



**Western Cape
Government**

Education

BETTER TOGETHER.

QUALITY EDUCATION 2019

Gender Based Violence and Femicide Summit

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District School Enrichment & RCL Coordinator

25 – 26 November 2019

WCED VISION:

**Quality Education
for every child
in every classroom
in every school in the province.**



Caring



Competence



Accountability



Integrity



Innovation



Responsiveness



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2019
The Year of the

Learner
Developing a Values Mindset

WCED CONTEXT:



- Drugs
- HIV / AIDS
- Poverty
- Gangsterism
- Violence
- Parental Support Concerning
- Fetal Alcohol Syndrome
- Overcrowding

1.1 Million
Learners



33 000
Educators



1 500
Schools



58 000
Learners on Transport



471 000
Learners on our Feeding Scheme



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2019

The Year of the

Learner

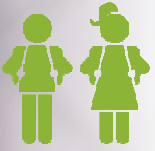
Developing a Values Mindset

WCED CONTEXT:



- Drugs
- HIV / AIDS
- Poverty
- Gangsterism
- Violence
- Parental Support Concerning
- Fetal Alcohol Syndrome
- Overcrowding

126 286
Learners



3 380
Educators



197
Schools



9794/ 174
Learners on Transport



72 108
Learners on our Feeding Scheme



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Vision:

Quality Education for every child, in every classroom, in every school in the Province

Our Mantra:

The Teacher:

Enter to Serve
Continue to
Learn

Values:

Values-Driven
Learning
Organization

The Learner:

Enter to Learn
Continue to
Serve

Year of the
TEACHER
2017

2018
The Year of
**Values-Driven
Learning**
Celebrating our
excellent teachers

2019
The Year of the
Learner
Developing a Values Mindset

What are the things that can hinder our vision?

- By not respecting each others differences.
- By not acknowledging quality education as a need for our learners.
- By not equipping our teachers and learners
- By not protecting our learners and teachers at our schools

How do we ensure that this is being done?

- By putting Policies and Circulars in place that governs our schools.
 - National Education Policy Act (Nepa), 1996 (Act 27 of 1996)
 - Education White Paper 6 on Inclusive Education (2001)
 - South African Schools Act (SASA), 1996 (Act 84 of 1996)
 - School's Codes of Conduct (Learners)
 - Code of Conduct for Teachers (SACE – South African Council for Educators)



Who governs these Policies and Circulars in our Districts, Circuits and schools?

- 1 District Office – George
- 5 Circuit Offices – Riversdale, Mosselbay, Knysna, Oudtshoorn and Beaufort West
- School Governing Bodies (SGB's)
- Principals
- Teachers
- Representative Council of Learners (RCL)

THREE SPHERES CONVERGENCE CRIME PREVENTION MODEL

Crime occurs where the will to offend converges with a vulnerable victim in an environment that provides the opportunity



ROLE PLAYERS

- Social Development (Early Childhood)
- Welfare Sector (Family Cohesion)
- Education, Private Sector (Job Skills & Job Opportunities)
- Correctional Services (Reintegration & Rehabilitation)
 - SAPS
 - Justice
- Arts, Culture, Sports ("Keep them busy")
- Community/Civil Society

ROLE PLAYERS

- Social Services
- Education
- Victim services
- Trauma Counselors
- Transport Services
- Housing
- Communication & Media
- Community

ROLE PLAYERS

LOCAL AUTHORITIES : Planning, design and management of public spaces. Planning and design of homes. Provision and access to service. Recreational facilities. Safe transport nodes and routes. Public facilities like toilets, lights etc.

SAPS AND MUNICIPAL POLICE: Enforcement of law and by-laws

EDUCATION AND PUBLIC WORKS: Safe schools

PRIVATE SECTOR: Interface between public and private spaces

How is incidents managed in the District, Circuits and in our schools?

- Learners and Teachers is to adhere to Code of Conducts for learners and teachers
- All aspects of schools is mandated and managed by the Schools Governing Body (SGB).
- The daily management of the school is done by the School Management Team (SMT)
 - Management of Safety and Equality is delegated by the Principal to a Safety Officer (Teacher)
 - Supported by the Safety Committee



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How is incidents managed in the District, Circuits and in our schools?

School Intervention for Absent learners:

Learner Attendance Policy – School must manage the Policy if a learner is absent from school. From the 2nd or 3rd day the school must start with intervention.

- This can be in the form of a letter, call to parents or home visit.
- If no response after 3 interventions before and within 10 days, the school will inform the District Office – Safe Schools
- This to try and reintegrate the learner back into school



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How is incidents managed in the District, Circuits and in our schools?

- Safe Schools will do a home visit and assess the learner's circumstances for not attending school and will submit a Reference Form to the Psychologist, Social Worker or to SAPS.
- The Social Worker with the Safe Schools fieldworker will do another home visit together or the Social Worker on her/ his own.
- The cause of action will be determined by the Social Worker's findings.
- If the learner is not reintegrated back into school according to the Policy, the Principal has the right to de-register the learner and the parents must re-enroll the learner again.



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How is incidents managed in the District, Circuits and in our schools?

Violence at School (all type of violence)

- Specialised Learner Education Support (SLES) Team consist of:
 - 1 School Social Worker for each 8 Circuits at the Circuit Offices
 - 1 Psychologist for each 8 Circuits at the Circuit Offices
 - 1 Learner Support Officer for each 8 Circuits at the Circuit Offices
 - 19 Care and Support Assistance (CSA) – placed at schools
- Safe Schools:
 - 4 Safe Schools Officials assisting 2 Circuits each at the District Office (Safety, Security & Discipline)



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Addressing Violence in Schools



Objective

- to capacitate the educators and learners with the necessary skills to deal with conflict in a constructive way
- to assist schools with learner conflict
- **to create a positive change in behaviour at the school**



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Addressing Violence in Schools

- Specialised Learner Education Support (SLES), Safe Schools and Curriculum Advisers provide:
 - Advocacy Programmes
 - Awareness Programmes
 - Divergent Programmes
 - Motivational Programmes
 - Care and Support Programmes
 - Basic support and Counselling
 - Preventative Programmes
- If a learner makes himself/ herself guilty of violence or other forms of misconduct. The Code of Conduct and Disciplinary process of the school must be followed by the school, however the process must be restorative and not punitive.
- Assisting the learner by requesting assistance from SLES or through divergent programmes.



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Addressing Violence in Schools

- SGB's can only suspend a learner and not expel learners from school.
- A formal letter must be send to the Head of the Apartment at head Office, Cape Town that has the authority to expel learners.
- This is only after due processes from the school and SGB have been scrutinized.

Preventing Violence in Schools

- Enforcing the Code of Conduct of the school
- Having a safety committee to manage and continuously discuss and observe safety and matters as they happen in school
- Continuously follow Policies/ Circulars instructing cause of action
- Ensure that the school have Policies/ Code of Conducts/ Contingency Plans/ Evacuation Plans and Safety Plans
- Ensure that learners and teachers are aware, know and adhere to these Policies/ Circulars continuously



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Preventing Violence in Schools

- Ensure that all processes are restorative instead of punitive
- Duty Rosters/ Ground Duty to be implemented during break-times and visibility in all areas are important especially hot spot areas on school grounds
- Ensure that classroom management is manageable by teachers
- Ensure that all incidents are reported and manage.
- Build and strengthen relationships with parents, partners, stakeholders and community around the school and community



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Thank you

Dankie

Enkosi



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