewed and the weaknesses in the security system that led to the crime-related loss should be identified and rectified.

- **Recovery of losses**: The losses that were sustained as a consequence of the crime should be recovered as soon as possible. Insurance is one way in which losses are recovered.

3.10.2.5 Training and education

Security awareness is fundamental in any organisation. All educators, scholars and the community should be aware and know the Security Plan, the Safe School Plan and the Crisis (Emergency) Plans. They will need to know what the policies are regarding all of these plans and the procedures that should be followed in the event that an incident does occur.

Training should be repeated and improved on a regular basis. When everyone is well informed it will reduce the feelings of helplessness and chaos that often inhibit an effective response to a crisis. Regular drills are also important for scholars in order to respond effectively to an emergency (Hill & Hill, 1994: 112).

According to Hester (2003: 34-35) in September 1996 the U.S. Department of Justice identified the following procedures for creating safe, orderly and drug-free schools:

- **Placing school safety high on the educational agenda**. Making a personal and community commitment towards creating a safe, welcoming, respectful, gun-free, and drug-free school.

- **Involving parents and the community** in the designing and implementation of strategies, programmes and the school safety plan.

- **Building and developing the team for creating the safe schools**. The team should include educators, parents, scholars, law enforcers, community, health care providers and other youth serving professionals.

- **Conducting the school site assessment**. This is the first step to creating a significant Safe Schools Plan. The team members should determine the specific issues and concerns that the community believes are important.

- **Reviewing the law**. "The law is at the heart of every major school safety issue today. Laws are intended to articulate the reasonable standards that define the delicate balance between student [scholar] rights and student [scholar] responsibilities. The law proclaims what must be done, implies what should be done, and establishes limits for what may be done" (Hester, 2003: 34).

- **Creating a Safe Schools Plan**. "This is an action plan that not only includes the substance of what is necessary to accomplish, but also identifies the processes by which those goals will be achieved, including short-term objectives and long-term systemic changes" (Hester, 2003: 35).

- **Formulating a contingency plan**. This is creating a back-up plan for handling emergencies and crises.

- **Creating an educational climate**. The team members should assess the existing educational atmosphere and then suggest modifications that will adjust it into a safe, vivacious learning environment where scholars and educators can respect each other.

- **Searching for ways to serve scholars and ways scholars can serve**. Scholars should always be involved in finding solutions to the problems. By actively engaging scholars in both school and community projects and activities it will create a level of ownership to them.

- **Getting the message out and communicating**. Making use of the media to create awareness of both the issues involved and the progress that has been made.

- **Evaluating progress**. "It is important to monitor activities, measure impact, and evaluate how the plan is working. A Safe School Plan should be modified and improved whenever necessary" (Hester, 2003: 35).

3.11   CONCLUSION

There is a definite need for effective security measures in schools (Brown, 2005: 107). Even though many illegal acts that occur on school property do not always cause physical injury to the scholars or educators, such as vandalism and theft, this behaviour can be very damaging to a school's atmosphere.

For security measures to be effectively implemented it is vital that each school know what their risks are and what types of violence are occurring at their schools. The appropriate security measures then need to be implemented. They should be unique and customised for that particular school, with regular assessments of the risks.

Each school should have school security and safety policies in place. These policies should be based broadly on a zero-tolerance approach, thereby sending out the message to scholars and educators alike, that no violence or crime will be tolerated on school premises and they should therefore adhere to these policies or they will be punished, i.e. must accept the consequences (sanctions) of their misbehaviour or unacceptable conduct (Lawrence, 2007: 162).

According to Lamplugh and Pagan (1996: 96) properly organised risk management leads to improved security, a safer school, reduced waste, increased efficiency, and a happier school.

It is essential to use an integrated approach to prevent violence in schools. School violence is not an isolated problem, but is linked to community factors, the school climate, organisation and environment as well. In order to effectively deal with school violence one must also look at the social context and how scholars interact in the social setting, identify factors within scholars that promote violence and aggression and the school climate and environment needs to be examined which may contribute to disorder and violence. The violence should also be seen as a public health problem that has significant medical, economic and personal costs due to violent injuries and death (Lawrence, 2007: 163).

Safe and secure schools need to be created in order to become environments free of fear, violence and intimidation, where scholars can learn and educators can teach. School environments that are safe and welcoming (Stephens, 2004: 66).

CHAPTER 4
FINDINGS: AN ANALYSIS AND INTERPRETATION OF
THE RESEARCH DATA

4.1 INTRODUCTION

The aim of this chapter is to analyse and interpret the results that were obtained from the questionnaires completed by the participants in this research study. The findings, with regard to safety and security in secondary schools in Tshwane, South Africa, will also be discussed.

The information was collected by means of questionnaires completed by both scholars and educators. Respondents from ten selected secondary schools in the Tshwane Metropolitan Area were used, with a sample size of 685 scholars, ranging from grades eight to twelve. One hundred and six educators also completed the questionnaire.

The biographical findings will firstly be discussed, followed by school safety, security measures, school violence and recommendations by the scholars and educators.

4.2 BIOGRAPHICAL INFORMATION

The following is a representation of the biographical information of all the scholar respondents from the ten selected schools.

4.2.1 Gender

Graph 1: Pie graph indicating the gender percentages of the scholars
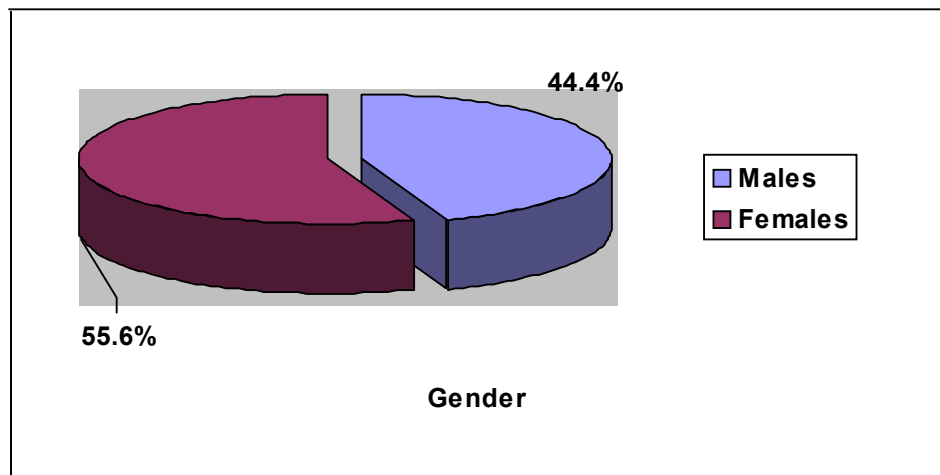
Of the 685 respondents a total of 678 responded to the question concerning their gender. Seven of the scholars made the choice not to disclose their gender. Three hundred and one respondents were male and 377 were female, creating a valid percentage of 44.4% males and 55.6% females.

4.2.2   Age

Graph 2:   Bar graph representing the ages of the scholars
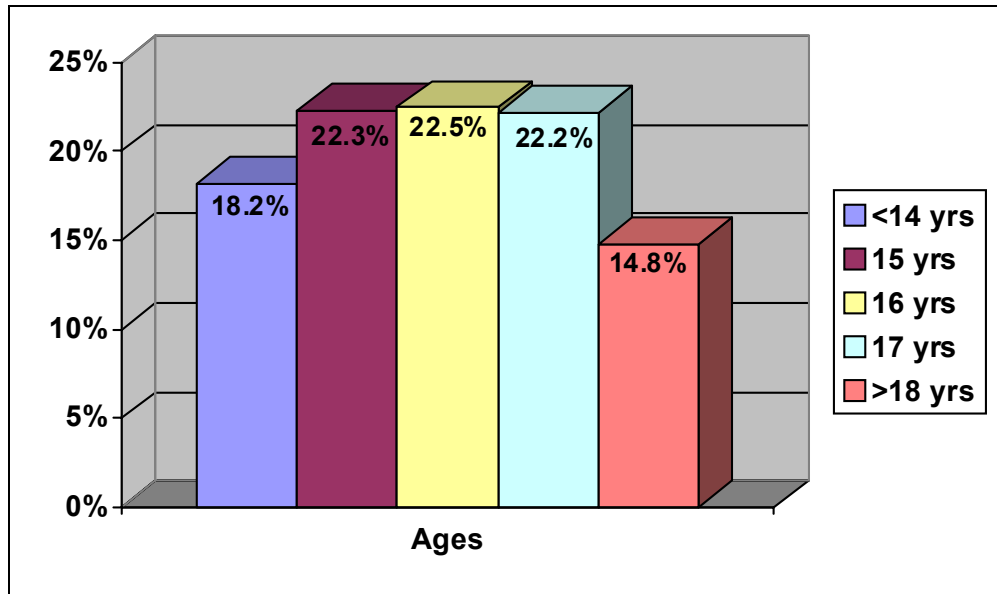
The ages of the respondents in this study varied from 14 years or younger to 18 or and older. The researcher aimed to get responses from all the age groups, which was a representation of a secondary school, thus incorporating students from grades eight to twelve.

There was a relatively equal response between all the ages, with the exception of the 18-year or older group. The percentages were as follows (as indicated in Graph 2): 14 years or younger (18.2%), 15 years (22.3%), 16 years (22.5%), 17 years (22.2%) and 18 year or older (14.8%). A possible reason for the smaller response rate from the group of 18 year or older might be attributed to the fact that many of the Matric scholars were busy studying for their Record exams. The other possible reason might be that some scholars' birthdays are later in the year; therefore at the time of the study some of the grade 12 (Matric) students were still 17 years of age.

4.2.3 Race

Graph 3: Bar graph representing the scholars' races
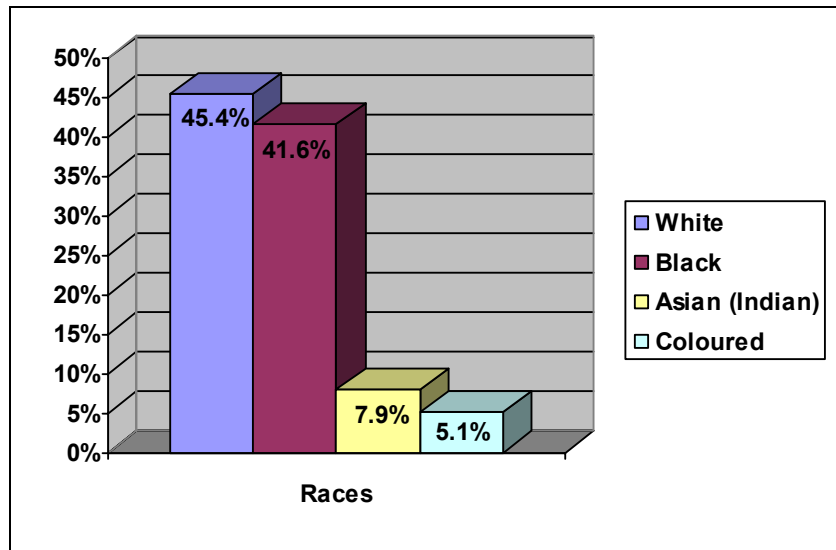
The majority of the respondents in this study were White (45.4%) and Black (41.6%) followed by Asian (Indian) (7.9%) and Coloured (5.1%) students. The reason for the larger White representation might be ascribed to the fact that most of the selected schools were in the Tshwane Metropolitan suburban area and were schools of mixed-races with a large representation of White scholars.

4.2.4 Parental/guardian employment status

Graph 4: Bar graph representing the employment status of the scholars' parents/guardians.
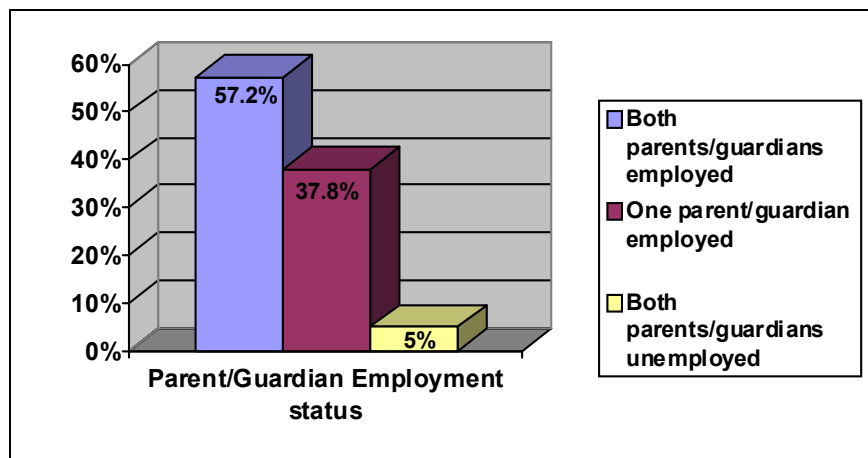
The majority of the respondents' parents/guardians were both employed at the time of the study (57.2%); followed by respondents who had only one parent/guardian employed (37.8%) and only a small number of respondents' parents/guardians were both unemployed at the time (5%). The significance of this question will be discussed later in the findings.

4.3   SCHOOL SAFETY

4.3.1   Safety at the schools

The scholars and the educators were asked the following two questions regarding safety at their schools: (1) Indicate to what extent you agree or disagree with the following statement: 'my school is a safe place and (2) How safe do you feel at school? Firstly they had to rate how safe they perceived their schools and then they had to state how safe they felt at school. The results were as follows:

Table 2:   Scholars' response to the statement 'my school is a safe place'

	Frequency	Percent %	Valid Percent %
Strongly agree	121	17.7	17.9
Agree	300	43.8	44.3
Neutral	197	28.8	29.1
Disagree	39	5.7	5.8
Strongly disagree	20	2.9	3.0
TOTAL	**677**	**98.8**	**100**
Unanswered	8	1.2	
TOTAL	685	100	

As seen in Table 2, the majority of the scholars in the research study perceive their schools as being a safe place. Just over sixty-two percent of the scholars agreed to the statement 'my school is a safe place'. Twenty-nine percent had a neutral feeling towards the statement and about nine percent did not perceive their school as a safe place.

Table 3:   Scholars' response to how safe they felt at school

	Frequency	Percent %	Valid Percent %
Very safe	242	35.3	36.0
Somewhat safe	347	50.7	51.6
Somewhat unsafe	70	10.2	10.4
Very unsafe	14	2.0	2.1
TOTAL	**673**	**98.2**	**100**
Unanswered	12	1.8	
TOTAL	685	100	

When asked how safe the scholars felt at school, the majority (51.6%) felt somewhat safe at school; 36% felt very safe at school; 10.4% felt somewhat unsafe and 2.1% felt very unsafe at school.

Table 4:   Educators' response to the statement 'my school is a safe place'

	Frequency	Percent %	Valid Percent %
Strongly agree	17	16.0	16.3
Agree	45	42.5	43.3
Neutral	31	29.2	29.8
Disagree	9	8.5	8.7
Strongly disagree	2	1.9	1.9
TOTAL	**104**	**98.1**	**100**
Unanswered	2	1.9	
TOTAL	106	100	

If we examine the educators' responses to the same questions in table 4 and 5, it indicates clearly that they had similar responses to those of the scholars. Indicating how the scholars and educators in the various schools perceived the school 'as a safe place' and their safety at the school.

The majority (59.6%) of the educators agreed with the statement 'my school is a safe place'; 29.8% had a neutral feeling towards the statement and 10.6% did not believe that their school was a safe place.

Table 5:   Educators' response to how safe they felt at school

	Frequency	Percent %	Valid Percent %
Very safe	41	38.7	39.0
Somewhat safe	53	50.0	50.5
Somewhat unsafe	11	10.4	10.5
TOTAL	**105**	**99.1**	**100**
Unanswered	1	.9	
TOTAL	106	100	

When asked how safe they felt at school, 50.5% of the educators felt somewhat safe; 39% felt very safe and 10.5% felt somewhat unsafe.

In a study conducted by the South African Institute of Race Relations (SAIRR) in 2008, the scholars were asked to indicate whether they felt safe at school. The results showed that only 23% of South African scholars felt safe at school and they rated South African schools as the most dangerous in the world (Serrao, 2008: 1). Squelch (2001: 138) indicates that many schools in South Africa can be described as unsafe schools and that there have been a number of reports where educators and scholars have been murdered, assaulted and raped, and where schools have been seriously vandalised. A study done on school violence by the Centre for Justice and Crime Prevention and the Department of Education indicated that secondary schools in Gauteng [where Tshwane is located] have the highest rate of violence in South Africa by far (Serrao, 2008: 1). Patrick Burton conducted the first national study on school violence in South Africa in 2008. In this study he found that 85.5% of the scholars said they felt safe at school (Burton, 2008: 62). Yet, why do children feel safe with all this violence? The answer is that it is as a result of the normalisation of crime in South Africa. It has become a way of life for our children (Serrao, 2008: 1). In the United States, majority of the scholars indicated feeling very safe (57%) followed by 35% that felt only somewhat safe (Parks, 2009: 33). As it emerged from this study's findings, majority of the scholars and

educators viewed their schools as a safe place, however, when asked specifically how safe they felt at school, majority indicated that they felt only somewhat safe. This creates the perception that when these individuals consider their own safety, they feel less safe than when considering the safety of the school environment as a whole.

4.3.2   Main problems experienced at the school

The scholars and the educators were asked to indicate what the main problems were at their schools. They had to select the five main problems by ranking them from the most serious problem.

The scholars and educators were provided with a diverse group of crime and violence categories to choose from. Table 6 indicates all 29 crimes/violence categories that the scholars and educators could select from.

Table 6:   The main problems that scholars and educators could select from

List of possible problems experienced in schools		
1. Theft	2. Lack of security measures	3. Drug use by scholars
4. Drug dealing on school property	5. Stabbings	6. Fistfights on school grounds
7. Guns used as a weapon on school grounds	8. Threats without a weapon	9. Threats with a weapon (inclusive knives and guns)
10. Assault by scholars on scholars	11. Assault by scholars on educators	12. Assault by educators on scholars
13. Assault by educators on other educators	14. Sexual harassment by scholars on scholars	15. Sexual harassment by scholars on educators
16. Sexual harassment by educators on scholars	17. Sexual harassment by educators on educators	18. Sexual assault/rape of scholars by scholars
19. Sexual assault/rape of scholars by educators	20. Sexual assault/rape of educators by scholars	21. Sexual assault/rape of educators by educators
22. Gang activities on school grounds	23. No discipline in schools	24. Vandalism on school property
25. Alcohol use by scholars	26. Alcohol use by educators	27. Bullying
28. Attempted murder	29. Murder	

Graph 5: Bar graph indicating the scholars' views on the problems most experienced at their schools
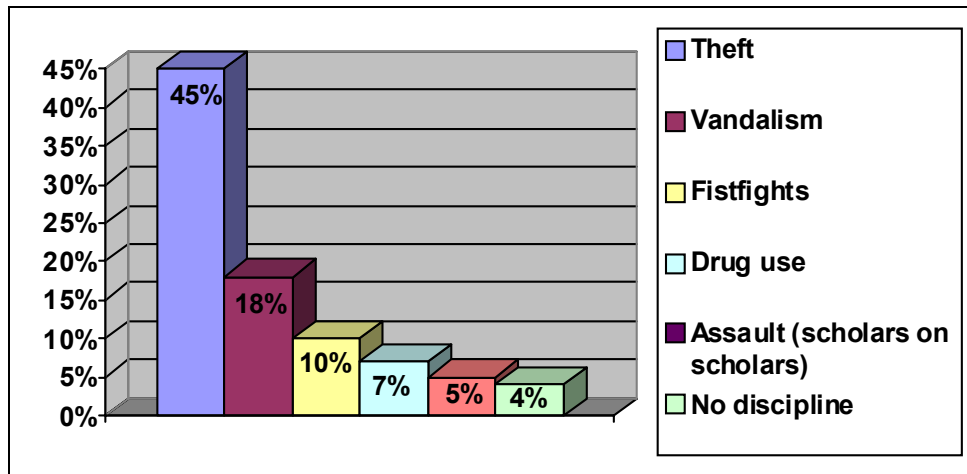
In the study conducted, it was apparent that according to the scholars, the main problem experienced at schools was theft. Forty-five percent of the scholars felt this way.

Some of the other key problems experienced by the scholars as indicated in Graph 5 were: vandalism on school property (18%); fistfights on school grounds (10%); drug use by scholars (7%); assault by scholars on scholars (5%); and no discipline at school (4%).

The above-mentioned problems were all indicated as 'first priority' problems. To see the full list of problems experienced by the scholars (from priority one to five) refer to Annexure I.

Graph 6: Bar graph indicating the educators' views on the problems most experienced at their schools
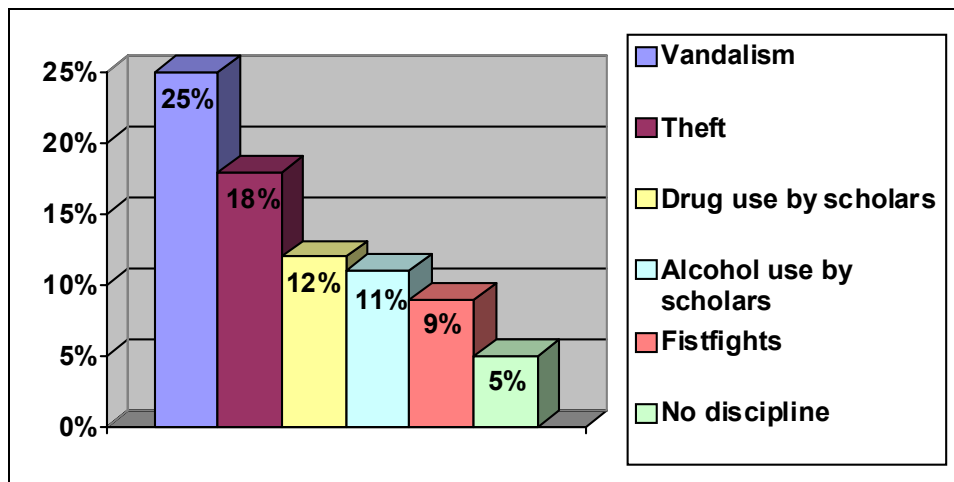
As indicated in Graph 6, 25% of the educators felt that the core problem experienced at their schools with regard to crime and violence was 'vandalism of school property'. Thereafter the other significant problems prioritised by the educators were: theft (18%); drug use by scholars (12%); alcohol use by scholars (11%); fistfights on school grounds (9%); and no discipline at school (5%).

Graph 7: Bar graph comparing the scholars' and educators' views on the main problems at their schools
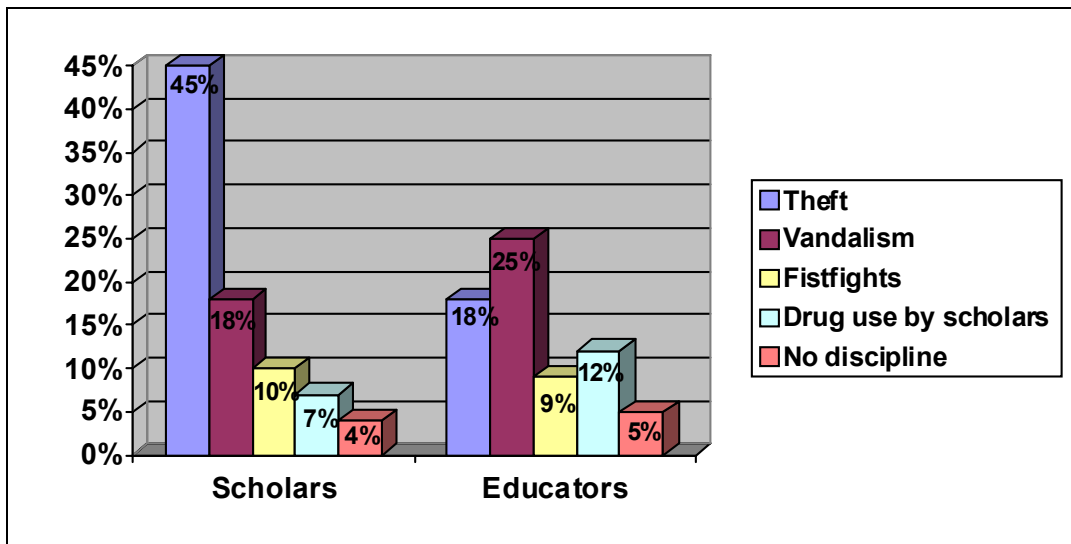
By comparing the scholars' and educators' results it appears that they have similar perceptions regarding the problems experienced at their schools, just with different priority allocated to each. With the only exception being that the scholars' viewed scholar-on-scholar assault as a more serious problem, and the educators viewed alcohol use by scholars as a bigger problem. This difference might be attributed to the fact that scholars are more aware of assault occurring on the school premises or that educators are not always informed of the assault taking place. Educators on the other hand, might view alcohol use by the scholars as a bigger problem, because scholars do not see alcohol use as a crime or that the educators might be more aware of the changes (behavioural) within scholars who use and abuse alcohol and/or drugs.

Table 7: Scholars' views on the main problems experienced at their schools – ranking drug use, drug dealing and alcohol use as priority one through five.

	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Drug use	7.4%	8.6%	6.7%	5.7%	6.9%
Drug dealing	2.4%	4.8%	1.4%	3.2%	4.6%
Alcohol use	2.4%	6.8%	7.7%	14.6%	11%

Graph 8: Bar graph representing the scholars' ranking of drug use, drug dealing and alcohol use as problems experienced at school (priority one to five)
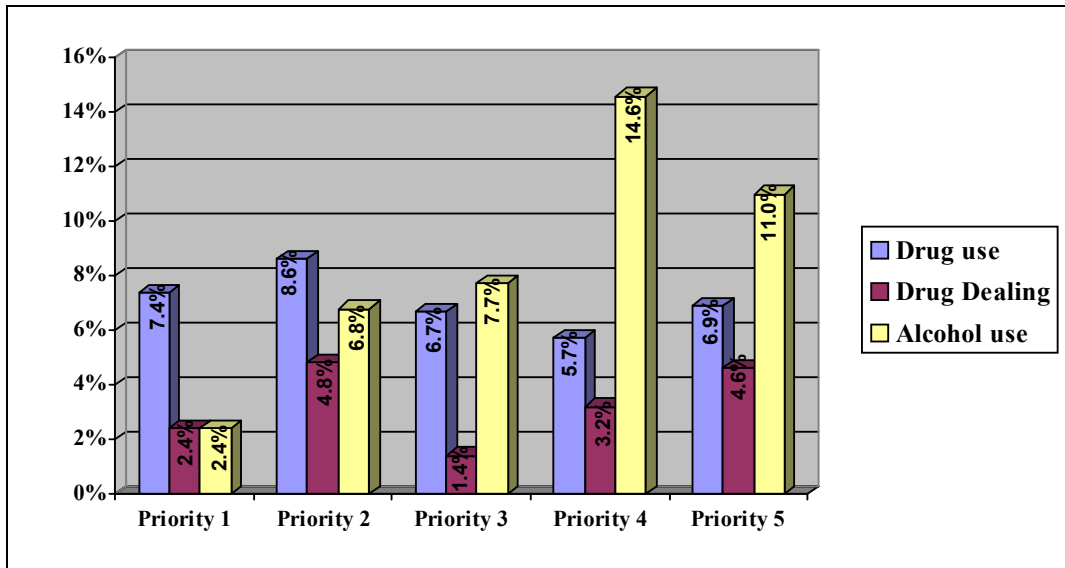
Graph 9: Comparison of the scholars' and educators' views on drug use, drug dealing and alcohol use as a first priority problem at school
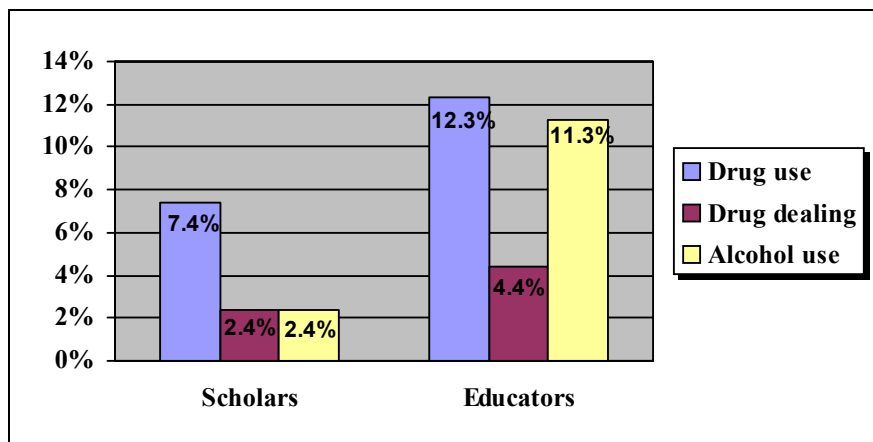
Table 7 and Graphs 8 and 9 indicate that alcohol and drug use/abuse was one of the main problems experienced in the schools by both the educators and the scholars. Drug dealing on school premises also featured as serious problem. The level of priority between the educators' views and the scholars' views differ however. For the educators, alcohol use (11.3%) is a first priority problem and rates fourth highest on the first priority list. Drug use by scholars (12.3%) is rated as third highest on the first priority problem list. This is an indication that alcohol and drugs truly are a core problem in our schools. According to Burton (2008: 76) alcohol and drugs are increasingly more accessible to scholars. Burton found in his national study on school violence that 14.7% of secondary scholars reported that they have easy access to alcohol at school and one tenth of both primary and secondary scholars reported having easy access to drugs at school. When the secondary scholars were asked about the use of drugs and weapons at school, 34.5% said they personally knew someone that have been drunk at school, 52.3% personally knew someone that have smoked dagga (marijuana) at school and 12.2% personally knew someone that had used other drugs (tik, crack) at school (Burton, 2008: 47).

In this study, the scholars viewed alcohol as a problem, but mainly only as a fourth priority problem (14.6%). It did not fall into their main first priority problem. They are of the belief that it is a problem at their schools, but not as bad as theft, vandalism, fistfights and assault. This might be because they view the above-mentioned problems as more serious offences and do not view underage drinking as such a significant crime.

Drug use and dealing on school premises on the other hand seems to be viewed by the scholars as a serious problem (on all five priorities). It falls into the top three options for all five priorities. As a first priority problem, it is third highest with 10%. This might seem like a small percentage, but keep in mind that the scholars were given 29 options, and to be ranked as third highest; it definitely shows to be a main problem.

There were quite a few of the answers to the following question: *What are the main problems in your school? (Prioritise them from 1 to 5, with 1 being the biggest or most serious problem)* that was coded as missing. This was due to participants not reading the question carefully and clearly or due to their lack of understanding of this question. The question was asked in an itemised rating scale format, where they had to prioritise different types of school violence and crime. The question as posed in the questionnaire was: *What are the main*

problems in your school? It requested the students to prioritise their answers on a scale of 1 to 5, with 1 being the biggest or most serious problem.

4.3.3 The types of serious crimes committed at the selected schools (from the time period the individual has been with the school)

As the violence increased over the years, more serious crimes are being committed at our schools and occurring more frequently (Burton, 2008: 15). In this study, serious crimes refer to guns used as a weapon on school grounds, serious assault of (a) scholar(s), serious assault of (a) educator(s), rape of (a) scholar(s), rape of (a) educator(s), attempted murder and murder.

4.3.3.1 Scholars' perceptions with regards to serious crimes being committed at their schools

The scholars and the educators in the selected schools were asked to indicate which of the serious crimes mentioned above happened at their schools in the time period that they have been attending the school.

Table 8:   Scholars' perceptions regarding serious crimes committed at their schools during the time period they have been attending the school.

	Serious crime	Frequency	Percent %
1	Guns used as a weapon on the school grounds	32	5 %
2	Serious assault of (a) scholar(s)	269	39 %
3	Serious assault of (a) educator(s)	56	8 %
4	Rape of (a) scholar(s)	15	2 %
5	Rape of (a) educator(s)	5	1 %
6	Attempted murder	45	7 %
7	Murder	11	2 %
8	None of the above	367	54%

There are a variety of serious crimes being committed at secondary schools today. The scholars listed 433 cases of serious crimes committed at their various schools. It is important to note that some scholars were aware of more than one type of serious crime that was committed at their school during the time period that they had been attending the school. This was however, not the number of incidents in each category that the scholars were aware of, some scholars might have been aware of more than one incident in the category that they selected or some of the scholars might have been aware of the same crime perpetrated on their school grounds. These results were just an indication of the type of serious crimes that were occurring on the school premises and the number of students that were aware of those serious crimes.

The type of serious crime that was committed most often at the schools according to the scholars as indicated in Table 8, was serious assault of (a) scholar(s). The scholars from the ten selected secondary schools reported that since they had been attending their schools 39% (269 scholars) had been aware of serious assault on (a) scholar(s) being committed at their school.

Following the serious assault of (a) scholar(s), was serious assault of (an) educator(s) with 8% (56 scholars), attempted murder with 7% (45 scholars), guns used as a weapon on the school grounds with 5 % (32 scholars), rape of (a) scholar(s) with 2% (15 scholars), murder with 2% (11 scholars) and lastly rape of (an) educator(s) with 1% (5 scholars).

There were however, quite a few scholars who had not experienced or witnessed any of the above serious crimes in their schools. Three-hundred-and-sixty-seven scholars (54%) selected the option: 'none of the above' – stating that none of those serious crimes had occurred at their schools in the time period that they had been attending.

There appears to be a difference between the way eighteen-year-olds view the number of serious crime committed at a school in relationship to how the fourteen and fifteen-year-olds view it. The eighteen-year-olds reported much more serious crimes at their schools, compared to the number of serious crimes reported by the fourteen and fifteen-year-olds. The reason for this might be that the eighteen-year-olds have been attending the schools for more years than the fourteen to fifteen-year-olds. As a result, their time period at the school had been longer, which allowed them to view more serious crimes.

These statistics are alarming and just proves again that our secondary schools are not as safe as we all think they are. The problem might be bigger than what has been expected.

4.3.3.2 Educators' perceptions with regards to serious crimes being committed at their schools

Educators on the other hand have only reported the following serious crimes at their schools: guns used as a weapon on the school grounds, serious assault of (a) scholar(s) and serious assault of (a) educator(s).

Table 9:   Educators' perception regarding serious crimes committed at their schools during the time period they have been attending the school.

	Serious crime	Frequency	Percent %
1	Guns used as a weapon on the school grounds	41	39 %
2	Serious assault of (a) scholar(s)	8	8 %
3	Serious assault of (a) educator(s)	3	3 %

The educators reported that guns used as a weapon on the school grounds were the most frequent serious crime at schools with a frequency of 41 (39%), followed by serious assault of (a) scholar(s) with a frequency of eight (8%) and lastly serious assault of (a) educator(s) with a frequency of three (3%).

There were no cases reported by the educators on rape of a scholar or an educator, attempted murder or murder, whereas the scholars did report on being aware of such crimes being committed in their schools. There may be many reasons for the discrepancies between the scholars and educators answers with regards to this question. Reasons may include:

- Educators may not be aware of those serious problems occurring at their schools;
- Scholars might be exaggerating the number of serious crimes;
- Educators might want to keep a clean image of the school;
- The sample size of the educators are much smaller than the scholars' sample size;

- Some educators might be new to the school, and therefore not aware of problems that have occurred in the past;
- Not all crimes are reported to the principals or educators; and
- Scholars might have observed more types of serious crimes on school premises, and then do not inform the principals or educators about it.

Regardless of the differences of how scholars and educators perceived the problem of serious crimes, it was clear that there was definitely a problem at these schools. It would seem that many serious crimes are being committed in our schools.

Table 10: Scholars' perception: Serious crimes committed at the ten selected schools

SCHOOL	SAMPLE SIZE	NO. OF SERIOUS CRIMES	EXTENT OF SECURITY MEASURES	CRIME RATE	CRIME RATE PERCENTAGE (Sample size vs. serious crimes indicated)
A	46	20	Medium	Low	43%
B	103	58	Medium	Low	56%
C	82	14	High	Low	17%
D	99	82	Low	High	83%
E	65	53	Low	High	82%
F	103	13	High	Low	13%
G	53	26	Low	Low	49%
H	53	54	High	High	102%
I	33	49	Medium	High	148%
J	48	32	Low	Average	67%

According to these statistics, it is clear that the school with the most problems relating to serious crimes was School I. The scholars in school I reported 49 cases of serious crimes and there were only 33 respondents. This gave them a crime rate percentage of 148%. On the one hand, School F showed the least amount of serious crimes in their school, with only 13 cases reported from 103 respondents (13%).

Table 11: The percentage of serious crimes committed at each selected school according to the scholars' perceptions.

SCHOOLS (Highest to lowest)	SERIOUS CRIMES COMMITTED (Percentage rate) %
School I	148%
School H	102%
School D	83%
School E	82%
School J	67%
School B	56%
School G	49%
School A	43%
School C	17%
School F	13%

Graph 10: Bar graph indicating how scholars rated their schools in relation to the amount of serious crimes committed in their schools
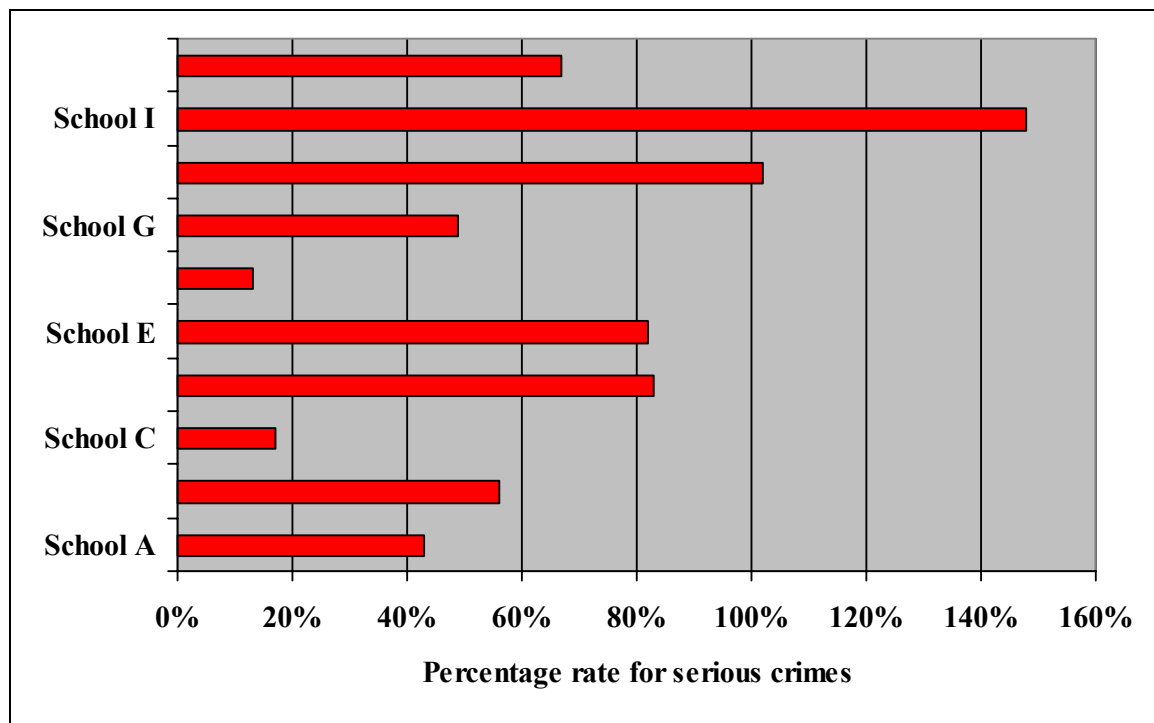
Table 11 and Graph 10 indicate how the scholars in the ten selected schools rated serious crimes committed at their school. It demonstrates the schools with the highest amount of serious crimes committed to the lowest amount:

The majority of the schools that exhibited the most number of serious crimes are located in less fortunate areas, with less security measures in place, with the exception of School H. When compared to what the educators perceived (Table 13), School H falls into one of the schools experiencing the least amount of serious crimes. There appears to be a big discrepancy between how scholars and educators experience serious crimes in School H.

School A and School H are located within the same area, but the perception regarding serious crimes in these schools differ greatly (43% for School A and 102% for School H). This might be attributed to the fact that School A is an Afrikaans school where School H is a predominantly English-speaking school. This is a possible indication that Afrikaans-speaking scholars view serious crimes differently from the way English scholars view serious crimes.

The scholars in almost all of the selected schools either feel safe or fairly safe (neutral) in the schools and they regard their schools as safe places. The only exception to this case was from School J. These scholars did not feel safe in their schools and a majority (54%) considers their school to be unsafe. The reason for this might be because the extent of security measures in their schools are low (30% and below), the crime rate at the school is seen as average and they do not have a lot of involvement from outside sources, for example the community, police, parents, religious organisations, social services and private businesses. All of these factors may contribute to the actual and perceived safety at schools.

Table 12: Educators' perception: The number of serious crimes committed at the ten selected schools

SCHOOL	SAMPLE SIZE	NO. OF SERIOUS CRIMES	EXTENT OF SECURITY MEASURES	CRIME RATE	CRIME RATE PERCENTAGE (Sample size vs. serious crimes indicated)
A	5	3	Medium	Low	60%
B	10	6	Low	High	60%
C	13	2	High	Low	15%
D	14	8	Low	Low	57%
E	14	9	Low	High	64%
F	14	1	High	Low	7%
G	9	7	Low	High	78%
H	10	3	High	High	30%
I	13	11	Medium	High	85%
J	4	2	Low	Low	50%

According to the perceptions of the educators, it is clear that School I is rated as the school with the most serious crimes being committed on their school premises with 11 cases of serious crimes (85%), whereas School F is again the school rated as the school with the least amount of serious crimes being committed with only one case of serious crime (7%).

Table 13: The percentage of serious crimes committed at each selected school according to the educators' perceptions

SCHOOLS (Highest to lowest)	SERIOUS CRIMES COMMITTED (Percentage rate) %
School I	85%
School G	78%
School E	64%
School B	60%
School A	60%
School D	57%
School J	50%
School H	30%
School C	15%
School F	7%

As shown in Table 13, the educators rated the ten selected schools with regards to their views on the number of serious crimes committed at their schools. The schools are listed from the highest amount of serious crimes committed to the lowest:

Graph 11: Bar graph showing how the educators rated their schools in relation to the amount of serious crimes committed at their schools
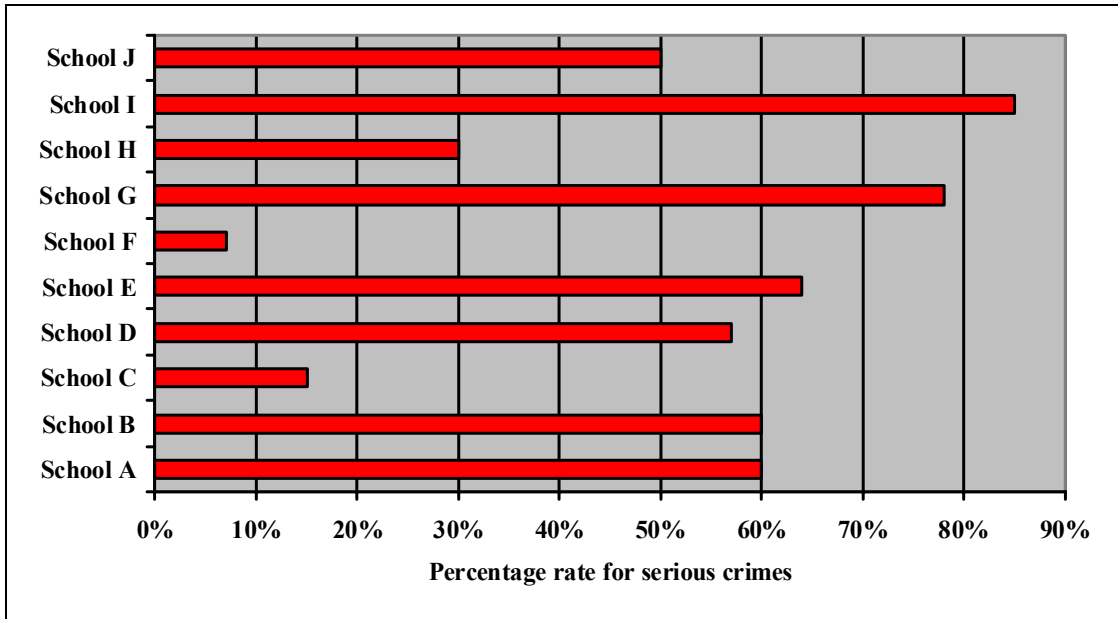
The educators' and scholars' perceptions regarding schools I, C and F was the same and was in relation to one another. School I was indeed indicated as having a severe problem with serious crimes being committed on school premises and did not seem to be a very safe school. Contrary to School I, schools C and F consistently showed up to be the safest schools with the least amount of serious crimes being committed on the school premises (as stated by both scholars and educators). This might also be attributed to the extent of security measures in place at each respective school, since both School C and School F have a high (50% or higher) extent of security measures in place with a low crime rate. It is important to note that these two schools are renowned schools and they are situated in affluent areas. Therefore, they may be able to have more security measures in place.

The results of the remaining schools do, however, not show a correlation between the scholars' and educators' perceptions. Their views regarding the numbers of serious crimes being committed in their schools vary drastically. Yet again, this might be attributed to various reasons such as the scholars' misperception of the question, or the scholars may be exaggerating, the educators might not be aware or informed about all the types of serious crimes committed on school property and/or the scholars might be more aware of the problems occurring. When incidents occur on school property there are generally other scholars present to witness the offence and it may not always be reported. Another case might be that a rape victim is threatened if they inform anyone of the crime, thus they either keep it to themselves or they might only tell a friend and not an authoritative figure or an educator. All this might have an influence on the difference between the educators' views and the scholars' views regarding serious crimes committed on school property.

4.4   SECURITY MEASURES

Security measures are very important in a school environment because they create a sense of safety among the scholars and the educators.

Both the scholars and the educators were asked whether there were any security measures at their schools. Nearly 95% of the scholars indicated that their schools had security measures and 97% of the educators indicated that there were security measures at their schools. This was just a broad question about security measures in place at the school. The question that followed specified which types of security measures were in place at the schools.

Scholars and educators were asked to indicate which types of security measures they had at their school. They were required to mark all the security measures applicable to their school. Table 14 shows the scholars' indication of the security measures that they had in place at their schools.

Table 14:   Scholars' indication of the types of security measures in place at their school

SECURITY MEASURES	FREQUENCY (685 scholars)	PERCENT %
Alarms in sensitive areas	459	67%
Fire extinguishers	449	66%
Fencing	409	60%
CCTV cameras	401	59%
Secure car parking	379	55%
Require visitors to sign in	368	54%
Burglar bars on windows	343	50%
Security guards	323	47%
Fire alarm system	288	42%
Security lighting	280	41%
Limited number of access entry points to school grounds (1-2 entrances)	277	40%
Armed response service	234	34%
Contract guards patrolling the premises	201	29%
Doors secured with security gates	179	26%
ID cards/badges for students	174	25%
Random drug testing at the school for students	128	19%
Car guards	118	17%
Adult supervision in the hallways	118	17%
Sprinkler systems	117	17%
Manned control room with 24/7 operators	59	9%
Adopt-a-cop programme	18	3%
Metal detectors	10	1%

According to the results, the following security measures are in place at most of the selected secondary schools (50% and more) as indicated by the scholars:

- Alarm system in sensitive areas (e.g. principal's office, computer room) (67%)
- Fire extinguishers (66%)
- Fencing (palisade/concrete barrier) around the school (at least 2.5m high) (60%)
- CCTV cameras (video surveillance) (59%)
- Secure car parking (55%)
- Require visitors to sign in (access control) (54%)
- Burglar bars on windows (50%).

As indicated by the scholars, the following security measures are not implemented in a lot of the schools (49% or less). The security measures that need attention within the schools are:

- Security guards (stationary fixed position) (47%)
- Fire alarm system (42%)
- Security lighting (illuminating pathways, car parks, school grounds) (41%)
- Limited number of access entry points to school grounds/building (1-2 entrances/exits) (40%)
- Armed response service (34%)
- Contract guards patrolling the premises/perimeter (29%)
- Doors secured with security gates (26%)
- ID cards/badges for scholars (25%)
- Random drug testing at the school for scholars (19%)
- Car guards (securing the cars) (17%)
- Adult supervision in halls (17%)
- Sprinkler systems (to control fire damage) (17%)
- Manned control room with 24/7 operators (9%)
- Adopt-a-cop programme (3%) and
- Metal detectors (1%).

Table 15: Educators' indication of the types of security measures in place at their school

SECURITY MEASURES	FREQUENCY	PERCENT %
Alarms in sensitive areas	96	91%
Fire extinguishers	80	75%
Fencing	79	75%
Limited number of access entry points to school grounds (1-2 entrances)	75	71%
Require visitors to sign in	70	66%
CCTV cameras	69	65%
Security guards	62	58%
Security lighting	59	56%
Secure car parking	59	56%
Armed response service	56	53%
Burglar bars on windows	53	50%
Doors secured with security gates	53	50%
Random drug testing at the school for students	46	43%
Adult supervision in the hallways	40	38%
Contract guards patrolling the premises	37	35%
Fire alarm system	33	31%
ID cards/badges for students	24	23%
Car guards	19	18%
Adopt-a-cop programme	13	12%
Sprinkler systems	11	10%
Manned control room with 24/7 operators	7	7%
Metal detectors	1	1%

As indicated by the educators, the following security measures are available in most of the schools (50% and more):

- Alarm system in sensitive areas (e.g. principal's office, computer room) (91%)
- Fire extinguishers (75%)

- Fencing (palisade/concrete barrier) around the school (at least 2.5m high) (75%)
- Limited number of access entry points to the school grounds/buildings (1-2 entrances/exits) (71%)
- Require visitors to sign in (access control) (66%)
- CCTV cameras (video surveillance) (65%)
- Security guards (stationary fixed position) (58%)
- Security lighting (illuminating pathways, car parks, school grounds) (56%)
- Secure car parking (56%)
- Armed response service (53%)
- Burglar bars on windows (50%) and
- Doors secured with security gates (50%).

According to the educators' indications, it is clear that the following security measures need to be improved on in schools (less than 50%):

- Random drug testing at the school for scholars (43%)
- Adult supervision in hallways (38%)
- Contract guards patrolling the premises/perimeter (35%)
- Fire alarm system (31%)
- ID cards/badges for scholars (23%)
- Car guards (security the cars) (18%)
- Adopt-a-cop programme (12%)
- Sprinkler systems (to control fire damage) (10%)
- Manned control room with 24/7 operators (7%) and
- Metal detectors (1%)

There was a definite lack of the following security measures in the selected school as indicated by both the scholars and the educators: metal detectors, manned control room with 24/7 operators, adult supervision in the hallways, adopt-a-cop programme, sprinkler systems (for the control of fire damage), contract guards patrolling the premises/perimeter and car guards (to secure parked cars). There is therefore, a well-defined need for these security measures at schools. All of these security measures seen as inadequate in schools are vital to a school.

4.4.1   Scholars' knowledge of security measures at their schools

When the scholars were asked if they had any security measures in place at their school, nearly 95% of the scholars indicated that they had security measures of some sort.

Graph 12: School safety in relation to the extent of security measures at a school

As indicated in Graph 12, the findings illustrated that safety at schools had a direct relationship with the extent of security measures (mean score) that were in place at a school. This proved that the extent of security measures at schools did indeed have a direct affect on how safe scholars felt at school and how safe they perceived the school.

Table 16:   A multiple comparison done on how safe scholars felt at school compared to how they viewed the extent of security measures at their school.

Multiple Comparisons						
% Extent of security measures at your school						
(I) How safe do you feel at school?	(J) How safe do you feel at school?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Very Safe	Somewhat Safe	9.09416[*]	1.52833	.000	5.0500	13.1383
	Somewhat unsafe	15.85489[*]	2.47658	.000	9.3016	22.4082
	Very unsafe	28.25749[*]	5.01625	.000	14.9838	41.5311
Somewhat Safe	Very Safe	-9.09416[*]	1.52833	.000	-13.1383	-5.0500
	Somewhat unsafe	6.76073[*]	2.39103	.029	.4338	13.0877
	Very unsafe	19.16333[*]	4.97458	.001	6.0000	32.3267
Somewhat unsafe	Very Safe	-15.85489[*]	2.47658	.000	-22.4082	-9.3016
	Somewhat Safe	-6.76073[*]	2.39103	.029	-13.0877	-.4338
	Very unsafe	12.40260	5.34266	.123	-1.7348	26.5400
Very unsafe	Very Safe	-28.25749[*]	5.01625	.000	-41.5311	-14.9838
	Somewhat Safe	-19.16333[*]	4.97458	.001	-32.3267	-6.0000
	Somewhat unsafe	-12.40260	5.34266	.123	-26.5400	1.7348
* The mean difference is significant at the 0.05 level.						

As shown in Table 16, how safe scholars felt at a school was also directly linked to the extent of security measures in the school. Therefore, the more security measures a school had, the safer the scholars felt and the less security measure a school had, the less safe the scholars felt. The scholars that felt very safe (45%) had a significantly different view from those individuals that felt somewhat safe, somewhat unsafe and very unsafe at school. However,

those scholars that felt somewhat unsafe (28%) and the ones that felt very unsafe (17%) viewed the security measures in the same way; there was no significant difference between them.

From this statistical analysis it is clear that there is a direct relationship between the extent of security measures at schools and how safe the scholars perceived the school to be and how safe they actually felt at school. Security measures at schools create a sense of safety and security for the scholars.

Table 17: Cross tabulation of how safe the scholars viewed their school and the employment status of their parents.

		What is your parents/guardians employment status?			Total
How safe do you feel at school?		Both parents/ guardians/ foster parents employed	One parent/guardian/ foster parent employed	Both parent(s)/ guardian(s)/ foster parent(s) unemployed	
Very Safe	Count	147	82	10	239
	% within How safe do you feel at school?	61.5%	34.3%	4.2%	100.0%
Somewhat Safe	Count	204	128	14	346
	% within How safe do you feel at school?	59.0%	37.0%	4.0%	100.0%
Somewhat unsafe	Count	28	32	7	67
	% within How safe do you feel at school?	41.8%	47.8%	10.4%	100.0%
Very unsafe	Count	3	8	2	13
	% within How safe do you feel at school?	23.1%	61.5%	15.4%	100.0%
Total	Count	382	250	33	665
	% within How safe do you feel at school?	57.4%	37.6%	5.0%	100.0%

Scholars also felt a greater sense of safety when the circumstances at home were positive and pleasant as shown in Table 17. The scholars, of whom both parents/guardians were employed, perceived the school to be a safer environment and they felt safer at school. Sixty-two percent of the scholars where both parents were employed felt very safe at school whereas only thirty-four percent of those that had one parent employed and four percent of the individuals where both parents/guardians were unemployed felt very safe. Similarly, fifty-nine percent of the scholars (where both parents/guardians were employed) felt somewhat safe at school where only thirty-seven percent (one parent/guardian employed) and four percent (both parents/guardians unemployed) felt somewhat safe. The percentages of those scholars where both parents/guardians were employed decreased drastically from them feeling very safe at school to feeling very unsafe at school (61.5% to 23%). Whereas, the percentages of the scholars that had one parent/guardian employed (34% to 61.5%) and those that had no parents/guardians employed (4% to 15%) increased drastically from feeling very safe at school to feeling very unsafe at school.

4.4.2   How the scholars at the various schools view their school's security measures

According to the findings from the scholars, the rankings of the schools are as follows with regards to the extent of security measures at their schools. Starting with the school with the most security measures in place and ending with the school that has the least security measures in place. (For more information with regard to the schools (details in which areas they are and what kind of a school it is), refer back to Chapter Two).

Table 18:   The ranking of the ten selected schools with regard to the extent of security measures at their schools

SCHOOLS	AMOUNT (EXTENT) OF SECURITY MEASURES IN PLACE
School F:	55%
School C:	51%
School H:	51%
School A:	41%
School B:	37%
School I:	37%
School E:	28%
School D:	24%
School J:	22%
School G:	21%

According to the rankings of security measures in place, the top schools are: an all girls school; an all boys school; and a co-ed school with a high proportion of males (boys). These schools are also located in areas with a relatively low crime rate. It would seem that some of the schools in the less fortunate areas do indeed have a shortage or lack of security measures at their schools.

4.4.3   Knowledge about the security measures and plans for the school

Table 19: Scholars' and educators' knowledge about security measures in place at their school

Are you informed about the security measures in place at your school?	Scholars	Educators
Yes	**60%**	**77%**
No	**40%**	**23%**

According to the findings, 60% of the scholars indicated that they were informed about all the security measures that were in place and 77% of the educators indicated that they were informed about the security measures.

Table 20: Scholars' and educators' views on how effective is the security at their school security

Do you find the security measures in your school to be effective?	Scholars	Educators
Very effective	22.2%	26.0%
Somewhat effective	59.0%	56.7%
Somewhat ineffective	12.4%	14.4%
Very ineffective	6.4%	2.9%

When the scholars and the educators were asked whether they found the security measures in the school to be effective, the majority of the scholars (59%) and the educators (56.7%) found the security measures to be only somewhat effective. With only 22.2% of the scholars and 26% of the educators feeling that the security measures were very effective. The findings showed that 18.8% of the scholars and 17.3% of the educators viewed the security measures at the school to be ineffective.

Graph 13: Pie graph indicating the reasons why the scholars viewed the security measures as ineffective
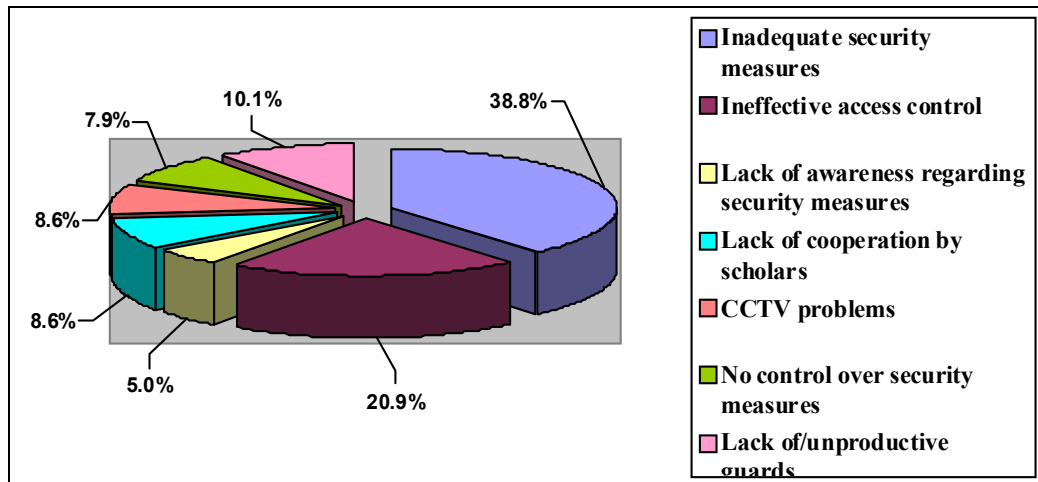
The following are some of the reasons why the scholars felt the security measures were ineffective (as shown in Graph 13):

- Ineffective access control. The scholars indicated that there were no security at the gates or the gates were left open, allowing scholars to enter/exit the premises at any time (20.9%)

- Inadequate security measures: According to the scholars, even though there were security measures in place there were still fights, stabbings, theft and drugs on school premises, some scholars still took weapons onto school premises, safety drills were not practiced enough and there were fencing problems (they were not high enough, they had holes in them and they did not completely surround the entire school) (38.8%)

- Lack of respect, discipline and cooperation from the scholars (8.6%)

- Problems associated with the CCTV cameras: The scholars indicated that the CCTV cameras had blind spots, they did not get used, they did not last very long due to vandalism and the recordings were not clear (8.6%)

- Lack of/unproductive security guards. The scholars felt that there were not enough guards, that the guards were not strict enough and that they were not dependable (10.1%); and

- Lack of awareness of security measures (5%).

Graph 14: An indication of the scholars that had identification cards
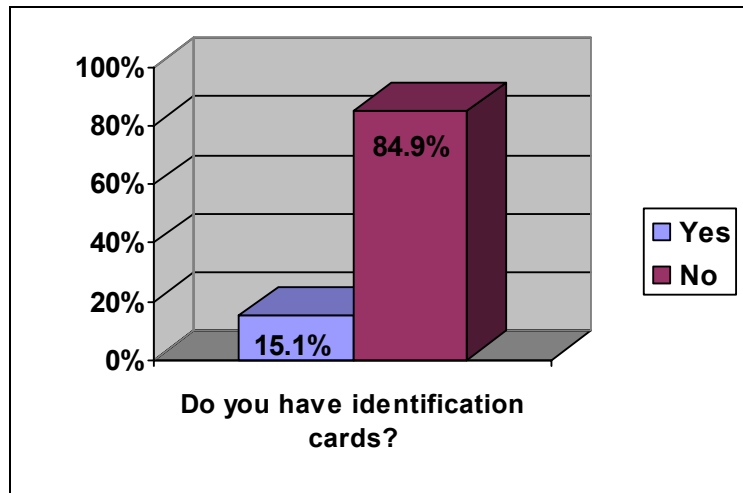
Of all the participants only 15.1% of the scholars have identification cards, whereas 84.9% do not make use of identification cards. This indicates that majority of the ten schools used in this study do not make use of scholar identification cards.

Graph 15: Comparison between the scholars' and educators' knowledge of weapon searches conducted at school
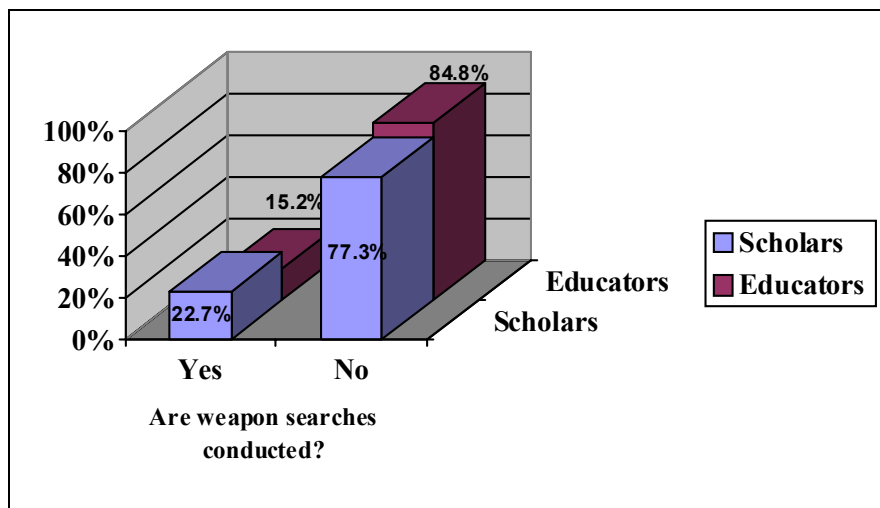
The scholars and educators indicated in Graph 15 that the majority of their schools do not conduct weapon searches. This is another security measure that can assist in the prevention of serious crimes on school property. Only 22.7% of the scholars and 15.2% of the educators indicated that weapons searches are conducted at schools. Whereas, 77.3% of the scholars and 84.8% of the educators indicated that weapon searches are not conducted at the schools. Those scholars and educators that stated that weapons searches were conducted indicated that majority of the time it was only conducted yearly.

Graph 16: Comparison of the scholars' and educators' knowledge of the school's Written Security Plan
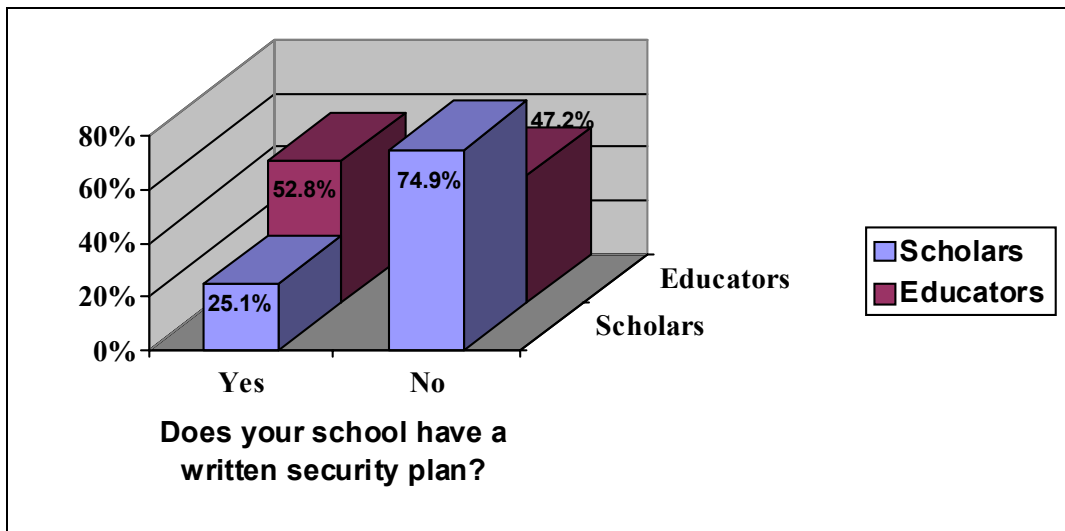
From the research findings it is clear that the scholars are not as aware of the written Security Plan in place at their schools as the educators. Only 25.1% of the scholars were aware of the fact that their school had a written Security Plan, whereas 52.8% of the educators knew the school had a written Security Plan. When asked whether they were familiar with the Security Plan, only 13% of the 25.1% scholars who knew about the plan were familiar with it. While, 43.4% of the 52.8% educators who knew about the Security Plan, were also familiar with it. This just indicates that the educators are much more informed about the Security Plan and procedures in the school.

4.4.4 Emergency Procedures Manuals and Crisis Preparedness Plans

It is evident from the findings that our secondary schools in the Tshwane Metropolitan Area need to improve their crisis and emergency preparedness. The schools have very few crisis plans in place and the plans that are in place are not practiced sufficiently. Below are two tables and two graphs that represent the scholars' and the educators' knowledge on Emergency/Crisis Plans at their schools.

Table 21: Scholars' knowledge on the written Emergency Plans at their schools

Does your school have emergency plans for:			
	Frequency	**Percent %**	**Valid Percent %**
SHOOTINGS			
Yes	149	21.8	**25.2**
No	442	64.5	**74.8**
Total	591	86.3	100.0
Unanswered	94	13.7	
Total	685	100.0	
FIRES			
Yes	402	58.7	**65.9**
No	208	30.4	**34.1**
Total	610	89.1	100.0
Unanswered	75	10.9	
Total	685	100.0	
NATURAL DISASTERS (e.g. earthquakes, floods, tornadoes)			
Yes	91	13.3	**15.8**
No	486	70.9	**84.2**
Total	577	84.2	100.0
Unanswered	108	15.8	
Total	685	100.0	
HOSTAGE TAKING			
Yes	119	17.4	**20.6**
No	459	67.0	**79.4**
Total	578	84.4	100.0
Unanswered	107	15.6	
Total	685	100.0	

	Frequency	Percent %	Valid Percent %
BOMB THREATS OR INCIDENTS			
Yes	275	40.1	**45.8**
No	325	47.4	**54.2**
Total	600	87.6	100.0
Unanswered	85	12.4	
Total	685	100.0	
CHEMICAL, BIOLOGICAL OR RADIOLOGICAL THREATS OR INCIDENTS			
Yes	117	17.1	**20.2**
No	463	67.6	**79.8**
Total	580	84.7	100.0
Unanswered	105	15.3	
Total	685	100.0	

Graph 17: Bar graph illustrating the scholars' knowledge on the written Emergency Plans at their schools
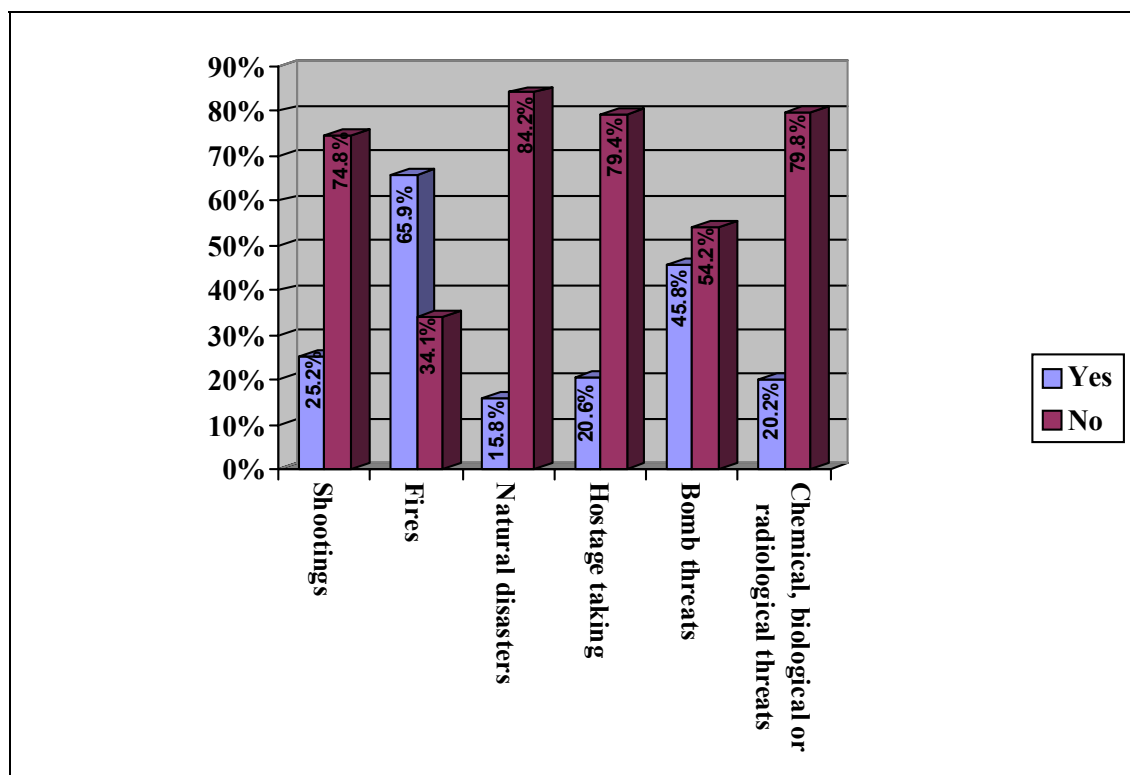
Table 21 and Graph 17 illustrate the knowledge that the scholars demonstrated in the findings with regard to written emergency plans at their schools. The majority of the selected schools in this study are not prepared for most types of disasters/crises that could possibly occur, as was indicated by the scholars. Nearly 75% of the scholars indicated that their schools did not have a written emergency plan for shootings, 84% did not have plans for natural disasters, 79% did not have plans for hostage situations and 80% did not have plans for chemical, biological or radiological threats. The only two types of crises indicated by the scholars that the schools were semi-prepared for was fires and bomb threats. Sixty-six percent of the scholars indicated that their schools had a written emergency plan for fires and forty-six percent indicated having emergency plans for bomb threats. It would seem that it is still not sufficient.

Table 22:   Educators' knowledge on the written Emergency Plans at their schools

Does your school have emergency plans for:			
	Frequency	**Percent %**	**Valid Percent %**
SHOOTINGS			
Yes	12	11.3	**15.4**
No	66	62.3	**84.6**
Total	78	73.6	100
Unanswered	28	26.4	
Total	106	100	
FIRES			
Yes	56	52.8	**61.5**
No	35	33.0	**38.5**
Total	91	85.8	100.0
Unanswered	15	14.2	
Total	106	100.0	
NATURAL DISASTERS (e.g. earthquakes, floods, tornadoes)			
Yes	18	17.0	**22.2**
No	63	59.4	**77.8**
Total	81	76.4	100.0
Unanswered	25	23.6	
Total	106	100.0	

	Frequency	Percent %	Valid Percent %
HOSTAGE TAKING			
Yes	19	17.9	**23.8**
No	61	57.5	**76.3**
Total	80	75.5	100.0
Unanswered	26	24.5	
Total	106	100.0	
BOMB THREATS OR INCIDENTS			
Yes	54	50.9	**60.0**
No	36	34.0	**40.0**
Total	90	84.9	100.0
Unanswered	16	15.1	
Total	106	100.0	
CHEMICAL, BIOLOGICAL OR RADIOLOGICAL THREATS OR INCIDENTS			
Yes	13	12.3	**16.7**
No	65	61.3	**83.3**
Total	78	73.6	100.0
Unanswered	28	26.4	
Total	106	100.0	

Graph 18: Educators' knowledge on the written Emergency Plans at their schools

103
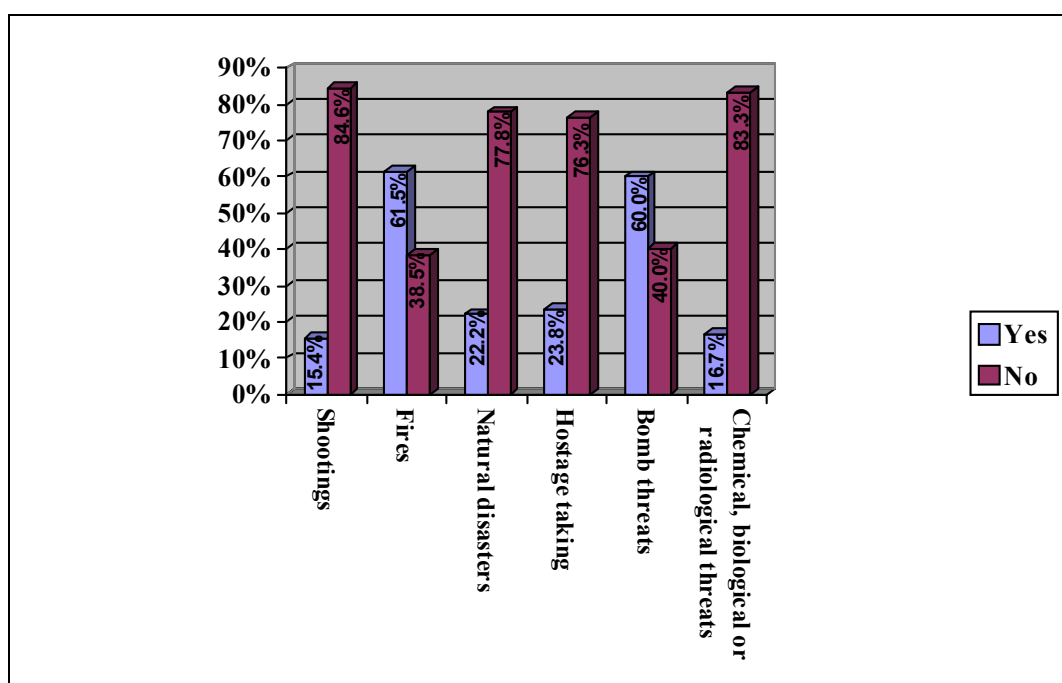
As shown in Table 22 and Graph 18, the educators' knowledge on written emergency plans proved to be similar to that of the scholars. The educators' also indicated that the schools were mostly only prepared for fires and bomb threats, with nearly 62% acknowledging having emergency plans for fires and 60% said they had written plans for bomb threats. Yet, nearly 85% of the educators indicated that their schools did not have a written emergency plan for shootings, nearly 78% did not have plans for natural disasters, 76% did not have plans for hostage situations and 83% did not have plans for chemical, biological or radiological threats.

When the above tables and graphs are observed, it clearly indicates that these selected schools in the Tshwane Metropolitan Area are not prepared for most disasters or crises that may occur. The problem is that even though some written emergency plans were in place, the majority of the scholars and educators indicated that these emergency plans were never or hardly ever practiced.

4.5   SCHOOL VIOLENCE

Even though school violence has escalated and more serious types of crimes are being committed on school premises in South Africa, the findings in this study indicated that very few scholars stay away from school as a result of fear of violence.

Graph 19: Bar chart indicating the percentage of scholars that have stayed away from school as a result of fear of violence

Have you ever stayed away from school out of fear of violence?

9%

91%

Yes
No
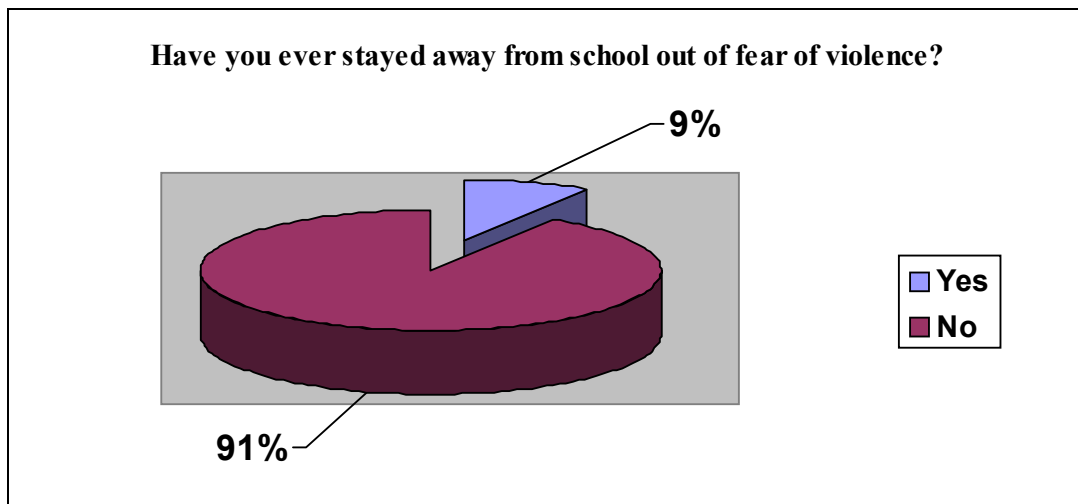
As indicated in Graph 19, only 9% of the scholars indicated that they had stayed away from school because of fear of violence. Ninety one percent (91%) said that they had never stayed away from school out of fear of violence.

Scholars were asked to indicate whether they had ever witnessed school violence taking place on their school premises. If they answered yes to this question, they had to indicate the type(s) of violence that they witnessed.

Table 23: Scholars indicating whether they had ever witnessed school violence

	Frequency	**Percent %**	**Valid Percent %**
Yes	417	60.8	65.4
No	221	32.3	34.6
TOTAL	638	93.1	100
Unanswered	47	6.9	
TOTAL	685	100	

This study has highlighted that a large percentage of scholars (65.4%) had witnessed school violence taking place on their school premises. This indicates that more than half of the participants in this study had witnessed school violence. Forty-seven of the participants decided not to answer this question. There may be various reasons why they did not answer it: (1) they might have been scared of being identified and getting into trouble, (2) they might have felt guilty for not previously reporting the violence or (3) they just did not feel like answering that particular question.

Graph 20: Types of violence that had been witnessed by scholars on school premises
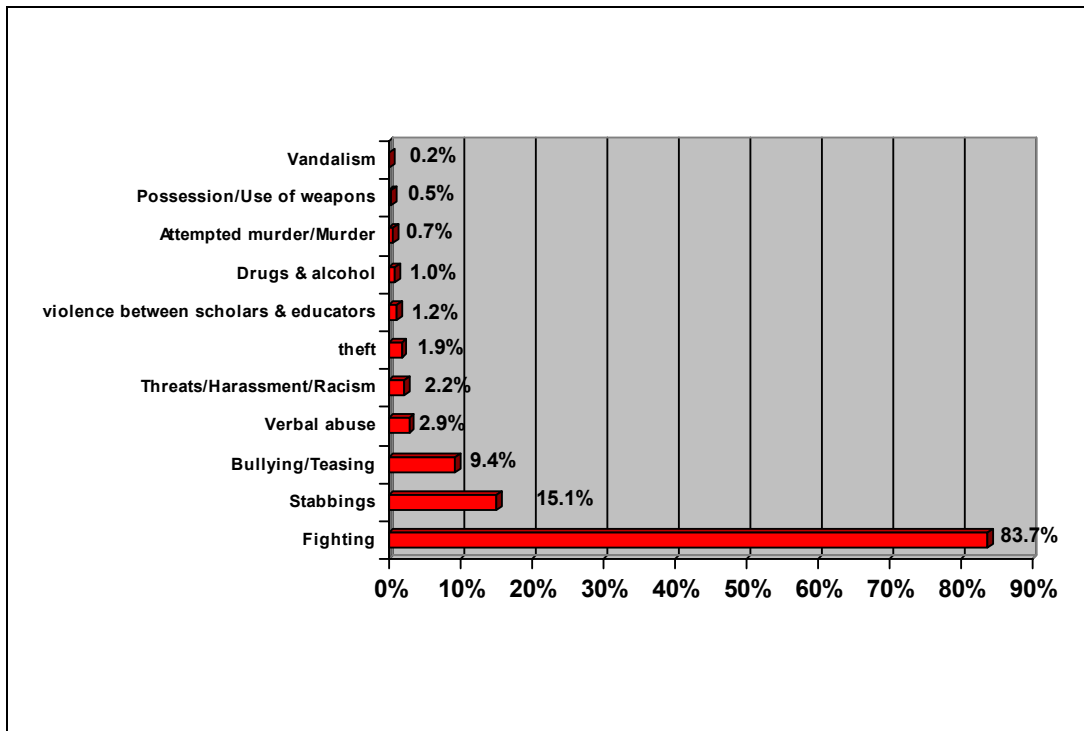
As indicated in Graph 20, fighting on school premises proved to be the type of violence most witnessed by the scholars in this study. Fighting can include fistfights, group fights, hitting, catfights and gang fights. Three-hundred-and-forty-nine of the four-hundred-and-seventeen scholars (83.7%) indicated that they had witnessed fighting on school premises. Other crimes that were witnessed by scholars included stabbings (63 scholars = 15.1%), bullying/teasing (39 scholars = 9.4%), verbal abuse (12 scholars = 2.9%), threats/harassment/racism (9 scholars = 2.2%), theft (8 scholars = 1.9%), violence between scholars and educators (5 scholars = 1.2%), drugs and alcohol (4 scholars = 1%), attempted murder/murder (3 scholars = 0.7%), possession/use of weapons (2 scholars = 0.5%) and vandalism (1 scholar = 0.2%). Scholars were asked to indicate multiple forms of violence that they had witnessed while at school.

The scholars in this study were also asked to indicate whether they had ever been a victim of violence at school. If they answered yes to this question, they had to indicate what kind of violence they were a victim of.

106

Table 24: An indication of the amount of scholars in this study that had been a victim of violence at school

	Frequency	Percent %	Valid Percent %
Yes	93	13.6%	15%
No	528	77.1%	85%
TOTAL	621	90.7%	100%
Unanswered	64	9.3%	
TOTAL	685	100%	

Table 24 indicates that fifteen percent of the scholars had been a victim of violence at school. However, there were sixty-four scholars (9.3%) that left the question unanswered. The reason for that might be that they may have been a victim of violence, but that they did not feel comfortable disclosing that information or they merely did not feel like answering the question.

Graph 21: Bar graph indicating the types of violence to which the scholars have been a victim
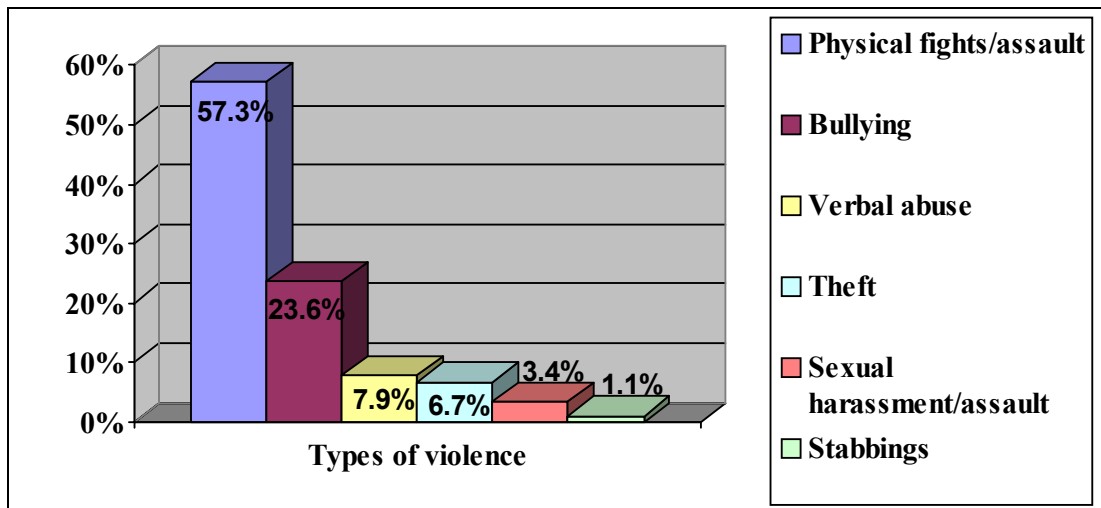
Physical fights/assault was the most prominent type of violence that surfaced. As shown in Graph 21, majority of the scholars that had been a victim of violence were victims of physical fights/assault. Of the ninety-three scholars that indicated that they had been victims of violence, four scholars did not indicate which type(s) of violence they were a victim of. As a result, the percentages of the types of violence were calculated using the valid percentage. Fifty-one out of the eighty-nine scholars (57.3%) indicated that they had been victims of physical fights/assault. The other types of violence included bullying (21 scholars = 23.6%), verbal abuse (7 scholars = 7.9%), theft (6 scholars = 6.7%), sexual harassment/assault (3 scholars = 3.4%) and stabbings (1 scholar = 1.1%).

When scholars were asked whether they had ever damaged (vandalised) any school property, thirty-five percent of the scholars indicated that they had. According to Hill and Hill (1994: 86-87) a schools' image plays a vital role in how secure and safe a school is presented. If a school has graffiti, broken windows, litter and/or deteriorating buildings, then it creates the idea that, that kind of behaviour and image is acceptable. More individuals will then leave litter lying around and graffiti will also be more likely to occur unrestricted or not sanctioned. Taylor and Harrell (1996: 4) state that such schools will also then be perceived as being vulnerable, making crime on its premises more likely to occur.

Weapons should be banned on school premises. It is for this reason that schools should have weapon searches as a security measure to act as a deterrent. When scholars were asked whether they had ever brought a firearm (gun) onto the school premises, 1.5% indicated that they had, while 12.4% of the scholars indicated that they had taken knifes onto school property.

4.6   CONCLUSION

The findings clearly highlighted the direct relationship between the crime rates at the schools and the extent of security measures that were in place at the schools. The more security measures that were in place, the lower the rate of crime seemed to be. Similarly, the greater the perception of the extent of security measures in a school, the safer the students perceived the school to be and the safer they felt at school.

Although the majority of the scholars and educators indicated that they had some form of security measures in place, most scholars (59%) and educators (56.7%) deemed those security measures only as somewhat effective.

Security Plans, Emergency Plans and policies and procedures at a school form a vital part of the security as a whole. These policies and procedures may be a cheaper security asset as opposed to technologies and/or physical security and needs to be utilised more often. It was found that the majority of the scholars (13%) and educators (43.4%) were not familiar with the written Security Plan and most schools did not have the appropriate Emergency Plans in place at their schools.

Even though policies and procedures form a crucial part of the security system, it needs to be used in conjunction with physical and technological security measures. The security of the school needs to be considered and security measures should be implemented holistically.

CHAPTER 5

RECOMMENDATIONS: IMPROVING SAFETY AND SECURITY IN SCHOOLS

5.1 INTRODUCTION

In 2008, the South African Institute of Race Relations (SAIRR) publicised a report indicating that South African schools were regarded as the most dangerous in the world and that learners lived in fear (Magome, 2008). Data from the Department of Education (DoE) indicated that in 2006, 35 percent of South African schools had no security gates, 24 percent had no burglar bars and 80 percent had no alarm systems (MIET Africa, 2009: 9). It was further found in the Amnesty International report that the DoE was making the issue of safety and security in schools less important than it was and was not succeeding at addressing the problem (MIET Africa, 2009: 9).

Due to the safety and security problems faced by South African schools, it was essential for research to be conducted regarding these aspects. As indicated by the findings, the extent of security measures in schools had a direct relationship with how safe the scholars and educators viewed the school environment to be and how safe they actually felt at school.

There are numerous strategies that can assist schools with improving safety and security in the school environment. In this chapter, the researcher will discuss some preventative measures and security aids that could assist with improving security measures and security system in schools. It may assist in reducing and preventing the violence and crimes that are occurring in our schools.

5.2 RECOMMENDATIONS

School violence is a national problem in South Africa and the majority of the selected secondary schools in this study need more effective security measures to be in place. There are very few policies, Acts and documentation that exist in South Africa regarding school safety and security to be implemented at all schools. School violence and the lack of security measures at schools have been recognised as a serious problem by the Department of Education and other departments, but not enough is done to assist with preventing and reducing the problem. There is a need for more Acts and documentation specifically related to safety and security at schools in South Africa.

There are a number of things that the schools can do to improve their safety and security and to prevent or at least reduce school violence. Some of these will be discussed below:

5.2.1   Establish and implement policies and procedures

Policies and procedures are vital for any school and organisation because it provides guidelines and procedures of how things should be handled in that specific organisation. It should describe what is acceptable and unacceptable behaviour and it should also provide the consequences associated with the unacceptable behaviour and misconduct. Policies and procedures are also one of your cheaper security measures that can be put in place. However, policies and procedures cannot be used solely for security purposes. It needs to be used jointly with other forms of security measures.

All schools should design and implement a Code of Conduct, a Code of Ethics, a Security Plan as well as Emergency Preparedness Plans. Once these policies are created, procedures need to be developed. Ideally these policies and procedures should be created by joint contributions from the principal, educators, scholars, parents and relevant community members. When these plans and policies are created with the assistance of multiple role players, they are more likely to be effective.

The findings in this study clearly indicate that there is a definite lack of knowledge and awareness of plans that were in place at the schools. It also emerged that very few Emergency Preparedness Plans were implemented at the schools and that those plans that were in place were not practiced sufficiently. The only two types of crises that the schools were semi-prepared for were fires and bomb threats, and even those percentages were not high. Only 65.9% of the scholars indicated that their schools had a fire plan and 45.8% indicated they had a plan for bomb threats. Similarly, only 61.5% of the educators indicated that their schools had a written fire plan and 60% pointed out they had bomb threat plans. The problem is that the majority of the scholars and educators said that these emergency plans were never or hardly ever practiced.

It is evident from the findings that our secondary schools in the Tshwane Metropolitan Area definitely need to improve their crisis and emergency preparedness.

All schools should have Emergency/Crisis plans in place for the following incidents:

- Shootings
- Fires
- Natural disasters
- Hostage taking
- Bomb threats and
- Chemical, biological and radiological threats (e.g. smallpox, anthrax or radioactive materials.

Once all of these plans have been drafted and implemented in the schools they should be practiced at least once every three months. This will familiarise the scholars as well as the educators of the correct procedures that need to be followed in a specific crisis. It will also assist in keeping all members calmer during a crisis, because they will know which procedures to follow.

5.2.2   Conduct a security survey and risk assessment at each school

Since the majority of the scholars (59%) and the educators (56.7%) viewed the security measures at the schools as only somewhat effective, it is necessary for the schools to conduct a security survey and risk assessment to pinpoint the problem areas. Nearly nineteen percent of the scholars and seventeen percent of the educators viewed the security measures as ineffective in some way.

Conducting a security survey along with a risk assessment at a school will assist in identifying the security weaknesses at that specific school, the risks the school faces and identify any security gaps. Before the correct, effective security measures can be installed, it is essential to know what types of risks and violence need to prevented or reduced.

According to the Rogers and Schoeman (2010: 75), security risk assessment should be used to achieve the following objectives:

- Identifying all the vulnerable (valuable) assets at the school (people, information, processes, products, equipment and resources);
- Identifying security risks such as robberies and school offices being left unlocked;

- Calculating the likelihood (probability) of all the losses;
- Calculating the impact (consequences) that the losses will have;
- Calculating the risk factors (the probability multiplied by the impact);
- Prioritising the risk factors according to the seriousness; and
- Reporting the results to the clients (schools) in order for appropriate decisions to be taken.

The researcher designed a security survey/checklist to be implemented at secondary schools. This survey could assist in identifying where the problems with regard to safety and security at schools are. It could assist in indicating which security measures are still needed at the various schools to ensure a better and safer school environment. The DoE can also use this checklist to gather the necessary information about all the schools in South Africa. Providing not only the physical characteristics of each school, but also indicating which types of violence and crime occurs the most and illustrating which security measures they have in place. The checklist may assist with identifying problems areas in the various schools, allowing the DoE to first and foremost deal with those problems and shortages. The school principals and the DoE should be involved in completing this survey. Contracted security professionals may also be hired to complete this survey at schools. The security survey/checklist can be viewed in Annexure L.

Vital information can thus be accumulated by means of conducting a risk assessment and a security survey at a school. Every school should have this done in order to know what their risks are, what their weaknesses are and where the gaps are in their security system. It may be beneficial if the various provincial DoE appoint specialists in the department that could solely be responsible for conducting security surveys and risk assessments in all schools.

5.2.3   Implement the Safer Schools Model

A Safer Schools Model was developed by the researcher subsequent to examining the findings. This model can be applied to schools and followed as a best practices model to ensure safer schools in South Africa. The Safer Schools Model can be viewed on the next page.

SAFER SCHOOLS MODEL

STEP 3:
Classify the areas on the school premises where the violent/criminal incidents occur mostly

STEP 4:
Draft relevant policies and procedures
(e.g. code of conduct, security plan, emergency preparedness plans)

STEP 5:
Implement policies and procedures along with relevant, efficient security measures

STEP 2:
Identify the types of violence occurring on the school premises

SAFER SCHOOLS MODEL

STEP6:
Drill the plans and test the security measures on a regular basis

STEP 1:
Identify the assets of the school
(Perform a security survey and a risk assessment)

STEP8:
Maintenance of the school property and security measures as well as revision of the policies, procedures and plans

STEP 7:
Assess and rectify all plans, drills and security measures

The model includes the following eight cyclical steps:

1. **Identify the assets of the school.** In order to identify the assets in the school and to establish which assets are the most valuable, a risk assessment and security survey must be conducted.

2. **Identify the types of violence occurring on the school premises.** Before adequate security measures can be put in place, the school must first know what types of violence and crime are occurring on the school premises. For security measures to work effectively they must be implemented for the correct type of violence and risks.

3. **Classify the areas on the school premises where the violent/criminal incidents occur mostly.** There are usually certain areas in a school where more violence and criminal incidents occur. These areas are generally less monitored and not in plain sight of educators. For example, the sport fields, behind the sport bleachers and bathrooms. Once the school and the educators are aware of the violent/crime areas, solutions and effective security measures can be implemented to reduce and prevent violence and crime in those areas.

4. **Draft relevant policies and procedures.** Policies and procedures are one of the least expensive security measures, yet it is often overlooked. They are extremely important in any school. Policies and procedures set guidelines and provide direction as to how situations should be effectively managed and handled. The following policies and procedures should be drafted in all schools: a Code of Conduct, a Code of Ethics, a Security Plan and an Emergency Preparedness Plan. There are a variety of policies and procedures that can be established in schools and they will generally be relevant and specific to each individual school.

5. **Implement policies and procedures along with relevant, efficient security measures.** Once the policies and procedures are drafted, they must be implemented at the schools. Ensure that they are fair and consistent. All educators and scholars must also be informed of the policies and procedures. Along with the policies and procedures, effective security measures must also be implemented. For a security system to function well, it needs to be an integrated system, incorporating all the

115

security elements: policies and procedures, physical security measures, human security measures, technological security measures and security aids.

6. **Drill the plans and test the security measures on a regular basis.** Once the plans and security measures have been implemented, they need to be tested and practiced on a regular basis. It is especially important to practice and drill the Emergency Preparedness Plans. This will equip all educators and scholars to be prepared for any crises that may occur. These plans should be practiced at least every three months. Certain security measures that are implemented also require to be tested every few months to ensure that they are still functioning sufficiently.

7. **Assess and rectify all plans, drills and security measures.** Ensure that all plans, drills and security measures are assessed and rectified (if necessary) after they have been practiced and tested. This will help to guarantee that the plans, drills and security measures continue to function in the best possible way.

8. **Maintenance of the school property and security measures as well as revision of the policies, procedures and plans.** School property needs to be maintained. This will indicate to outsiders that the school is well taken care of and that educators and scholars have pride in their school. Security measures should also be maintained and serviced on a regular basis, to ensure that it functions properly. It does not help having security measures in place at a school if they are not working. Similarly, policies, procedures and plans need to be revised every year. This is done to keep them updated and also allows for changes to be made and new ideas to be added.

5.2.4 Security measures

Security measures are an important part of any School Safety Plan and should be incorporated in all schools. The research findings indicated that the more security measures at school, the safer the scholars and educators felt at the school and the safer they perceived the school environment to be. In order to assist with the curbing of crime and violence occurring on school premises, security needs to be taken more seriously and implemented at an early stage.

According to Hylton (1996: xiii) security should be treated as a binding component of education and an integral part of the school infrastructure. Similarly, Squelch (2001: 138) states that establishing and sustaining safe schools should be a priority on the agenda at educational institutions, due to the fact that school safety is one of the most critical problems facing schools. School safety and security issues needs to be addressed as a priority by all schools and by the DoE. It is recommended that the security measures not implemented in a large number of the schools (less that 50%), as indicated by scholars and educators in this study, should be improved and implemented at these schools. (See Chapter Four for the indication of the security measures that are lacking in the selected schools.)

Various types of security measures and aids will now be suggested. These security measures may assist with reducing and preventing the main problems that were experienced by the selected schools as well as improve the overall safety and security in the schools.

5.2.4.1 *Access control*

A school should ideally only have one access point entrance. By limiting the access points, the school will have more control over who enters and leaves the school premises, thus reducing the number of unwanted strangers entering the school grounds. Forty percent of the scholars and seventy-one percent of the educators indicated that they had limited access entry points (1-2) to the school grounds. More schools should improve their safety at schools by limiting their access points. Schools C and F in this study use only one entrance for all visitors and scholars to enter from, indicating that by limiting access control to a school it can improve the safety and security.

In addition, the schools need to control the access and egress at the entrance gates. It was evident through observation that most of the schools had access control at their schools and that visitors had to sign in. Access control measures were not, however, consistently applied or as strict as procedures would demand. Visitor cards or visitor sign-in forms were not administered every time and access was easily granted. Some schools had no access control whatsoever, with no guards or personnel at the access points to control who and/or what enters the school premises.

The perimeters of the school should be clearly defined with either a fence or a wall around the property. This also assists in keeping unwanted individuals off the property and showing

them that the area is off-limits. The fences should surround the entire school premises and should not have any holes in it. Bushes, shrubs and trees should be regularly trimmed to ensure that they cannot be used as hiding places or that it will not obstruct the viewing of the premises.

One security measure that would control access and egress at a school more effectively would be to provide the scholars, staff members and cleaners with their own access/identification cards. These access cards should have their pictures and relevant details on (e.g. name, surname, grade, and the year the card was received). It should also be stamped at the beginning of each year, to ensure that only current scholars are able to enter. The other option would be to provide scholars with new cards each year, but this might prove to be too costly. The findings presented in this study indicated that only 15.1% of the scholars had identification cards. This is a measure that should definitely be improved on.

In Cairo American College[3] (CAC), an American school in Cairo (Egypt), each scholar received a scholar card with their photo and details on. This card had to be carried by the scholars at all times. The only way a scholar could enter the school premises was if they produced their scholar card to the guards at the entrances. Visitors either received access cards after they signed in or if they had an appointment, they were escorted to the appropriate person. This system prevented any unauthorised persons from entering the school premises and posing a threat. This security measure proved to be very effective and can be implemented in South African schools as a means of improving the safety at schools.

5.2.4.2   Burglar bars

Burglar bars on windows and security gates on doors are basic security measures that aids in preventing and reducing thefts occurring on school premises. The scholars and the educators both indicated in the findings that only 50% had burglar bars on windows. Even less had security gates at doors. Only 26% of the scholars and 50% of the educators said they had security gates on the doors. All doors and windows on the school premises should be fitted with burglar bars and security gates. This is done to make access into a room or building more challenging and difficult (acting as a barrier) for possible intruders.

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[3] The researcher attended this school when her father was the Military Attaché at the South African Embassy from 1997-2001.

5.2.4.3 Intruder alarm systems

Intruder alarm systems should be incorporated at schools, especially in sensitive areas such as the principal's office and computer rooms. They are effective to have in the places where assets are being stored or contained, especially those of a high value. These alarms should be activated after school hours and during public and school holiday periods (also called shutdown periods). Alarms are great devices to use as a warning of an attempted burglary or undesirable entry into a protected area. However, it is important to know that an alarm system needs to work jointly with a response team, i.e. be linked to a control room where the alarm signal will be sent to and a response team be dispatched to investigate the triggered alarm incident.

The majority of the scholars (67%) and educators (91%) indicated that they had intruder alarm systems in sensitive areas. However, only 34% of the scholars and 53% of the educators indicated that their schools had armed response services and only 9% of the scholars and 7% of the educators reflected that the schools had a manned control room with 24/7 operators. As mentioned earlier, an alarm system will only function sufficiently and in the best possible way if it is integrated with an armed response service and linked to a manned control room.

5.2.4.4 Closed circuit television (CCTV) surveillance systems

A CCTV surveillance system can be used for the surveillance of areas that are not openly watched by staff members, such as areas that are prone to violence, theft, vandalism and/or other crimes. It can also be used for the wide-ranging purpose of protecting the school after hours and during holidays, as well as provide evidence of violence and crimes to be used in court cases – if necessary.

Fifty-nine percent of the scholars and 65% of the educators indicated that their schools had CCTV surveillance systems in place. However, according to the scholars, there seemed to have been a lot of problems associated with the CCTV cameras in the schools. When the scholars were asked how effective the security measures were at the school, 18.8% indicated that they were ineffective. These scholars then had to indicate why the security measures were ineffective, of which 8.6% attributed the ineffectiveness to CCTV problems. Stating that the cameras had blind spots; they were not being used; they did not last very long due to

vandalism; the schools made use of dummy cameras; and the quality of the recorded images from the CCTV cameras were also of a poor quality, i.e. not clear, indistinct or grainy.

When CCTV surveillance systems are implemented in schools, special attention needs to be paid to these problems mentioned above.

5.2.4.5   Physical security measures as a deterrent

Security lighting also aids as an important deterrent that should be placed strategically in and around the premises. This security measure may assist with reducing theft and vandalism during vulnerable, evening hours by making the intruders visible.

Lombaard and Kole (2009: 93) state that when perimeter lighting is used, it is vital that they are placed tactically inside the premises, aiming outwards. The intruders will be visibly noticeable to the security staff and would make it harder for the intruder to see the guards due to the glare from the lighting equipment.

This is a relatively simple security measure to be implemented in schools, yet only 41% of the scholars and 56% of the educators indicated having security lighting at their schools. A dark school is a much more attractive target to criminals that a well-lit school.

5.2.4.6   Security guards

Security guards serve as a visual security measure. They can assist in providing effective access control at a school, identifying any suspicious or violence behaviour on the school premises, reducing and preventing theft and assist with preventing alcohol and drugs from entering the school premises.

Forty-seven percent of the scholars and 58% of the educators indicated that they had stationary security guards at their schools. However, only twenty-nine percent of the scholars and 35% of the educators indicated that the schools had security guards that patrolled their school premises. It is essential for schools not only to have stationary guards but also to have guards patrolling the entire premises. It would be advisable to roll out the School Patroller Programme not only to schools in the Gauteng province but also to schools in all provinces in South Africa.

5.2.5   Reduce fistfights and assaults by scholars

Schools cannot always control or prevent fights and assaults from happening. However, they can take action to reduce the probability of these events taking place. Fighting was the type of violence that was the most witnessed by scholars (83.7%) on the school property and it was also the type of violence that most scholars (54.8%) fell victim to when they became victims of violence. All schools should aim to reduce and prevent the fights from taking place on school grounds.

The following measures could assist in curbing fistfights and assault on school premises:

- Policies need to be set with regard to violence used in schools with appropriate, strict consequences. Scholars should be made aware of this policy and of the consequences and punishments for committing violent acts on school premises. This policy should be implemented.

- Violence awareness and prevention programmes need to be established and implemented at all schools. Scholars need to be made aware of the harm that they cause to others when committing violent acts towards them. Motivational speakers should speak to the scholars on the effects of violence and to teach them alternative ways of dealing with their problems.

- Anger management classes or courses may assist scholars in diverting their anger and dealing with it in a natural, healthy manner, instead of taking it out on others.

- A safe, friendly place needs to be established at all schools, where scholars can feel free to report acts of violence, crime or even problems which they are experiencing. The best form of assistance would probably be an anonymous help-line/report-line.

- After school activities need to be implemented and practiced, as this will also assist with scholars getting rid of extra anger and frustrations and it will keep them busy.

- It should be made compulsory that all violent scholars as well as the victims of violent acts attend meetings with a school counsellor, psychologist or social/youth worker.

5.2.6   Improving the lack of discipline at schools

As indicated by the scholars and the educators in this study, a lack of discipline was one of the main problems experienced by the schools (as a priority one problem). This demonstrates the need for more discipline in these schools. This problem however, is not solely experienced by the schools in this study, but also by other South African schools and globally. Kassiem (2007) indicates that the discipline in schools is deteriorating and at some schools is 'completely out of hand'. Similarly, Bowen (Nd.) states that school discipline has become slack over the years. Lawrence (2007: 165) also pointed out that a lack of discipline and control ranked as one of the biggest problems facing public schools in a national survey done in the USA in 2004. Thus indicating that discipline problems has become a more serious issue facing schools, with the discipline of scholars deteriorating – not only in South Africa but worldwide.

It is for this reason that strict rules need to be enforced within all schools. Along with the stricter rules, more stringent punishments, consequences and actions need to be taken. Scholars and educators should understand that no unacceptable behaviour and violent acts would be accepted within the school.

Less serious crimes should also have stricter (heavier) punishments. This will assist in discouraging more serious crimes from being committed. Giving scholars demerits or detention is not enough anymore. The scholars in this study indicated in the questionnaire (question 22) that scholars no longer mind getting detention – and many feel that the misbehaviour or the crime was worth it so they do not mind sitting in a detention class for a few hours.

5.2.7   Reducing drug and alcohol use/abuse by scholars

Seven percent of the scholars and 12% of the educators regard the use of drugs as a top first priority problem at their schools. The use of alcohol was also regarded as one of the main problems experienced in the schools.

According to a study done by Steyn and Naicker (2007: 8) at Strelitzia Secondary School in KwaZulu-Natal (South Africa), more than half of the participants witnessed learners taking drugs, weapons and alcohol to school. Lawrence (2007: 165) also indicated that the use of

drugs was one of the problems most cited by the respondents in the national survey conducted in 2004 in the USA.

The findings in this study revealed that only 19% of the scholars and 43% of the educators indicated that random drug tests are conducted at the schools. To reduce the drug and alcohol problems in schools, all schools should implement random drug testing as a security measures.

Due to drugs and alcohol being such a problem at schools, drug tests and searches should be conducted randomly and on a regular basis within all schools. This may create a sense of fear in scholars – fear of being caught and having to deal with the consequences. It might also reduce the usage of substances inside and outside of school. Policies should be set up in this regard, stating that should a scholar or educator be found positive for (a) drug(s), they will be suspended. They will have to attend a rehabilitation centre.

Weapons are also used more often as a means of solving problems and confronting others. There were a few scholars (1.5%) that admitted to taking a firearm (gun) onto school property and 12.4% of the scholars revealed that they had taken a knife onto school property. Therefore, it is fundamental to have security measures in place that will prohibit weapons being brought onto school premises. Metal detectors serve as an effective piece of equipment for eliminating weapons being brought onto school property. However, only one percent of the scholars and educators indicated that their schools had metal detectors. More schools can use metal detectors as a security measure, especially the schools experiencing problems with weapons, stabbings and attempted murder/murder.

Metal detectors can be used in conjunction with random searches. If searches are conducted on a regular basis it will discourage scholars from bringing weapons or drugs to school. Policies should be created to ensure that everyone knows which procedures to follow once an item is found on a scholar or educator. Strict consequences should be in place.

5.2.8   Establish a roster for educators on duty

As an added security measure, educators should be assigned to be on duty during break times. These are the times when most of the fights, theft or other crimes/violence takes place, due to the fact that there is no adult supervision. This was also mentioned by the scholars in the open-ended question that asked: *In your opinion, what should be done to prevent or reduce school violence in South Africa?*

A roster should be created that would rotate two educators at a time for each break period, where they would be required to patrol and observe the school grounds during break times to ensure that no misconduct takes place.

Adult supervision in halls also needs to be implemented. It was one of problems that were outlined when scholars and educators were asked to state which security measures they had in place. According to the scholars (17%) and educators (38%), the majority of the schools lack adult supervision in halls. This needs to change.

5.2.9   Implementing more programmes/services in schools

The adopt-a-cop programme was implemented in 1996 and yet it has not been put into practice in most of the selected schools in this study, as neither the scholars nor educators are aware of this programme. It is vital to form a good relationship between the police service and the schools. Only 3% of the scholars and 12% of the educators indicated that their schools had the adopt-a-cop programme. This is not sufficient. All schools in South Africa should implement the adopt-a-cop programme as it could assist with forming better relationships between the police and the schools.

Some of the scholars (5%) in the study recommended that their schools should get more counsellors/psychologists with more social service classes being presented. Counselling services can be used by the schools as one of the support programmes to violence reduction. These counselling services should not only be available to scholars that have fallen victim to violence or a crime at school but also to those individuals who are experiencing problems, either personal problems or problems controlling their anger. Problem scholars should be identified and dealt with before they spiral out of control.

5.2.10   More funding towards securing schools from the Department of Education and private industries

According to Magome (2008), one of the reasons for the lack of effective security as mentioned by many schools, especially those in the townships, was said to be due to the lack of financial resources. Many of the schools do not have security guards and other security measures in place simply because they are unable to afford it. Similarly, in a national survey conducted in the USA, Lawrence (2007: 165) indicated that the lack of financial support was the biggest problem facing public schools.

As a safety initiative, the DoE will have to increase the funds allocated to schools, especially for the securing of schools. Educators and scholars are valuable assets and their lives need to be safeguarded. They need to enter the premises each day feeling safe. Funds can also be raised from the private industries and other organisations to assist in this matter. Funding should especially be provided for fencing around the entire school, for all schools in South Africa. This is a minimum-security requirement for all schools. In the findings it emerged that some of the reasons for ineffective security measures at schools were that the fencing was not adequate enough. The fences were either not high enough, the fences did not completely surrounding the entire school or they were broken. This poses a serious security threat as it allows anyone to enter the school premises. All broken fences need to be mended.

More needs to be done to improve safety at schools and more money needs to be provided (allocated) to the schools' budgets for safety and security.

5.2.11   Further research

It is recommended that additional research be conducted on safety and security at educational institutions. The research could be carried out on a larger scale covering all provinces in South Africa. This will allow for comparisons to be made between the schools in the various provinces with regards to the safety and security measures in place or lacking in implementation. It can provide for a more comprehensive study where researchers can make further substantial findings due to the larger sample size. The diverse social, economic and political statuses of the different provinces may provide interesting and useful comparative findings on the impact of the differing environments concerning safety and security issues at schools.

5.3   RECOMMENDATIONS FROM THE SCHOLARS AND EDUCATORS

In the last section of the questionnaire the scholars and the educators were asked the following open-ended question: *In your opinion, what should be done to prevent or reduce school violence in South Africa?*

The following are a few of the recommendations provided by the **scholars** of how to prevent or reduce school violence in South Africa:

- Police must be more involved and have a visible presence at all schools (9%).
- Security guards must be placed at the gates and on the premises of all schools in South Africa. More security guards are needed (8%).
- More discipline and written rules and the enforcement thereof (9%).
- More security technologies must be implemented in schools (22%).
- More awareness should be given to school violence (9%):
    - Suggestions were to get motivational speakers to address the schools;
    - Put up posters regarding school violence in schools;
    - Take school violence more seriously.
- More drug and alcohol tests and searches must be done (12%).
- More/better counsellors (5%).
- The schools must only have educators who want to be there and want to teach the scholars (2%).
- A better President is needed; someone that will be a better leader and that will set a good example (1%).
- Stop crime and violence in South Africa by making the laws stricter (1%).
- Harsher punishments: Scholars suggested that corporal punishment should be brought back into schools, while the death penalty should also be re-instituted in South Africa (as a crime deterrent) (13%).

A few of the recommendations provided by the **educators** of what can be done to prevent or reduce school violence in South Africa are listed below:

- More/improved security measures in all schools. Some of the suggestions for this were: security measures and guards must be paid for by the government; more security guards; partnership with the police service; police must be more involved and visible at schools; and random drug testing and searches of all scholars (58%).

- Harsher/stricter punishments. Suggestions such as: corporal punishment should be brought back into schools; schools should be given more power to expel violent and criminal scholars; and zero tolerance for all crimes and violence (38%).

- More discipline and enforcement of rules and laws. Some suggestions were: scholars should be given less rights and more discipline (30%).

- More after school activities, programmes and violence awareness (18%).

- Better education; appoint more educators; more involvement; and therefore educators should also be paid more (23%).

- Reinstate religion [teaching of] into schools (2%).

- Parents should be more involved and take more responsibility for their children (19%).

- Media violence should be banned (2%).

- Strive towards equality (2%).

- Better governance (7%).

From the above it clearly shows that both the scholars (22%) and the educators (58%) feel that school violence may be prevented or reduced in South African schools by implementing more security measures in schools as well as improving the existing measures. They feel that security measures should be implemented in all schools in order to make the school environment safer.

5.4   CONCLUSION

This research study set out to examine and evaluate the security measures or lack thereof and their impact within secondary schools in the Tshwane Metropolitan Area. The researcher succeeded in examining the extent and effectiveness of security measures, the perceptions of the level of safety experienced by scholars/educators and established which types of school violence were most prevalent in the selected Tshwane secondary schools. These findings allowed for the researcher to develop a 'Safer Schools Model' and security survey as per the primary purpose of this study. In doing so all the objectives outlined in Chapter One were achieved through analysis of the research data collected.

Security measures can assist in creating safe and secure school environments. However, an important first step is for schools to first identify the problem before they invest in a solution. A problem can only effectively be addressed once it has been identified.

In order to reduce or prevent violence and crime at schools, all role players need to work together. A school cannot deal with this problem solely; it is much too complex to do it on their own. Instead, the school needs to work in conjunction with the parents, the scholars, the Department of Education, the police, private businesses, including private security companies and the community in general. Each of the above-mentioned can make a valuable contribution towards reducing and preventing violence and crime at schools.

It is vital that all schools are provided with security measures (of the funding for its implementation), to ensure that all the scholars, staff members and other personnel are safe once they enter the school premises. Security is a fundamental element that should be implemented in all schools in order to prevent and reduce school violence as much as possible. Security measures are a valuable and helpful resource to be used in the school environment. The ideal would be to use an integrated security system to implement proper safety and security at schools. As this study highlighted, the more security measures a school had, the safer the scholars and the educators felt and the lower their crime rates were.

Communities, the Department of Education and private security companies and organisations should be providing the additional funding to schools in order for them to afford the requisite security to make schools safer. The research found that only schools situated in the more affluent and wealthy neighbourhoods that generally are able to afford some of the security

technologies and measures needed to make a school safer and more secure for scholars. This needs to change. All schools in South Africa deserve to be safe and secure.

The problem of violence and crime is not only present in schools in the Tshwane Metropolitan Area, but also throughout the entire country. Therefore, all schools that are serious about providing safe centres for learning should develop the requisite security surveys, policies and procedures. Copies of such written policies and procedures should be made available to all staff and scholars without any reservation.

Creating and maintaining schools that are safe, should be a top priority for all schools and for the Department of Education. Our children deserve to feel safe at school in an environment that is warm and welcoming and free of violence, fear and intimidation.

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ANNEXURE A: PERMISSION LETTER TO THE DEPARTMENT OF EDUCATION (DoE)

DEPARTMENT OF SECURITY RISK MANAGEMENT	**Florida Campus**
SCHOOL OF CRIMINAL JUSTICE	**Cnr. Christiaan de Wet Road**
COLLEGE OF LAW	**& Pioneer Avenue, Florida**
Prof. A.deV. Minnaar	**P/Bag x6**
Tel: (+27) (0)11-471 3654 **Cell: 0838949485**	**Florida 1710, Gauteng**
Fax: (+27)(0)11-471 2016 **Fax2email: 0865190625**	**South Africa**
e-mail: aminnaar@unisa.ac.za	

6 October 2008

TO WHOM IT MAY CONCERN

REQUEST FOR PERMISSION TO DO RESEARCH IN SECONDARY SCHOOLS, TSHWANE METROPOLITAN AREA, GAUTENG

Ms **Leandri van Jaarsveld**, is currently a masters scholar at the University of South Africa (UNISA), busy with her research studies for a MTech in Security Risk Management. Her research title is "SECURING OUR SCHOOLS: AN INVESTIGATION INTO VIOLENCE AND SECURITY MEASURES IN SELECTED SCHOOLS IN TSHWANE, SOUTH AFRICA".

The primary aims of this research project include:
- To determine the nature and extent of school violence within secondary schools in the Tshwane metropolitan area, South Africa,
- To examine and evaluate the security measures (and their impact or lack thereof) that are in place within these schools.
- To identify shortcomings in safety precautions so that practical recommendations can be formulated in order to develop a "Safer School Model".

It is planned to administer the research questionnaires (for scholars and educators) at ten (10) selected schools (20 scholar respondents per grade level with gender split 50/50 and twenty (20) educators per school) in Tshwane, South Africa. This questionnaire survey will focus on school violence and security measures at schools (extent of school violence, the various security measures in place and whether they are effective). Follow-up interviews, if necessary, will also be done at the selected (sampled) school sites.

All the information that is received from the participants will be treated confidentially (e.g. respondents will remain anonymous and which school they attend).

This research will be of value to the Department of Education and the various secondary schools in Tshwane, by assisting them in reducing school violence and dealing with the underlying causes of the problem. The research will also assist in identifying more cost effective security
measure for schools, thus allowing more schools to have security measures in place to reduce some of the violence.

A problem can only be dealt with once it has been acknowledged as a problem. This research will assist in defining which problems are persistent in various secondary schools in Tshwane, and what the most effective measures are for securing a school and making it a safe, or safer learning environment.

Educational institutions can use the findings of the research as a guideline to deal with the problematic situations and to make provision for the main causes of school violence and security measures.

Attached for your information is a detailed research proposal and the questionnaires (scholars and educators).

I would like to request Department of Education permission for Ms Van Jaarsveld to undertake this research in Departmental schools in the Tshwane Metropolitan area of Gauteng, so that the fieldwork research can be commenced. Your approval and support for this research project will be much appreciated.

_____**(Prof)**
A. de V. Minnaar
Act. Head: Department of Security Risk Management
School of Criminal Justice
College of Law

_____ **(Ms)**
Leandri van Jaarsveld
Mtech Scholar and Postgraduate Research Assistant
Department of Security Risk Management
Scholar No. 42955750
Tel: (011) 471 2124

ANNEXURE B: LETTER OF PERMISSION TO THE SCHOOLS

DEPARTMENT OF SECURITY RISK MANAGEMENT	**Florida Campus**
SCHOOL OF CRIMINAL JUSTICE	**Cnr. Christiaan de Wet Road**
COLLEGE OF LAW	**& Pioneer Avenue, Florida**
Prof. A.deV. Minnaar	**P/Bag x6**
Tel: (+27) (0)11-471 3654 **Cell: 0838949485**	**Florida 1710, Gauteng**
Fax: (+27)(0)11-471 2016 **Fax2email: 0865190625**	**South Africa**
e-mail: aminnaar@unisa.ac.za	

20 April 2009

TO WHOM IT MAY CONCERN

REQUEST FOR PERMISSION TO DO RESEARCH IN SECONDARY SCHOOLS, TSHWANE METROPOLITAN AREA, GAUTENG

Ms **Leandri van Jaarsveld**, is currently a masters scholar at the University of South Africa (UNISA), busy with her research studies for a MTech in Security Risk Management. Her research title is "SECURING OUR SCHOOLS: AN INVESTIGATION INTO VIOLENCE AND SECURITY MEASURES IN SELECTED SCHOOLS IN TSHWANE, SOUTH AFRICA".

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- To identify shortcomings in safety precautions so that practical recommendations can be formulated in order to develop a "Safer School Model".

It is planned to administer the research questionnaires (for scholars and educators) at ten (10) selected schools (20 scholar respondents per grade level with gender split 50/50 and twenty (20) educators per school) in Tshwane, South Africa. This questionnaire survey will focus on school violence and security measures at schools (extent of school violence, the various security measures in place and whether they are effective). Follow-up interviews, if necessary, will also be done at the selected (sampled) school sites.

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This research will be of value to the Department of Education and the various secondary schools in Tshwane, by assisting them in reducing school violence and dealing with the

underlying causes of the problem. The research will also assist in identifying more cost effective security measure for schools, thus allowing more schools to have security measures in place to reduce some of the violence.

A problem can only be dealt with once it has been acknowledged as a problem. This research will assist in defining which problems are persistent in various secondary schools in Tshwane, and what the most effective measures are for securing a school and making it a safe, or safer learning environment.

The findings of the research can be used by educational institutions as a guideline to deal with the problematic situations and to make provision for the main causes of school violence and security measures.

Attached for your information is a detailed research proposal and the questionnaires (scholars and educators).

(Prof)

A. de V. Minnaar
Programme Head: Security Science
Department of Criminology and Security Science
School of Criminal Justice
College of Law

(Ms)

Leandri van Jaarsveld
Mtech Scholar and Postgraduate Research Assistant
Programme: Security Science
Department of Criminology and Security Science
Scholar No. 42955750
Tel: (011) 471 2124

ANNEXURE C: PERMISSION LETTER FROM THE DoE

From: Directorate IS   To: 00114712016   27/03/2009 15:17   #477 P.002/002

UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Enquiries : Shadrack Phele (MIRMSA)
Tel. no. : [011] 355 0285

Friday, March 27, 2009

Ms Van Jaarsveld Leandri
PO Box 50617
WIERDA PARK
0149

Dear Ms Van Jaarsveld Leandri

PERMISSION TO CONDUCT RESEARCH: PROJECT

The Gauteng Department of Education hereby grants permission to conduct research in its institutions as per application.

Topic of research : "Securing our schools: An investigation into school violence and security measures in selected schools in Tshwane, South Africa."

Nature of research : M.Tech. [Security Risk Management]

Name of institution : University of South Africa

Supervisor/Promoter : Prof. AdV Minnaar

Upon completion of the research project the researcher is obliged to furnish the Department with copy of the research report (electronic or hard copy).

The Department wishes you success in your academic pursuit.

Yours in Tirisano,

p.p. Shadrack Phele [MIRMSA]
Ms Mmapula Kekana
Chief Director: Information Systems and Knowledge Management
Gauteng Department of Education

OFFICE OF THE CHIEF DIRECTOR
INFORMATION & KNOWLEDGE MANAGEMENT
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ANNEXURE D: SCHOLAR QUESTIONNAIRE

QUESTIONNAIRE SURVEY

AN INVESTIGATION OF SAFETY AND SECURITY MEASURES AT SECONDARY SCHOOLS IN TSHWANE, SOUTH AFRICA.

Please answer all of the following questions as honestly as possible, since the collected information will be collated in order to develop as accurate a picture of the problem of violence in schools for analytic purposes for this research project. Be assured that your anonymity will be protected! This questionnaire does not require you to identify yourself and there will be no possibility of being identified or linked in any way in the research findings in the final research report. Where required please indicate your answer with a cross (X) in the appropriate box.

SECTION A (Demographic information)
The following questions are **for statistical purposes only**:

1. Gender:

Male		Female	

2. Age:

14 years or younger		15		16		17		18 or above	

3. Race:

Asian (Indian)		Black		Coloured		White	

4. What is your parents/guardians' employment status?

Both parents/guardians/foster parents employed		One parent/guardian/foster parent employed		Both parent(s)/guardian(s)/foster parent(s) unemployed	

SECTION B (School information)

Indicate to what extend you agree or disagree with the following statement:

5. My school is a safe place.

Strongly agree		Agree		Neutral		Disagree		Strongly disagree	

6. How safe do you feel at school?

Very Safe		Somewhat Safe		Somewhat unsafe		Very unsafe	

7. What are the main problems in your school? (Prioritise them from 1 to 5, with 1 being the biggest or most serious problem)

Theft		Lack of security measures		Drug use by scholars		Drug dealing on school property by scholars	
Drug dealing on school property by educators		Stabbings		Fist fights on school grounds		Guns used as a weapon on school grounds	
Threats without a weapon		Threats with a weapon (inclusive knives and guns)		Assault by scholars on scholars		Assault by scholars on educators	
Assault by educators on scholars		Assault by educators on other educators		Sexual harassment by scholars on scholars		Sexual harassment by scholars on educators	
Sexual harassment by educators on scholars		Sexual harassment by educators on educators		Sexual assault/rape of scholars by scholars		Sexual assault/rape of scholars by educators	
Sexual assault/rape of educators by scholars		Sexual assault/rape of educators by educators		Gang activities on school grounds		No discipline in school	
Vandalism on school property		Alcohol use by scholars		Alcohol use by educators		Bullying	
Attempted murder		Murder					

8. Which of the following serious crimes happened in your school in the period that you have been attending the school? (Mark with an X)

8.1	Guns used as a weapon on the school grounds	
8.2	Serious assault of (a) scholar(s)	
8.3	Serious assault of (a) educator(s)	
8.4	Rape of (a) scholar(s)	
8.5	Rape of (a) educator(s)	
8.6	Attempted murder	
8.7	Murder	
8.8	None of the above	

SECTION C (Security measures)

9.1 Are there any security measures at your school (e.g. | Yes | | No | |
Fences, security guards, metal detectors)?

9.2 If yes, what type(s) of security measures does your school have in place?

Require visitors to sign in (access control)		Burglar bars on windows		Doors secured with security gates		Alarm system in sensitive areas (e.g. principal's office, computer room)	
Security lighting (illuminating pathways, car parks, school grounds)		Limited number of access entry points to the school grounds/ buildings (1-2 entrances/ exits)		Security guard/s (stationary fixed position)		Contract guards patrolling premises/perimeter	
Secure car parking		Car guards (securing the cars)		CCTV cameras (video surveillance)		Manned control room with 24/7 operators	
Adult supervision in hallways		ID cards/ badges for scholars		Metal detectors		Fencing (palisade/ concrete barrier) around the school (at least 2.5m high)	
Random drug testing at the school for scholars		Sprinkler systems (to control fire damage)		Fire alarm system		Fire extinguishers	
Armed response service		Adopt-a-cop programme					

10. Are you informed about all the security measures | Yes | | No | |
that are in place at your school?

11.1 Do you find the security measures in your school to be effective?

Very Effective		Somewhat effective		Somewhat ineffective		Very Ineffective	

146

11.2 If ineffective, please say why you think they are not effective.

_____

_____

12.1 Does your school have a written security plan?	Yes		No		Unsure	

12.2 If yes, are you familiar with the security plan? (I.e. have you read the plan).	Yes		No	

13.1 Does your school have an emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises?

Crisis	Have a written plan?		If '_yes_', has your school practiced/drilled scholars/scholars on the plan during this school year?	
	Yes	**No**	**Yes**	**No**
1. Shootings				
2. Fires				
3.Natural disasters (e.g. earthquakes, flooding, tornadoes)				
4. Hostage taking				
5. Bomb threats				
6.Chemical, biological or radiological threats (e.g. smallpox, anthrax or radioactive materials)				

13.2 How frequently are the implemented plans tested? (Leave blank the ones that are not applicable)

Crisis	How often are these plans tested? (Every week, monthly, six monthly, yearly, every second year or more)
1. Shootings	
2. Fires	
3. Natural disasters (e.g. earthquakes or tornadoes)	
4. Hostages	
5. Bomb threats or incidents	
6. Chemical, biological or radiological threats or incidents (e.g. smallpox, anthrax or radioactive materials)	

14. Do you as scholars have access (identification) cards that you have to show before entering the school grounds?	Yes		No	

147

15.1 Are weapon searches conducted at your school?

Yes		No	

15.2 If yes, how often are the searches conducted?

Daily		Weekly		Monthly		Yearly		Every second year or more	

SECTION D (School violence)

16. Have you ever stayed away from school because of fear of violence at school?

Yes		No	

17.1 Have you ever <u>witnessed school violence</u> taking place on your school premises? [If no, skip to question 18]

Yes		No	

17.2 If yes, please specify which type(s) of violence.

_____
_____

18.1 Have you ever been a <u>victim of violence</u> at school (on your school premises)? [If no, skip to question 19]

Yes		No	

18.2 If yes, of what kind of violence were you a victim?

_____
_____

19. Have you ever damaged any school property (vandalism)?

Yes		No	

20. Have you ever brought a firearm (gun) onto school property?

Yes		No	

21. Have you ever brought a knife onto school property?

Yes		N	

SECTION E (Recommendations)

22. In your opinion, what should be done to prevent or reduce school violence <u>in South Africa</u>?

_____
_____
_____
_____
_____

Thank you for taking the time to complete this form!!

ANNEXURE E: EDUCATOR QUESTIONNAIRE

QUESTIONNAIRE SURVEY
(Educators)

AN INVESTIGATION OF SAFETY AND SECURITY MEASURES AT SECONDARY
SCHOOLS IN TSHWANE, SOUTH AFRICA.

Please answer all of the following questions as honestly as possible, since the collected information will be collated in order to develop as accurate a picture of the problem of violence in schools for analytic purposes for this research project. Be assured that your anonymity will be protected! This questionnaire does not require you to identify yourself and there will be no possibility of being identified or linked in any way in the research findings in the final research report. Where required please indicate your answer with a cross (X) in the appropriate box.

SECTION A (School information)

Indicate to what extend you agree or disagree with the following statement:

1. My school is a safe place.

Strongly agree		Agree		Neutral		Disagree		Strongly disagree	

2. How safe do you feel at school?

Very Safe		Somewhat Safe		Somewhat unsafe		Very unsafe	

3. What are the main problems in your school? (Prioritise them from 1 to 5, with 1 being the biggest or most serious problem)

Theft		Lack of security measures		Drug use by scholars		Drug dealing on school property by scholars	
Drug dealing on school property by educators		Stabbings		Fist fights on school grounds		Guns used as a weapon on school grounds	
Threats without a weapon		Threats with a weapon (incl. knives and guns)		Assault by scholars on scholars		Assault by scholars on educators	
Assault by educators on scholars		Assault by educators on other educators		Sexual harassment by scholars on scholars		Sexual harassment by scholars on educators	
Sexual harassment by educators on scholars		Sexual harassment by educators on educators		Sexual assault/rape of scholars by scholars		Sexual assault/rape of scholars by educators	
Sexual assault/rape of educators by scholars		Sexual assault/rape of educators by educators		Gang activities on school grounds		No discipline in school	
Vandalism on school property		Alcohol use by scholars		Alcohol use by educators		Bullying	
Attempted murder		Murder					

4. Which of the following crimes happened in your school in the period that you have been teaching there.

4.1	Guns used as a weapon on the school grounds	
4.2	Serious assault of (a) scholar(s)	
4.3	Serious assault of (a) educator(s)	
4.4	Rape of (a) scholar(s)	
4.5	Rape of (a) educator(s)	
4.6	Attempted murder	
4.7	Murder	
4.8	None of the above	

SECTION C (Security measures)

5.1 Are there any security measures at your school (e.g. Fences, security guards, metal detectors)?

Yes		No	

5.2 If yes, what type(s) of security measures does your school have in place?

Require visitors to sign in (access control)		Burglar bars on windows		Doors secured with security gates		Alarm system in sensitive areas (e.g. principal's office, computer room)	
Security lighting (illuminating pathways, car parks, school grounds)		Limited number of access entry points to the school grounds/ buildings (1-2 entrances/ exits)		Security guard/s (stationary fixed position)		Contract guards patrolling premises/perimeter	
Secure car parking		Car guards (securing the cars)		CCTV cameras (video surveillance)		Manned control room with 24/7 operators	
Adult supervision in hallways		ID cards/ badges for scholars		Metal detectors		Fencing (palisade/ concrete barrier) around the school (at least 2.5m high)	
Random drug testing at the school for scholars		Sprinkler systems (to control fire damage)		Fire alarm system		Fire extinguishers	
Armed response service		Adopt-a-cop programme					

6. Are you informed about all the security measures that are in place at your school?

Yes		No	

7.1 Do you find the security measures in your school to be effective?

Very Effective		Somewhat effective		Somewhat ineffective		Very Ineffective	

7.2 If ineffective, please say why you think they are not effective.

_____
_____

8.1 Does your school have a written security plan?

Yes		No		Unsure	

8.2 If yes, are you familiar with the security plan? (I.e. have you read the plan).

Yes		No	

9.1 Does your school have an emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises?

Crisis	Have a written plan?		If '*yes*', has your school practiced/drilled scholars/scholars on the plan during this school year?	
	Yes	**No**	**Yes**	**No**
1. Shootings				
2. Fires				
3. Natural disasters (e.g. earthquakes, flooding, tornadoes)				
4. Hostage taking				
5. Bomb threats				
6. Chemical, biological or radiological threats (e.g. smallpox, anthrax or radioactive materials)				

9.2 How frequently are the implemented plans tested? (Leave blank the ones that are not applicable)

Crisis	How often are these plans tested? (Every week, monthly, six monthly, yearly, every second year or more)
1. Shootings	
2. Fires	
3. Natural disasters (e.g. earthquakes or tornadoes)	
4. Hostages	
5. Bomb threats or incidents	
6. Chemical, biological or radiological threats or incidents (e.g. smallpox, anthrax or radioactive materials)	

10.1 Are weapon searches conducted at your school?

Yes		No	

10.2 If yes, how often are the searches conducted?

Daily		Weekly		Monthly		Yearly		Every second year or more	

SECTION E (Recommendations)

11. In your opinion, what should be done to prevent or reduce school violence <u>in South Africa</u>?

_____
_____
_____
_____
_____
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_____
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_____
_____

Thank you for taking the time to complete this form!!

ANNEXURE F: MAP OF THE TSHWANE METROPOLITAN AREA

ANNEXURE G: SOUTH AFRICAN CRIME STATISTICS 2003/2004 – 2010/2011

Crime Research and Statistics - South African Police Service

Crime in the RSA (national total) for April to March 2003/2004 - 2010/2011

-

Crime Category	April 2003 to March 2004	April 2004 to March 2005	April 2005 to March 2006	April 2006 to March 2007	April 2007 to March 2008	April 2008 to March 2009	April 2009 to March 2010	April 2010 to March 2011
CONTACT CRIMES (CRIMES AGAINST A PERSON)								
Murder	19 824	18 793	18 545	19 202	18 487	18 148	16 834	15 940
Total Sexual Crimes	66 079	69 117	68 076	65 201	63 818	70 514	68 332	66 196
Attempted murder	30 076	24 516	20 553	20 142	18 795	18 298	17 410	15 493
Assault with the intent to inflict grievous bodily harm	260 082	249 369	226 942	218 030	210 104	203 777	205 293	198 602
Common assault	280 942	267 857	227 553	210 057	198 049	192 838	197 284	185 891
Common robbery	95 551	90 825	74 723	71 156	64 985	59 232	57 537	54 883
Robbery with aggravating circumstances	133 658	126 789	119 726	126 558	118 312	121 392	113 755	101 463
CONTACT- RELATED CRIMES								
Arson	8 806	8 184	7 622	7 858	7 396	6 846	6 701	6 533
Malicious damage to property	158 247	150 785	144 265	143 336	136 968	134 261	132 134	125 327
PROPERTY- RELATED CRIMES								
Burglary at non-residential premises	64 629	56 048	54 367	58 438	62 995	70 009	71 773	69 082
Burglary at residential premises	299 290	276 164	262 535	249 665	237 853	246 616	256 577	247 630
Theft of motor vehicle and motorcycle	88 144	83 857	85 964	86 298	80 226	75 968	71 776	64 504
Theft out of or from motor vehicle	171 982	148 512	139 090	124 029	111 661	109 548	120 862	123 091
Stock-theft	41 273	32 675	28 742	28 828	28 778	30 043	32 380	30 144
CRIMES HEAVILY DEPENDENT ON POLICE ACTION FOR DETECTION								
Illegal possession of firearms and ammunition	16 839	15 497	13 453	14 354	13 476	14 045	14 542	14 472
Drug-related crime	62 689	84 001	95 690	104 689	109 134	117 172	134 840	150 673
Driving under the influence of alcohol or drugs	24 886	29 927	33 116	38 261	48 405	56 165	62 939	66 697
OTHER SERIOUS CRIMES								
All theft not mentioned elsewhere	606 460	536 281	432 629	415 163	395 296	394 124	367 442	368 095
Commercial crime	55 869	53 931	54 214	61 690	65 286	77 474	84 842	88 388
Shoplifting	71 888	66 525	64 491	65 489	66 992	80 773	88 634	78 383
SUBCATEGORIES FORMING PART OF AGGRAVATED ROBBERY ABOVE								
Carjacking	13 793	12 434	12 825	13 599	14 201	14 915	13 902	10 627
Truck hijacking	901	930	829	892	1 245	1 437	1 412	999
Robbery at residential premises	9 351	9 391	10 173	12 761	14 481	18 438	18 786	16 889
Robbery at non-residential premises	3 677	3 320	4 387	6 689	9 862	13 920	14 534	14 667
OTHER CRIMES CATEGORIES								
Culpable homicide	11 096	11 995	12 415	12 871	13 184	12 571	12 272	11 974
Public violence	979	974	1 044	1 023	895	1 500	1 323	1 226
Crimen injuria	59 908	55 929	44 512	36 747	33 064	30 355	32 356	33 308
Neglect and ill-treatment of children	6 504	5 568	4 828	4 258	4 106	4 034	4 014	3 473
Kidnapping	3 004	2 618	2 320	2 345	2 323	2 535	2 889	3 604

(South African Police Service, 2011)

Crime in Gauteng (provincial total) for April to March 2003/2004 - 2010/2011

-

Crime Category	April 2003 to March 2004	April 2004 to March 2005	April 2005 to March 2006	April 2006 to March 2007	April 2007 to March 2008	April 2008 to March 2009	April 2009 to March 2010	April 2010 to March 2011
CONTACT CRIMES (CRIMES AGAINST A PERSON)								
Murder	4 433	3 818	3 621	3 884	3 766	3 963	3 444	3 257
Total Sexual Crimes	16 402	16 333	15 676	15 124	15 398	18 176	15 645	13 987
Attempted murder	8 588	6 661	5 761	5 741	5 313	5 207	4 800	4 104
Assault with the intent to inflict grievous bodily harm	56 962	54 138	51 371	50 084	48 076	48 257	49 082	46 600
Common assault	77 389	72 484	63 012	58 915	58 000	58 566	58 956	54 476
Common robbery	32 307	30 641	25 504	25 307	22 664	20 599	20 107	18 207
Robbery with aggravating circumstances	63 639	57 628	52 437	55 329	51 280	51 251	47 289	40 052
CONTACT-RELATED CRIMES								
Arson	2 013	1 985	2 003	2 099	1 864	1 747	1 597	1 624
Malicious damage to property	47 633	45 445	44 237	43 655	42 433	43 657	44 142	41 017
PROPERTY-RELATED CRIMES								
Burglary at non-residential premises	14 981	12 986	13 274	14 722	15 321	17 563	17 904	16 757
Burglary at residential premises	84 643	77 383	75 243	67 886	63 799	69 300	74 902	70 794
Theft of motor vehicle and motorcycle	41 584	39 738	41 667	42 117	40 296	38 923	36 337	32 278
Theft out of or from motor vehicle	53 990	47 638	46 208	39 791	36 560	35 891	39 133	37 443
Stock-theft	896	682	630	610	655	798	886	711
CRIMES HEAVILY DEPENDENT ON POLICE ACTION FOR DETECTION								
Illegal possession of firearms and ammunition	4 968	3 974	3 388	3 920	3 486	4 040	4 113	3 665
Drug-related crime	9 428	10 722	14 202	12 582	12 742	13 574	14 729	16 457
Driving under the influence of alcohol or drugs	6 275	6 619	7 277	7 539	9 833	13 150	14 910	21 417
OTHER SERIOUS CRIMES								
All theft not mentioned elsewhere	192 673	169 992	136 435	130 983	123 559	123 478	117 226	116 518
Commercial crime	24 714	23 337	24 368	26 869	26 986	30 757	34 095	34 756
Shoplifting	18 920	17 946	18 627	18 944	20 466	24 846	27 764	24 767
SUBCATEGORIES FORMING PART OF AGGRAVATED ROBBERY ABOVE								
Carjacking	8 914	7 230	7 250	7 337	7 489	7 662	7 444	5 936
Truck hijacking	472	469	438	544	775	906	860	600
Robbery at residential premises	5 383	5 618	6 208	7 776	7 377	8 190	8 051	7 039
Robbery at non-residential premises	2 338	2 116	3 150	4 505	5 113	6 244	6 379	5 553
OTHER CRIMES CATEGORIES								
Culpable homicide	2 542	2 706	2 873	3 119	3 048	2 897	2 741	2 579
Public violence	165	167	225	186	197	462	311	234
Crimen injuria	11 041	10 080	8 235	6 817	6 244	5 816	7 016	8 040
Neglect and ill-treatment of children	1 589	1 348	1 201	1 144	1 035	1 000	1 057	973
Kidnapping	1 065	922	856	949	952	1 066	1 167	1 374

(South African Police Service, 2011)

155

ANNEXURE H: FREQUENCY TABLES WITH REGARDS TO EMERGENCY PROCEDURE PLANS AND THEIR DRILLS

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Written Plan - Shootings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	149	21.8	25.2	25.2
	No	442	64.5	74.8	100.0
	Total	591	86.3	100.0	
Missing	System	94	13.7		
Total		685	100.0		

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Practised/Drilled Plan - Shootings

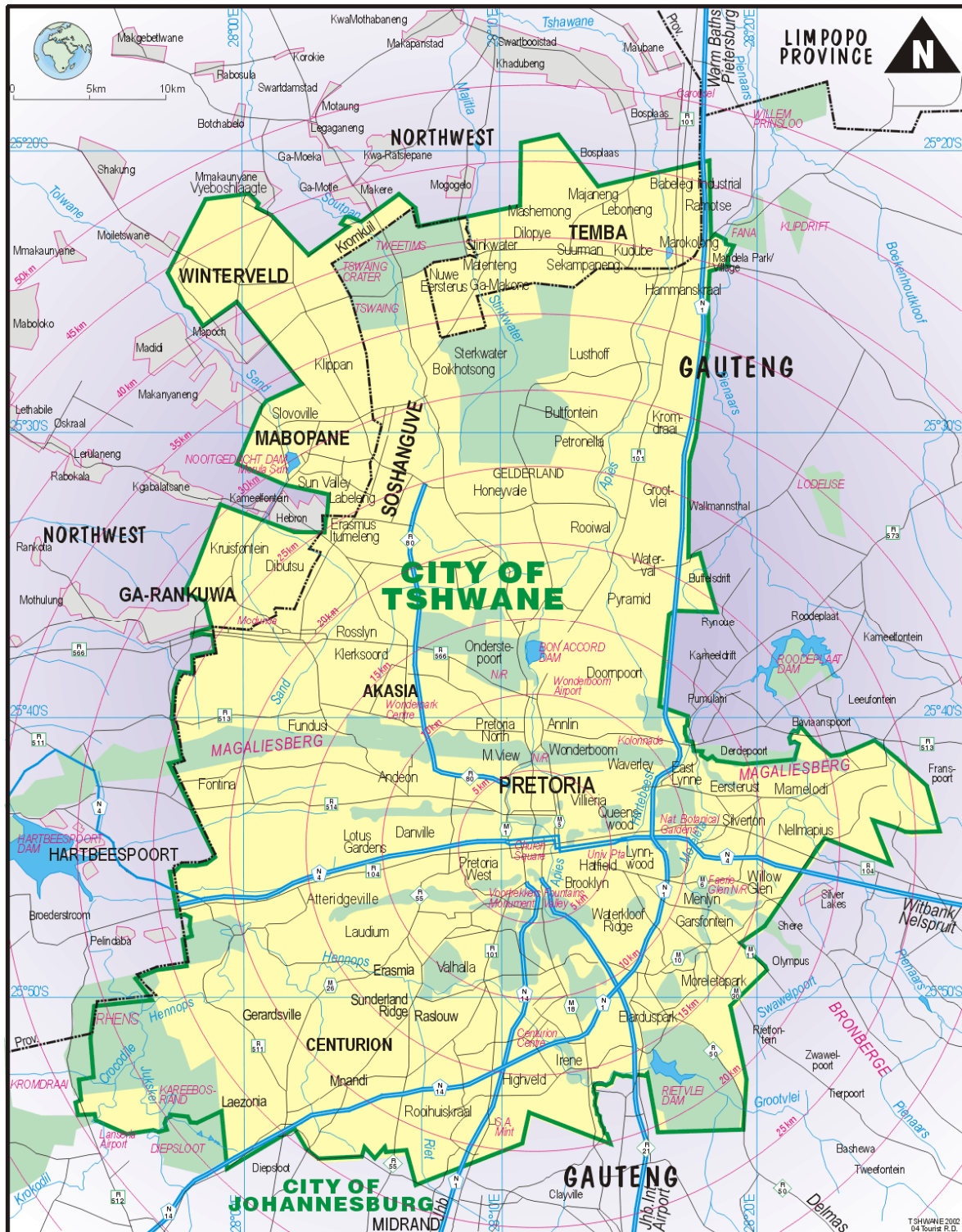|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	55	8.0	21.8	21.8
	No	197	28.8	78.2	100.0
	Total	252	36.8	100.0	
Missing	System	433	63.2		
Total		685	100.0		

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Written Plan - Fires

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	402	58.7	65.9	65.9
	No	208	30.4	34.1	100.0
	Total	610	89.1	100.0	
Missing	System	75	10.9		
Total		685	100.0		

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Practised/Drilled Plan - Fires

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	233	34.0	53.7	53.7
	No	201	29.3	46.3	100.0
	Total	434	63.4	100.0	
Missing	System	251	36.6		
Total		685	100.0		

157

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Written Plan - Natural disasters (e.g. earthquakes, flooding, tornadoes)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	91	13.3	15.8	15.8
	No	486	70.9	84.2	100.0
	Total	577	84.2	100.0	
Missing	System	108	15.8		
Total		685	100.0		

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Practised/Drilled Plan - Natural disasters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	5.1	15.7	15.7
	No	188	27.4	84.3	100.0
	Total	223	32.6	100.0	
Missing	System	462	67.4		
Total		685	100.0		

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Written Plan - Hostage taking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	119	17.4	20.6	20.6
	No	459	67.0	79.4	100.0
	Total	578	84.4	100.0	
Missing	System	107	15.6		
Total		685	100.0		

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Practised/Drilled Plan - Hostage taking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	7.3	21.9	21.9
	No	178	26.0	78.1	100.0
	Total	228	33.3	100.0	
Missing	System	457	66.7		
Total		685	100.0		

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Written Plan - Bomb threats

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	275	40.1	45.8	45.8
	No	325	47.4	54.2	100.0
	Total	600	87.6	100.0	
Missing	System	85	12.4		
Total		685	100.0		

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Practised/Drilled Plan - Bomb threats

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	178	26.0	52.5	52.5
	No	161	23.5	47.5	100.0
	Total	339	49.5	100.0	
Missing	System	346	50.5		
Total		685	100.0		

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Written Plan - Chemical, biological or radiological threats

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	117	17.1	20.2	20.2
	No	463	67.6	79.8	100.0
	Total	580	84.7	100.0	
Missing	System	105	15.3		
Total		685	100.0		

Does your school have emergency procedures manual/crisis preparedness plan that describes procedures in dealing with the following crises? - Practised/Drilled Plan - Chemical, biological or radiological threats

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	6.3	18.9	18.9
	No	184	26.9	81.1	100.0
	Total	227	33.1	100.0	
Missing	System	458	66.9		
Total		685	100.0		

ANNEXURE I: PROBLEMS EXPERIENCED IN THE SCHOOLS AS PRIORITISED (FROM ONE TO FIVE) BY THE SCHOLARS

What are the main problems in your school? - PRIORITY 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Theft	132	19.3	44.6	44.6
	Lack of security measures	5	.7	1.7	46.3
	Drug use by scholars	22	3.2	7.4	53.7
	Drug dealing on school property by scholars	7	1.0	2.4	56.1
	Fist fights on school grounds	28	4.1	9.5	65.5
	Guns used as a weapon on school grounds	1	.1	.3	65.9
	Threats without a weapon	6	.9	2.0	67.9
	Threats with a weapon (inclusive knives and guns)	2	.3	.7	68.6
	Assault by scholars on scholars	14	2.0	4.7	73.3
	Assault by scholars on educators	3	.4	1.0	74.3
	Assault by educators on scholars	1	.1	.3	74.7
	Sexual assault/rape of scholars by educators	1	.1	.3	75.0
	Gang activities on school grounds	2	.3	.7	75.7
	No discipline in school	11	1.6	3.7	79.4
	Vandalism on school property	54	7.9	18.3	97.7
	Alcohol use by scholars	7	1.0	2.4	93.2
	Total	296	43.2	100.0	
Missing	System	389	56.8		
	Total	685	100.0		

162

What are the main problems in your school? - PRIORITY 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Theft	25	3.6	8.6	8.6
	Lack of security measures	6	.9	2.1	10.6
	Drug use by scholars	25	3.6	8.6	19.2
	Drug dealing on school property by scholars	11	1.6	3.8	22.9
	Drug dealing on school property by educators	3	.4	1.0	24.0
	Stabbings	7	1.0	2.4	26.4
	Fist fights on school grounds	38	5.5	13.0	39.4
	Guns used as a weapon on school grounds	1	.1	.3	39.7
	Threats without a weapon	13	1.9	4.5	44.2
	Assault by scholars on scholars	12	1.8	4.1	48.3
	Assault by scholars on educators	1	.1	.3	48.6
	Assault by educators on scholars	1	.1	.3	49.0
	Sexual harassment by scholars on scholars	4	.6	1.4	50.3
	Sexual harassment by scholars on educators	1	.1	.3	50.7
	Sexual harassment by educators on scholars	1	.1	.3	51.0
	Gang activities on school grounds	1	.1	.3	51.4
	No discipline in school	13	1.9	4.5	55.8
	Vandalism on school property	108	15.8	37.0	92.8
	Alcohol use by scholars	20	2.9	6.8	82.5
	Bullying	1	.1	.3	100.0
	Total	292	42.6	100.0	
Missing	System	393	57.4		
	Total	685	100.0		

What are the main problems in your school? - PRIORITY 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Theft	28	4.1	9.9	9.9
	Lack of security measures	9	1.3	3.2	13.0
	Drug use by scholars	19	2.8	6.7	19.7
	Drug dealing on school property by scholars	4	.6	1.4	21.1
	Fist fights on school grounds	27	3.9	9.5	30.6
	Guns used as a weapon on school grounds	2	.3	.7	31.3
	Threats without a weapon	19	2.8	6.7	38.0
	Threats with a weapon (inclusive knives and guns)	9	1.3	3.2	41.2
	Assault by scholars on scholars	20	2.9	7.0	48.2
	Assault by scholars on educators	2	.3	.7	48.9
	Assault by educators on scholars	5	.7	1.8	50.7
	Assault by educators on other educators	1	.1	.4	51.1
	Sexual harassment by scholars on scholars	1	.1	.4	51.4
	Sexual assault/rape of educators by educators	1	.1	.4	51.8
	Gang activities on school grounds	12	1.8	4.2	56.0
	No discipline in school	10	1.5	3.5	59.5
	Vandalism on school property	92	13.4	32.4	91.9
	Alcohol use by scholars	22	3.2	7.7	87.3
	Bullying	1	.1	.4	100.0
	Total	284	41.5	100.0	
Missing	System	401	58.5		
	Total	685	100.0		

What are the main problems in your school? - PRIORITY 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Theft	25	3.6	8.9	8.9
	Lack of security measures	6	.9	2.1	11.0
	Drug use by scholars	16	2.3	5.7	16.7
	Drug dealing on school property by scholars	9	1.3	3.2	19.9
	Stabbings	4	.6	1.4	21.3
	Fist fights on school grounds	21	3.1	7.4	28.7
	Guns used as a weapon on school grounds	1	.1	.4	29.1
	Threats without a weapon	30	4.4	10.6	39.7
	Threats with a weapon (inclusive knives and guns)	2	.3	.7	40.4
	Assault by scholars on scholars	16	2.3	5.7	46.1
	Assault by scholars on educators	6	.9	2.1	48.2
	Assault by educators on scholars	3	.4	1.1	49.3
	Sexual harassment by scholars on scholars	5	.7	1.8	51.1
	Sexual assault/rape of educators by educators	2	.3	.7	51.8
	Gang activities on school grounds	7	1.0	2.5	54.3
	No discipline in school	14	2.0	5.0	59.2
	Vandalism on school property	73	10.7	23.9	83.1
	Alcohol use by scholars	40	5.8	14.2	87.2
	Alcohol use by educators	1	.1	.4	87.6
	Bullying	1	.1	.4	100.0
	Total	282	41.2	100.0	
Missing	System	403	58.8		
	Total	685	100.0		

What are the main problems in your school? - PRIORITY 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Theft	10	1.5	3.8	3.8
	Lack of security measures	8	1.2	3.1	6.9
	Drug use by scholars	18	2.6	6.9	13.7
	Drug dealing on school property by scholars	12	1.8	4.6	18.3
	Stabbings	7	1.0	2.7	21.0
	Fist fights on school grounds	34	5.0	13.0	34.0
	Guns used as a weapon on school grounds	2	.3	.8	34.7
	Threats without a weapon	16	2.3	6.1	40.8
	Threats with a weapon (inclusive knives and guns)	3	.4	1.1	42.0
	Assault by scholars on scholars	13	1.9	5.0	46.9
	Assault by scholars on educators	4	.6	1.5	48.5
	Assault by educators on scholars	1	.1	.4	48.9
	Sexual harassment by scholars on scholars	2	.3	.8	49.6
	Gang activities on school grounds	5	.7	1.9	51.5
	No discipline in school	23	3.4	8.8	60.3
	Vandalism on school property	71	10.4	27.1	87.4
	Alcohol use by scholars	25	3.6	9.5	82.1
	Alcohol use by educators	4	.6	1.5	83.6
	Bullying	2	.3	.8	99.2
	Attempted murder	2	.3	.8	100.0
	Total	262	38.2	100.0	
Missing	System	423	61.8		
	Total	685	100.0		

ANNEXURE J: PROBLEMS EXPERIENCED BY THE EDUCATORS AS A PRIORITY ONE PROBLEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Theft	37	7.0	18.1	18.1
	Vandalism on school property	50	9.5	24.5	42.6
	Drug use by scholars	25	4.7	12.3	44.6
	Alcohol use by scholars	23	4.3	11.3	55.9
	Fist fights on school grounds	19	3.6	9.3	75.5
	No discipline in school	10	1.9	4.9	80.4
	Drug dealing on school property by scholars	8	1.5	3.9	84.3
	Assault by scholars on scholars	8	1.5	3.9	88.2
	Lack of security measures	5	.9	2.5	90.7
	Stabbings	4	.8	2.0	92.6
	Threats without a weapon	4	.8	2.0	94.6
	Assault by scholars on educators	3	.6	1.5	96.1
	Threats with a weapon (inclusive knives and guns)	2	.4	1.0	97.1
	Gang activities on school grounds	2	.4	1.0	98.0
	Murder	2	.4	1.0	99.0
	Drug dealing on school property by educators	1	.2	.5	99.5
	Sexual harassment by scholars on educators	1	.2	.5	100.0
	Total	204	38.5	100.0	
Missing	System	326	61.5		
Total		530	100.0		

ANNEXURE K: THE NUMBER OF SECURITY MEASURES IN PLACE AT THE SELECTED SCHOOLS

Scholars:

Security Measures in Place at Your School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alarm system in sensitive areas (e.g. principal's office, computer room)	459	3.0	8.6	8.6
	Fire extinguishers	449	3.0	8.4	17.0
	Fencing (palisade/ concrete barrier) around the school (at least 2.5m high)	409	2.7	7.7	24.7
	CCTV cameras(video surveillance)	401	2.7	7.5	32.2
	Secure car parking	379	2.5	7.1	39.3
	Require visitors to sign in (access control)	368	2.4	6.9	46.2
	Burglar bars on windows	343	2.3	6.4	52.7
	Security guard/s (stationary fixed position)	323	2.1	6.1	58.7
	Fire alarm system	288	1.9	5.4	64.1
	Security lighting(illuminating pathways, car parks, school grounds)	280	1.9	5.3	69.4
	Limited number of access entry points to the school grounds/ buildings(1-2 entrances/ exits)	277	1.8	5.2	74.6
	Armed response service	234	1.6	4.4	79.0
	Contract guards patrolling premises/perimeter	201	1.3	3.8	82.7
	Doors secured with security gates	179	1.2	3.4	86.1
	ID cards/ badges for scholars	174	1.2	3.3	89.3
	Random drug testing at the school for scholars	128	.8	2.4	91.7
	Car guards (securing the cars)	118	.8	2.2	94.0
	Adult supervision in hallways	118	.8	2.2	96.2
	Sprinkler systems (to control fire damage)	117	.8	2.2	98.4
	Manned control room with 24/7 operators	59	.4	1.1	99.5
	Adopt-a-cop programme	18	.1	.3	99.8
	Metal detectors	10	.1	.2	100.0
	Total	5332	35.4	100.0	
Missing	System	9740	64.6		
Total		15072	100.0		

Educators

Security Measures in Place at Your School (Educators)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alarm system in sensitive areas (e.g. principal's office, computer room)	96	4.1	9.2	9.2
	Fire extinguishers	80	3.4	7.7	16.9
	Fencing (palisade/ concrete barrier) around the school (at least 2.5m high)	79	3.4	7.6	24.5
	Limited number of access entry points to the school grounds/ buildings(1-2 entrances/ exits)	75	3.2	7.2	31.7
	Require visitors to sign in (access control)	70	3.0	6.7	38.4
	CCTV cameras(video surveillance)	69	3.0	6.6	45.0
	Security guard/s (stationary fixed position)	62	2.7	6.0	51.0
	Security lighting(illuminating pathways, car parks, school grounds)	59	2.5	5.7	56.6
	Secure car parking	59	2.5	5.7	62.3
	Armed response service	56	2.4	5.4	67.7
	Burglar bars on windows	53	2.3	5.1	72.7
	Doors secured with security gates	53	2.3	5.1	77.8
	Random drug testing at the school for scholars	46	2.0	4.4	82.2
	Adult supervision in hallways	40	1.7	3.8	86.1
	Contract guards patrolling premises/perimeter	37	1.6	3.6	89.6
	Fire alarm system	33	1.4	3.2	92.8
	ID cards/ badges for scholars	24	1.0	2.3	95.1
	Car guards (securing the cars)	19	.8	1.8	96.9
	Adopt-a-cop programme	13	.6	1.2	98.2
	Sprinkler systems (to control fire damage)	11	.5	1.1	99.2
	Manned control room with 24/7 operators	7	.3	.7	99.9
	Metal detectors	1	.0	.1	100.0
	Total	1042	44.7	100.0	
Missing	System	1289	55.3		
Total		2331	100.0		

ANNEXURE L: SECURITY SURVEY/CHECKLIST TO BE IMPLEMENTED AT SECONDARY SCHOOLS

SCHOOL SECURITY SURVEY

SECTION 1: Physical Characteristics of the Premises/Building

1. Name of the school: _____

2. Location of the school facility: _____

3. Total population:

3.1 Educators _____

3.2 Scholars _____

3.3 Administration and cleaning staff _____

3.4 Entire population at the school _____

4. Number of structures (buildings) on the premises _____

5. Estimated number of visitors entering the premises daily: _____

6. Estimated number of transport modes entering the premises on a daily basis:

6.1 Motor vehicles _____

6.2 Motor cycles _____

6.3 Bicycles _____

6.4 Trucks/lorries _____

SECTION 2: School Environment

7. Is your school located in a:

7.1 City_____   7.2 Town _____   7.3 Rural area _____

7.4 Agricultural area _____

8. Police department in the area:

_____

9. The average (regular) response time to emergency calls:

_____

10. Number of crimes committed at your school within the last year:

10.1 Petty theft _____

10.2 Property crime (vandalism) _____

10.3 Common assault _____

10.4 Aggravated assault _____

10.5 Violent crime _____

10.6 Car theft _____

10.7 Stabbings _____

10.8 Shootings _____

10.9 Robbery _____

10.10 Burglary _____

10.11 Rape _____

10.12 Attempted murder _____

10.13 Murder _____

10.14 Total number of crime _____

	SECTION 3			
Security measures				
		YES	**NO**	**COMMENTS**
1	**PHYSICAL AND ENVIRONMENTAL SECURITY MEASURES**			
1.1	Is the school premises completely surrounded by a barrier (either a fence or a wall)?			
1.2	Is the school kept clean, neat and attractive?			
1.2.1	Is there any graffiti on the school walls?			
1.2.2	Are there any broken windows?			
1.2.3	Is there any garbage lying around (litter)?			
1.2.4	Are the buildings deteriorated?			
1.2	Is there a limited number of access points/gates (maximum of 2)?			
1.3	Are there signs indicating that the premises are private property?			
1.4	Is there any lighting on the premises?			
1.5	Is your school surrounded by houses and/or busy roads?			
2	**HUMAN SECURITY MEASURES** **YES NO COMMENTS**			
2.1	Do you have (a) stationary guard(s)?			
2.1.1	Are there stationary guards at the entrance(s) controlling the access and egress of people, vehicles and goods?			
2.2	Are there guards patrolling the entire premises?			
2.3	Do you have armed response units, policemen and/or security guards that will respond if an alarm is triggered or if an incident occurs?			
2.4	Do you have educators on duty during break times?			
2.5	Is there community involvement in the school?			
2.6	Is there parent involvement at the school?			
3	**ELECTRONIC/TECHNOLOGICAL SECURITY MEASURES**			
3.1	Does your school have the following technological security measures in place:			
3.1.1	Closed circuit television (CCTV) system?			
3.1.2	Turnstiles?			
3.1.3	Intruder alarms in sensitive areas for e.g. principal's office, reception and computer room?			

		YES	NO	COMMENT
3.1.4	Intruder alarms in all the buildings and classrooms?			
3.1.5	Metal detectors?			
3.1.6	Hand-held detectors?			
3.1.7	Card reader systems? (ID card systems for scholars and all staff members)			
3.1.8	Drug testing equipment?			
3.1.9	Fingerprint system?			
3.1.10	Boom(s) at the access/egress points?			
3.2	Are all technological security measures maintained, serviced and tested on a regular basis?			
4	**POLICIES AND PROCEDURES**			
4.1	Does the school have a code of conduct policy with procedures?			
4.2	Have security policies and plans been established and implemented?			
4.3	Do you make use of zero-tolerance policies?			
4.4	Are restorative practices used?			
4.5	Is your school deemed a firearm-free zone?			

SECTION 4				
School Premises – Exterior				
		YES	NO	COMMENTS
1	**FENCING**			
1.1	Is there a fence/wall surrounding the entire premises?			
1.2	Is the security fence or wall at least 2,6 meters high?			
1.3	Is the mesh of the fence at most 8mm?			
1.4	Is there any presence of holes in the fence?			
1.5	Is the fence well lit at night?			
1.6	Is the wire of the fence/the wall still in good condition?			
1.7	Are there any aids close (within 5 meters) to the fence that would assist an intruder achieving access into the premises, for e.g. vehicles, trees, and other objects?			
1.8	Is there alarm support to the fence (an early warning intrusion detection alarm)?			
1.9	Is the fence patrolled by a security guard (on foot) at least every two hours?			

		YES	NO	COMMENT
1.10	Are there any holes beneath the gate in the ground?			
1.11	Is there a budget/fund available for the maintenance and replacement of the fence			
2	**LIGHTING**			
2.1	Are patrol routes lit up?			
2.2	Are all vulnerable areas well lit?			
2.3	Is the access point(s) well lit? (gate and/or guard post)			
2.4	Are lights automatically switched on/off?			
2.5	Are the lights protected against damage?			
2.6	Is there a back-up power supply?			
3	**OBSTRUCTION TO VISIBILITY**			
3.1	Are there any bushes, shrubs and/or trees obstructing the visibility of the building?			
3.2	Is the main entrance visible from the reception office?			
3.3	Can the administration staff clearly view the parking lots (from the administrative offices)?			
3.4	Are bicycle racks/motorcycle parking spots placed in visible areas?			
4	**ACCESS CONTROL**			
4.1	Are methods taken to control the movement of people, vehicles and goods into and out of the school premises?			
4.2	Are all the entrances clear of obstructions in order to provide natural surveillance?			
4.3	Are gates closed during school hours?			
4.4	Do you have a security guard placed at the entrance(s)?			
4.5	Are visitors required to sign in before entering the premises?			
4.6	Do scholars and staff members have ID cards to enter the school?			
4.7	Are notice boards displayed that indicates what is allowed and what is not allowed (onto the premises)?			
5	**EXTERIOR DOORS AND WINDOWS**			
5.1	Are the exterior doors well lit at night?			
5.2	Are all doors locked after-hours?			
5.3	Are all windows closed and locked after-hours?			

SECTION 5			
School building - Interior			
	YES	**NO**	**COMMENTS**
1	**ALARMS**			
1.1 Does the school have an intruder alarm system?			
1.2 Is the alarm inspected and tested on a regular basis (annually or before long periods of non-operational times, for e.g. school holidays)?			
1.3 Are all false alarms recorded?			
1.4 Does the school have a response unit that responds to the alarm once it is triggered?			
2	**LIGHTING** **YES NO COMMENT**			
2.1 Does the school have any interior lighting?			
2.2 Is there a back-up system (power supply) for emergency lights?			
3	**BURGLAR BARS FOR DOORS AND WINDOWS**			
3.1 Are all doors fitted with safety gates?			
3.2 Are all windows fitted with burglar bars?			
4	**SAFES AND VAULTS**			
4.1 Does the school have a vault/safe?			
4.2 Are the safes/vault(s) out of eyesight (in a safe location)?			

SECTION 6			
Fire Prevention and Safety Strategies			
	YES	**NO**	**COMMENTS**
1	**FIRE POLICIES AND PROCEDURES**			
1.1 Are there fire policies in place?			
1.2 Are there procedures explaining what the process is once a fire is detected?			
2	**FIRE EQUIPMENT**			
2.1 Does the school have **fire extinguishers** on the premises?			
2.1.1 Can the location of the fire extinguishers be clearly seen throughout the premises?			
2.1.2 Are fire extinguishers easily reachable? (a person should not have to travel more than 23m to reach either a fire extinguisher or a hose reel)			

		YES	NO	COMMENT
2.1.3	Are all fire extinguishers regularly serviced? (At least once every year or every time after it has been used)			
2.1.4	Are the seals on the fire extinguishers still intact?			
2.1.5	Is the pressure on the pressure gauges correct? (in the green section)			
2.1.8	Does your school have any fire hose reels?			
2.1.9	Are the fire hose reels secured?			
2.2	Are **automatic sprinkler systems** installed?			
2.2.1	Are the sprinkler systems serviced on a regular basis?			
2.3	Does your school have **automatic fire detection systems**?			
2.3.1	Heat detectors?			
2.3.2	Smoke detectors?			
2.3.3	Flame detectors?			
2.4	Do you have any flammable liquids on the premises?			
2.4.1	Are all flammable liquids in safe stores, for e.g. in a room with brick walls, well ventilated, with notices stating no smoking or open flames and away from the building?			
3.	**EMERGENCY PLANS**	YES	NO	COMMENT
3.1	Does your school have emergency procedure's manuals/crisis preparedness plans that describe procedures in dealing with the following crises:			
3.1.1	Fires?			
3.1.2	Shootings?			
3.1.3	Natural disasters?			
3.1.4	Hostage taking?			
3.1.5	Bomb threats?			
3.1.6	Chemical, biological or radiological threats?			
3.2	Do you practice and drill these plans at least once every three months?			
3.3	Are escape routes clearly marked? (Exit route signs clearly visible and legible)			
3.4	Are all the individuals (scholars, educators, staff) on the premises informed about the escape routes?			
3.5	Are escape routes free of obstruction?			
3.6	Is there a fire marshal? (An individual in charge of the operations should a fire break out)			

4	STAFF TRAINING (ARE STAFF TRAINED IN THE FOLLOWING)			
		YES	NO	COMMENT
4.1	Recognition of the fire alarm?			
4.2	Escape routes (where to go)?			
4.3	Procedures to follow upon hearing the alarm?			
4.5	Refresher drills and evacuation exercises?			
4.6	How to operate a fire extinguisher effectively and correctly?			