



LAERSKOOL WIERDAPARK

POLICY & PROCEDURE:

SCHOOL HEALTH AND SAFETY POLICY

Laerskool Wierdapark

LSWP – B – L- 006(E)

Document Development and Approval

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1. NAME OF SCHOOL

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2. PREAMBLE

- 2.1 School violence and substance abuse takes place throughout the world; in South Africa this phenomenon is manifesting itself through gang violence, weapons in school, sexual violence, /bullying, assault, theft and robbery. School violence affects all schools irrespective of location. School safety and security is a primary concern throughout our communities. Children, school authorities and the SGB and their families deserve to feel safe inside our educational facilities and on school grounds.
- 2.2 In the light of the above, it is imperative for the school to implement the school health and safety policy, with thorough plans and data collection tools to enable all the stakeholders in the school community to pro-actively deal with and better manage threats to school safety. A systematic approach by the SGB, SMT and SBST and the School Safety Committee to managing safety and health risks in the school is important. It is also ethically the right thing to do. Part of the school's overall values is to keep staff, learners, and visitors safe and inform learners to become the 'risk aware, but not risk averse' citizens of tomorrow. Operationally it also will assist to avoid costly accidents, disruption losses and damage to the school's morale and reputation. And, of course, it enables the school and the SGB to comply with their duties under health and safety law.
- 2.3 Through this policy, the school intends to:
- Place the issue of school safety at the top of the agenda of all stakeholders.
 - Adopt a zero-tolerance approach to all perpetrators of any form of school violence, gangsterism, substance abuse and bullying and cyberbullying or any form of abuse on any social media platform.
 - Ensure that all incidences of school violence, gangsterism, substance abuse and bullying must be reported by all stakeholders to school authorities, the District Office and the police services once they become known;
 - Ensure that there is appropriate support for the victim and victim empowerment.
 - Have interventions in place that are focused on addressing the safety elements of physical infrastructure related to proper fencing, alarm systems and burglar proofing, resilience-building programmes for learners and the strengthening of partnerships with relevant stakeholders.
 - Ensure that any form of abuse is managed with care, sensitivity, and confidentiality to mitigate against secondary abuse.

3. PURPOSE & OBJECTIVES OF THE POLICY

The overall purpose of the policy is to ensure that the school is safe for all and that effective

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measures are employed to address issues related to discipline, drugs, dangerous objects, violence, bullying, rape, assault, sexual abuse, theft, and robbery.

3.1 The objectives of the policy are as follows:

- a. To promote a safe school environment and declare the school as a Violence, Weapon free and Drug free zone.
- b. To put in place measures for the prevention of violence, sexual abuse, rape, other forms of abuse, assault, bullying and gangsterism.
- c. To put in place structures to co-ordinate School Safety Programmes and to sustain gains made.
- d. To clearly set out the roles and responsibilities of the various stakeholders in the pursuit of a safe school environment.
- e. To put in place clear protocols for the recording, reporting and management of any incidents.

3.2 The Policy serves:

- a. as guideline for creating a comprehensive response to emergency situations; and
- b. as a framework for addressing a range of other response issues such as violence prevention, trauma management, handling, and issues such as evacuation which require a coordinated school response.

4. TERMINOLOGY AND ACRONYMS

4.1 Terminology

Term	Explanation
Assembly Area	A pre-designated area where personnel and learners are trained to gather following directives to evacuate buildings. Sites chosen should minimise exposure to hazards, provide quick and accessible shelter for all if needed, and consider the needs of persons with disabilities. Monitoring the safety and well-being of learners and staff begins here. The school's most experienced trained emergency responders should be assigned here and begin providing on-scene support.
Briefing	<ol style="list-style-type: none">1. An educational and informational presentation to groups following a crisis or critical incident.2. Objectives would include:<ol style="list-style-type: none">a. sharing the official nature and scope of the event to reduce and dispel rumours;b. providing details concerning the plan of action

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Term	Explanation
	<p>the school is taking to manage the crisis and mitigate its effects; and</p> <p>providing group education in stress management within naturally occurring support systems.</p>
Bullying	<p>Refers to any written or other visual communication, verbal communication, or physical act, gesture or omission engaged to creating a substantial and justifiable risk of creating a threat of or with the natural result of an undesirable consequence. Bullying includes initiation practice as well as the use of any electronic device by utilising any social media platform, any App, and any internet usage, thus manifesting into what is now commonly referred to as cyber bullying. Bullying is aggressive behavior that is intentional and involves an imbalance of power or strength. It is a repeated behavior and can be physical, verbal, or relational.</p>
Coping skills	<p>A range of thoughts, feelings and behaviours utilised to decrease the negative effects of an experience, or to master a threatening situation. Individuals who have successfully worked through past traumatic events often develop strengths and coping skills that help them and others facing traumatic events.</p>
Corporal punishment	<p>Corporal punishment is defined as any deliberate act against a child that inflicts pain or physical discomfort to punish or contain him/her. This includes, but is not limited to, spanking, slapping, pinching, padding or hitting a child with a hand, any other object, denying or restricting a child's use of the toilet, denying meals, drink, heat and shelter, pushing or pulling a child with force, forcing the child to do exercise. It is, therefore, not just about caning but also refers to an assault on a person in any manner whatsoever.</p>
Crisis	<p>A state in which coping skills are overwhelmed, potentially leaving an individual feeling out of control, helpless and anxious.</p>
Crisis Intervention	<p>The application of short-term repeated interventions designed to support problem solving, reduce feelings of isolation, helplessness and anxiety and promote the return of normal</p>

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Term	Explanation
	functioning.
Educator	Refers to any person who teaches, educates, or trains other persons at an education institution or assists in rendering education services or education auxiliary or support services provided by or in an education department. It means anyone defined in terms of the Employment of Educators Act.(EEA)
Emergency	An Emergency is defined for the purposes of this policy as “a sudden, generally unanticipated event with the potential to profoundly and negatively impact a significant any segment of the school population.”
Emotional Abuse	Is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Learner	Refers to any person enrolled in an education institution as defined in the South African Schools Act.
Neglect	The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer



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Term	Explanation
	failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Parent	Means the parent or guardian of a learner or the person legally entitled to custody of a learner.
Physical abuse	Any form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Safeguarding	Safeguarding and promoting the welfare of learners is defined for the purposes of this policy as: <ol style="list-style-type: none"> a. protecting any child from maltreatment; b. preventing impairment of children's health or development; c. ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and d. taking action to enable all children to have the best outcomes in school and in life.
School	Means Laerskool Wierdapark
School activity	Refers to any activity organized by the school as defined in the South African Schools Act
School Safety	Refers to the process of establishing and maintaining a school that is a physically, cognitively and emotionally safe space for learners and staff to carry out learning and teaching activities. This can include procedures for maintaining a structurally sound building, conducting emergency and safety drills and having a mechanism for learners and staff to report abuses or concerns and for the principal to report it to the legal



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Term	Explanation
	agencies.
Sexual Harassment	Means Sexual Harassment in any form of unwanted conduct of a sexual nature and can include physical, verbal, or non-verbal behaviour.
Truancy	Means a learner of the school who stays away from school or do not attend classes or any school activity without leave or explanation.
Vandalism	Means any act or omission which may result in damage or harm to property.
Violence	Means behaviour that is intended to hurt other people physically.
Weapons/Dangerous Object	Means any object or device or thing designed or used or usable for inflicting bodily harm and defined as undesirable in the South African Schools Act.
Well-being	Refers to the overall condition of an individual based on their physical, cognitive and emotional states. Learners and educators can actively promote positive well-being in themselves and each other through physical and mental care for themselves and one another.

4.2 Acronyms

Acronyms	Explanation
CPU	Child Protection Unit of SAPS
DSSC	District School Safety Committee
HOD	Head of Department of Education
ID	Identity Document
MEC	Member of Executive Council for Education
NDOH	National Department
PAM	Personnel Administrative Measures
PS Staff	Public Service Staff
SANCA	South African National Council for Alcoholism And Drug Dependence
SACE	South African Council for Educators
SAPS	South African Police Services
SBST	School Based Support Team
SIAS	DBE Policy on Screening, Identification, Assessment and

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Acronyms	Explanation
	Support
SGB	School Governing Body
SMT	School Management Team

5. APPLICATION AND SCOPE OF THE POLICY

- 5.1 This policy applies to all learners, staff members (CS and PS) and school governing body of the School.
- 5.2 Matters related to the Occupational Health and Safety Act are excluded from the application of this policy.

6. LEGISLATIVE FRAMEWORK

- 6.1 The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), as amended.
- 6.2 The South African Schools Act, 1996(Act No. 84 of 1996), as amended.
- 6.3 Employment of Educators Act, 1998 (Act No 76 of 1998), as amended.
- 6.4 South African Council of Educators, 2000 (Act No 31 of 2000), as amended.
- 6.5 Control of Access to Public Premises and Vehicles, 1985 (Act No 53 of 1985).
- 6.6 Fire Arms Control Act, 2000(Act No 60 of 2000).
- 6.7 Children's Act, 2005 (Act No 38 of 2005), as amended and regulations.
- 6.8 Sexual Offences Act, 2007 (Act No 32 of 2007).
- 6.9 Public Service Act, 1994 (Act No of 103 of 1994), as amended.
- 6.10 Drugs and Drugs Trafficking Act, 1992 (Act No 140 of 1992).
- 6.11 Guidelines and Procedure for Dealing with Suspected and Confirmed Cases of Child abuse.
- 6.12 Dangerous Weapons Act, 2013, as amended.
- 6.13 General Notice 6903 of 2000, as amended.
- 6.14 Regulations for the Safety Measures at Public Schools, Government Notice No. 1040 October 2001 as amended.
- 6.15 Occupational Health and Safety Act.
- 6.16 Protection of Personal Information Act, 2013 (Act 4 of 2013), as amended and regulations.
- 6.17 Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners.
- 6.18 Regulations to Prohibit Initiation Practices in Schools.
- 6.19 Regulations for Devices to be Used for Drug Testing and the Procedure to be Followed.
- 6.20 National Policy on HIV, STIS and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector.



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7. RELEVANT DBE, GDE AND SCHOOL POLICIES AND PROVINCIAL CIRCULARS

- 7.1 DBE Protocol to Deal with Incidences of Corporal Punishment in Schools.
- 7.2 DBE Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools.
- 7.3 DBE Challenging Homophobic Bullying in Schools.
- 7.4 DBE National Policy in Dealing with Pregnant Learners
- 7.5 Circular to Report Assault and Abuse dated 14 October 2013.
- 7.6 School Learner Code of Conduct/Rules and Classroom Rules.
- 7.7 School HIV/AIDS, TB and STIs Policy.
- 7.8 School Policy on Administering Medication to Learners.
- 7.9 The School's Search and Seizure Policy.
- 7.10 DBE Integrated School Health Policy.
- 7.11 School's Anti-Smoking and Vaping Policy.
- 7.12 School's Inclusivity Policy.

8. CREATE A SAFE SCHOOL ENVIRONMENT

8.1 Creating a Safe and Healthy School Environment

8.1.1 Access to the School premises

- a. The SGB will ensure that clear signage is present throughout the school property, indicating that:
 - i. all people entering the school do so at their own risk;
 - ii. anyone entering the school may be subjected to a search;
 - iii. no drugs, alcohol, guns or weapons are permitted on school premises; and
 - iv. unlicensed drivers will not be permitted to drive vehicles on the school property.
 - v. that the school is monitored or by monitored by CCTV
- a. During the school day, gates must be locked and access to the school must be controlled.
- b. Parents have the right to visit the school attended by their child, provided that the visit does
 - i. not disrupt any school activities and is done with the permission of the Principal. Except for emergency situations, it is preferred that parents visit schools on an appointment basis.
- c. According to the "Regulations for Safety Measures at Public Schools, 2001," No person shall
 - i. without the permission of the principal or HOD, enter into any public school premises. The HOD or principal of any public school may take such steps that he or she may consider necessary for the safeguarding of the public school, as well as for the protection therein."
- d. Any visitor to the school, including parents, may be required to:
- e. furnish his or her name, address and any other relevant information required by the principal
- f. or HOD;
 - i. produce proof of his or her identity to the satisfaction of the principal or HOD if necessary;

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- ii. declare whether he or she has any dangerous object or illegal drugs in his or her possession or custody or under his or her control;
- iii. declare and show what the contents are of any vehicle, suitcase, attaché case, bag, handbag, folder, envelope, parcel or container of any nature which he /she has in his / her possession or custody or under his / her control;
- iv. subject himself or herself and anything which he or she has in his or her possession or custody or under his or her control to a search by a person of the same gender, an examination by an electronic device, sniffer dogs or other apparatus in order to determine the presence of any dangerous object or illegal drug; and
- v. hand to the principal/his/her delegate or HOD/his/her delegate anything which he or she has in his or her possession or custody or under his or her control for examination or custody until he or she leaves the premises.

8.1.2 Gangsterism

- a. Gang affiliation is not something that learners leave behind when they enter the school premises. If a gang presence exists at the school, it cannot be ignored. The SGB, SMT and the School Health and safety Committee will address gang-related issues head-on or they will fester, harm the school climate, and impede the learning environment.
- b. The best strategies are preventative and proactive rather than simply reactive. The best way to identify and respond to gangs within the school environment is to create a gang intervention process that begins with awareness and understanding of the gang issue, provides prevention measures, emphasises consistent consequences for gang behaviour.
- c. Involve SAPS to inform staff of the procedures and to identify gangsterism in the school.
- d. The key factor of gangsters rests with their collective frequent and deliberate involvement in illegal activities and/or violations of school policies and procedures.
- e. The focus by the school will be on the behavior (misconduct and/or criminal) associated with gang-behaviour in the school setting. But the SGB, SMT, SBST and school personnel must also recognise that gang-related incidents that happen in the community can easily spill over into the school, and gang-related incidents that originate in the school can easily spill over into the community.
- f. The school has adopted a policy to address the issues of gangsterism in the school.

8.2 The School Is A Drug Free, Smoke Free, Vape Free, Violence Free And Dangerous Object/Weapon Free Zone

- a. No person may:
 - i. carry any dangerous object/weapon in any form onto or in the school premises;
 - ii. store any dangerous object in the school premises except in the officially designated places identified by the principal;
 - iii. possess or use any illegal drugs/substances/alcohol on the school premises;
 - iv. enter the school premises while under the influence of an illegal drug/substance or alcohol;

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- v. cause any form of violence or disturbances which can negatively impact on the school activities;
- vi. willingly condone, connive, hide, abet, encourage possession of dangerous objects/weapons/illegal substances or refuse, fail, neglect to report the sighting or presence of any dangerous objects to the departmental authorities or the police as soon as possible; and
- vii. directly or indirectly cause harm to anyone, who exposes another person who makes an attempt to frustrate the prevention of the dangerous objects and activities.
- viii. May not cause a disturbance by being discourteous in such a manner that it affects the dignity of any other person in any school activity or during school hours.
- b. The principal or his or her delegate may, at random, search any learner or a group of learners or the property of a learner or group of learners, for any dangerous object or illegal drug/substance, if a fair and reasonable suspicion has been established. Such a search must be done in accordance with Section 8A of SASA.
- c. The principal or his or her delegate may at random administer urine or other non-invasive test to any group of learners that is on fair and reasonably suspected of using illegal drugs/substances only under conditions laid down in SASA.
- d. Disciplinary action will be instituted against a learner or anyone who contravene/s the above-mentioned rules.

8.3 Buildings, Grounds And Infrastructure

- a. The SGB, SMT and Staff will regularly monitor its environment (inside and outside the school) with a view to identifying the potential dangers and take all reasonable measures to safeguard learners and staff.
- b. The SGB and SMT will make a concerted effort to ensure that a preventative maintenance plan is put in place to take care of major and minor maintenance.
- c. The SGB, SMT and staff will take all the necessary steps to ensure that a clean, safe and hygienic environment is provided to the learners at all times.
- d. The SGB and SMT will ensure that all minor maintenance such as broken window panes, doors, etc. are attended to as they occur. They will further ensure that major maintenance of the schools will be attended to through written submissions to the Department.
- e. The SGB and SMT will ensure that:
 - i. Any unused furniture/steel frame or broken furniture will be properly stored or disposed of.
 - ii. The school grounds will be maintained by cutting and trimming the grass and trees on a regular basis and inspecting the buildings for any occupational hazards.
 - iii. Rubbish and litter is properly stored or disposed of.
 - iv. The school swimming pool is properly secured by a fence and gate or net when not in use. No learner is allowed near the swimming pool without the supervision of an educator.
- f. The school premises and building's perimeters must be secured.

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- g. Designated entry points for staff and learners' entry. The perimeter should be checked regularly to ensure it is safe and not damaged.
- h. 24/7 Video surveillance of school grounds, inside and outside the school.

8.4 Control Of Learners: Late Coming, During Breaks, In Cases Of Early Departure And Pick Up/Drop Off Points

8.4.1 Late coming of learners

- a. No learner should be locked outside the school for arriving late.
- b. In cases where learners arrive late for school, parents/ guardians should be informed and they should be dealt with through the learner's Code of Conduct and report to the office.

8.4.2 During breaks

- a. Learners are not allowed to leave the school premises during break.
- b. In cases where it is necessary for learners to leave the school premises, written permission must be provided by the Principal.

8.4.3 Early leave of learners at the request of parents/guardians

- a. All requests for early leave must be made in writing by parents/guardians to the Principal or his/her delegate except in emergencies.
- b. No learner is allowed to jump the fence or leave the school premises without proper authorisation during school hours.
- c. On admitting a learner to the school, a parent must identify in writing who is allowed to collect their child in cases of requests for early leave. Parents must review this annually or as required, in writing, by the parent registering the child at the school.
- d. Persons collecting a learner from the school will be requested to provide the school with a positive identification.
- e. The school will maintain a written record that includes the name of the learner, the learner's grade, the name and ID No. of the person checking the learner out, as well as the date, time and reason/s for the early leave.
- f. In the case of a dispute between parents about custody of a minor, the review of person/s who will be allowed to check out learner's early from school will be done on the basis of a court order from the parent who has registered the child at the school.

8.4.4 Early dismissal

- a. The school will take reasonable steps to ensure that parents are informed in good time if learners are to be released early to enable parents to make transport and care – taking arrangements.

8.4.5 Pickup/drop off points at the school

- a. Parents may only pick up/drop off learners at designated points outside the school.

8.5 Child Protection, Care And Safeguarding

- 8.5.1 In accordance with the Children's Act, Laerskool Wierdapark will create an awareness amongst staff members that when a child's wellbeing: is being threatened, support is not



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adequate and maltreated, abuse, neglected, degraded or exploitation of a child is taking place, the said child is deemed to be in need of protection and the relevant authorities must be informed. Such a child should be reported to the Principal. The Principal must report the matter to the parent (if not a perpetrator), SAPS and the Department of Social Development. Note: Both suspected and confirmed cases of child abuse must be reported.

8.6 School Activities And The Health And Wellbeing Of Learners

- 8.6.1 The school will take reasonable measures to ensure the safety of learners during any school activity.
- 8.6.2 The school takes reasonable measures to ensure that:
- If a learner is on medication and will require medication during the course of school activities, the parent has seen to it that the learner has sufficient quantities of the medication for the duration of the school activities.
 - If it is necessary for a learner to carry a doctor's prescription for medication, the parent has provided the learner and the supervising educator with certified copies of such prescription;
 - A parent is advised to report to the school, in writing, the medical condition of a learner.
 - Before a school activity, the principal provides a supervising educator with a report on the medical condition of a learner.
 - A parent is informed about any travelling to or through a high risk disease area during the course of the school activity.
 - Safety measures are integrated into the curriculum that helps learners understand the importance of following safety procedures. Teaching them about emergency response protocols, including evacuation routes and safe spaces, empowers them to take appropriate actions in case of emergencies.
- 8.6.3 The school will take measures to ensure that, if a learner is injured or falls ill during the course of a school activity and requires medical treatment, the supervising educator:
- takes measures to contact the parent of the learner concerned in order to obtain consent for such medical treatment; and
 - determines whether or not to consent to such medical treatment if he or she is unable to contact the parent of the learner.
- 8.6.4 The school will, in writing, supply the detailed information to the parent of the learner who will undertake the school activity with a copy of the daily itinerary.
- 8.6.5 Immediately after returning from a school activity, the supervising educator will submit a report on the school activity, to the principal, and the principal must submit the report to the Department and to the Chairperson of the SGB.
- 8.6.6 The school will only allow learners that have obtained written consent from the parent to attend a school activity.



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8.6.7 The school will ensure that if its own vehicle/s are used for transporting learners, such vehicle/s has/have insurance and roadworthy certificates and the driver/s is/are in possession of valid driving licenses and professional driving permits.

8.6.8 Provision of fresh and drinkable water

6.6.8.1 The SGB must ensure that fresh water is available to learners throughout the school day from modern, hygienic facilities and the school to promote water consumption by means of an ongoing education programme explaining the health and learning benefits of drinking enough water.

8.6.9 Regular Safety Drills and Training

6.6.9.1 Safety drills are an essential aspect of any school's safety plan. Conducting drills helps familiarize learners and staff with safety procedures and prepares them for potential emergencies. This includes practicing lockdown drills, fire drills, and evacuation procedures. By regularly conducting these drills, the Safety Committee, the SGB and SMT ensures that everyone in the school community is well-prepared and knows how to respond in different emergency situations.

8.6.10 Emergency Notification Systems

6.6.10.1 Effective communication during emergencies is crucial for ensuring the safety of everyone involved in the school setting. Emergency notification systems enable the school to quickly disseminate important information to learners, staff, and parents in real-time. These systems can include text alerts, intercoms, or even cell phone applications. This includes emergency notification systems can provide detailed instructions on evacuation procedures, lockdown protocols, or any other necessary actions to ensure the safety of individuals within the school premises or during a school activity.

8.7 Health Education Through The LO Curriculum

8.7.1 The LO curriculum is constantly reviewed and updated and have a strong emphasis on promoting health and wellbeing amongst learners. The specific topics are many, varied and age appropriate, but are in line with current guidance and practice. These topics include nutrition and the importance of good hydration, wellbeing and mental health, mindfulness, HIV/AIDS, TB, alcohol, illegal substance and solvent abuse, smoking, sex education as approved by the GDE, STI's, and protecting oneself from abuse.

8.8 Physical Educational And Extra Mural Activities And Sport

8.8.1 All learners are taught the importance of physical activity and all take part in sporting activities several times a week. For learners who are, because of disability or illness, unable to take part in core activities, appropriate alternatives are found. A learner recovering from illness or injury will also be helped to regain fitness by the sports team or through the PE curriculum.

8.9 Disclosures By Learners

8.9.1 **Verbal Disclosures by Learners of any form of Bullying, Cyberbullying, Abuse or any Mental Health Issues**

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The SMT and SBST recognise how important it is that staff are calm, supportive and non-judgmental to learners who verbally disclose a concern about themselves or a friend. The emotional and physical safety of learners is paramount and staff should attentively listen rather than advise. Staff must be clear to learners that the concern will be shared with the SBST and/or school social worker and recorded in order to provide appropriate support to the learner.

8.9.2 Non-Verbal Disclosures by Learners

Staff and the SBST also recognise persistent and unusual non-verbal disclosures in behaviours in line that behaviour may be an unmet need or message.

8.9.3 Confidentiality

All disclosures are recorded and held on the learner's confidential file, including date, name of learner and member of staff to whom they disclosed, summary of the disclosure and next steps.

8.10 Assessment, Interventions And Support For Safeguarding Of Learners

8.10.1 All concerns are reported to the SBST/School Social worker and recorded. The School then / implements its assessment system based on levels of need to ensure that learners get the support they need, either from within the school or from an external specialist service. The school's aim is to put in place interventions as early as possible to prevent problems escalating which may also include an SIAS of a learner. The SGB, SMT and SBST recognises that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and changes, there are no absolutes.

8.10.2 Regular Safety Audits and Assessments will be conducted by the Health and Safety Committee to identify potential weaknesses and areas for improvement. These evaluations will involve all stakeholders and cover various aspects of safety, such as physical security, emergency preparedness, and staff training. By analysing the findings, the SGB and SMT and the School Health and Safety Committee can implement targeted strategies to enhance safety of all.

8.11 Involving Parents And Carers

8.11.1 The School recognises the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

8.11.2 When a concern has been raised the school will:

- a. contact parents and carers and meet with them to discuss and the concerns and a way forward;
- b. get permission from parents and carers for the involvement of the District's ISS with regards to the learner's wellbeing and assessment for psychosocial assistance;
- c. in most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues



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- d. offer information on other agencies to assist and to seek further information;
- e. be available for follow up calls;
- f. make a record of the meeting;
- g. agree on an Action Plan;
- h. discuss how the parents and carers can support their child;
- i. keep parents and carers up to date and fully informed of decisions about the support and interventions
- j. inform parents and carers if their child is at risk.

8.12 Important Considerations To Promote School Safety

8.12.1 School Ownership

Most incidences that threaten school safety can be attributed to poor management, leadership, supervision and accountability. While all school stakeholders must take responsibility for school safety, the school management team must lead from the front and constantly be on the lookout for possible threats to school safety and minimize/eliminate a threat before it manifests itself.

8.12.2 Partnerships

In an attempt to combat violence, crime, drug abuse, carrying of dangerous objects, bullying and gangsterism in the school, an integrated approach will be taken. The school will work together with the GDE, the community, the Department of Community Safety, the South African Police Services, the Department of Social Development, the Department of Health and the Department of Arts and Culture to strengthen the school - police - community partnership.

9. MANAGEMENT OF THREATS TO SCHOOL SAFETY

The stakeholders of the school will endeavour to continuously monitor the school environment (internally/externally) to identify potential threats and mitigate these risks. The areas below have been identified as areas that threaten school safety. Preventative measures are provided here while Annexure A provides guidelines of what the Principal should do when a threat to school safety occurs.

9.1 School Violence

- a. No form of violence committed by one learner on another or a teacher on a learner or the learner on the teacher will be tolerated at (name of school).
- b. The school is committed to the South African Schools Act, Section 10 which states that: "No person may administer corporal punishment at a school to a learner and if this is contravened such a person will be guilty of an offence and liable to a sentence which could be imposed for assault."



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- c. In a similar manner a learner who assaults another learner or a teacher will be guilty of an offence. Steps will be taken against such a learner to ensure that a sentence is imposed for assault.

9.2 Bullying and Verbal Harassment

- a. Bullying is outlawed at Laerskool Wierdapark.
- b. The school adopts a zero tolerance approach to bullying in accordance with the Bill of Rights to protect children from maltreatment, neglect, abuse or degradation
- c. The school will train learners, educators and the support staff that bullying is everyone's responsibility and that any Incidents of bullying in the school has to be reported, recorded and investigated;
- d. The training will include strategies that can be used to prevent or stop bullying such as interaction between learners, discussion groups, peer mediation, one-on-one mentoring or the
- e. "buddy system" where older children look after younger children, bystander or spectator support;
- f. The school safety committee will select and train monitors on how to identify and monitor incidents of bullying and on how to implement the intervention strategies to address the problem such as Installing cam coders and telephones in every classroom. This will assist the school with viewing any suspicious activity and making emergency calls to the police if necessary;
- g. Every incident of bullying will be dealt with through the Code of Conduct, and
- h. The school will conduct background checks with SACE to check the suitability of educators and in the case of former teachers check with the GDE.

9.3 Gangsterism

9.3.1 To implement actions against gangs or gangsterism, the school:

- a. At the first suspicion of gangsterism or gang related activities, the relevant school officials will inform the District Office and the police authorities about suspected gang – related activities on or near the school property.
- b. The school will enforce the school uniform policy in an attempt to maintain discipline and differentiating visitors from learners in the school.
- c. The school will collaborate with other agencies and departments within the government to achieve success in combating gangs in the schools and the community. These will include civic organisations or associations, religious groups or associations, youth commissions, Childline, Lifeline and the local police.

9.4 Abuse, Sexual Abuse, Acts of Public Indecency

9.4.1 The school will implement the action strategies of the DBE against abuse by way of:

- a. Urging learners to report any incidence of abuse to the Principal or any staff member that they trust.

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- b. Staff members will be sensitised to note changes in learner's behavior and record a learner's behavioural changes towards classmates, peers and other educators in a record book over a few days or weeks and report their concerns to the SBS for possible intervention.
 - c. Where necessary, educators/members may interview peers or classmates, maintaining confidentiality.
 - d. The School Safety Team/SBST will inform learners regularly that, in case of any abuse or rape, what course of action should be followed. The School Safety Team/SBST will empower
 - e. educators to advise learners, in case of sexual abuse/rape on which steps to take to retain the evidence and maintain confidentiality.
 - f. Educating learners about abuse, places to avoid, what to do if abused and where to go for help.
 - g. Educating learners about their rights and where to get counselling assistance from SAPS and medical attention if abused.
- 9.4.2 No pornography is allowed at the school. Any learner, educator or support staff member that is caught in possession of pornography will be dealt with through the relevant disciplinary procedures.
- 9.4.3 The school Code of Conduct does not allow anyone to video or record anybody or any incident on the school premises without the permission of the Principal.
- 9.4.4 The school will address any acts of public indecency and any unbecoming sexual conduct of learners through the relevant disciplinary and psychosocial procedures and the reporting mechanisms to the District.
- 9.5 Confidentiality**
- 9.5.1 All stakeholders must ensure that reported cases and acts of intimidation, maltreatment, rape, abuse, neglect, degradation or exploitation will be treated with confidentiality.
- 9.5.2 All reporting of learners in terms of Section 110 of the Children's Act will be managed with the necessary confidentiality and in terms of the School's Safe Guarding Policy.
- 9.6 Occupational Health and Safety**
- 9.6.1 Laerskool Wierdapark will provide for the health and safety of learners in connection with the activities of learners in the school premises.
- 9.6.2 The School Safety Team will advise on the emergency evacuation procedures, which must be displayed in all offices, classrooms and amenities.
- 9.6.3 The school safety officer must ensure that fire extinguishers are installed and maintained regularly, (maintenance certificates to be filed)
- 9.6.4 Rules for the safe use of the laboratory and workshop including the storage of chemicals, tools and equipment must be displayed in the laboratory.
- 9.6.5 The school will ensure that first aid kits are fully equipped, utilized and maintained on a regular basis.

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9.6.6 There should be First Aid Kit at strategic points in classrooms, at the Admin Office and in the Sick Room.

9.7 Minimum Contents of Emergency First Aid Box

No.	Item	No.	Item
1	Wound Cleaner / antiseptic (100 ml)	11	1 roll of elastic adhesive (25mm × 3 m)
2	Swabs for cleaning wounds	12	1 non-allergenic adhesives strips (25 × 3 m)
3	Cotton wool for padding	13	1 non-allergenic adhesives dressing strips (25mm × 3m)
4	Sterile gauze – minimum quantity 10	14	4 first aid dressings (75 mm × 100 mm)
5	1 pair of forceps (for splinters)	15	4 first aid dressings (150 mm × 200 mm)
6	1 pair of scissors (minimum size 100mm)	16	2 straight splints
7	1 set of safety pins	17	2 pairs large and 2 pairs medium disposable latex gloves
8	4 triangular bandages	18	2 CPR mouth pieces or similar devices
9	4 roller bandages (75 × 5 m)	19	1 Space blanket
10	4 roller bandages (100 mm × 5m)		

9.8 Allocation of Duty to Educators

- 9.8.1 In keeping with the requirements of PAM Chapter A Para 3.1 (i)(dd), all educators are expected to perform pastoral and supervisory duties and therefore be on duty points to monitor learners in toilets, hallways, empty classrooms, at the school gates, in the school grounds as well as the scholar patrol.
- 9.8.2 A roster will be developed to facilitate daily monitoring of areas around the school where any form of violence, bullying, substance abuse may take place, and
- 9.8.3 An incidence book (Refer to Annexure D) must be maintained daily for the purpose of reporting whether or not anything occurred or not as well as what action was taken in cases where incidents were observed.

10. COORDINATING STRUCTURE FOR SCHOOL SAFETY AT THE SCHOOL LEVEL

- 10.1 The School Safety Officer Together With A School Safety Team And SGB Shall Co- Ordinate The Following:
- All school safety programmes, including campaigns at the school and the displaying of safety signs, including the right to access to the school premises which is reserved and controlled in terms of paragraph 5 of the National Safety Regulations.
 - Develop a Safety Plan that will outline action plans to counter threats of violence; (Refer to Annexure B).

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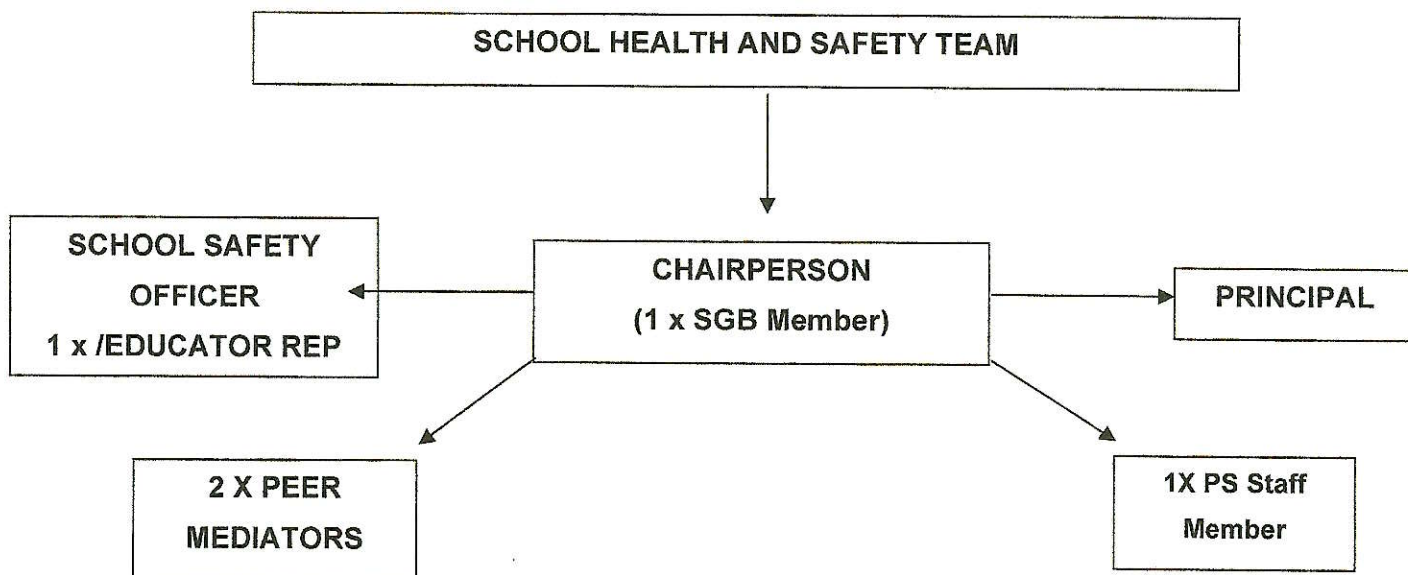
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- c. Forge partnerships with all relevant government departments at school level, including community – based organisations and the school community.
- d. Support learners/educators that are experiencing serious safety issues (physical and mental).
- e. Implement training programmes to empower stakeholders on safety issues in the School.
- f. Represent the School on matters relating to safety at community organisations and give feedback to the school safety committee.
- g. Monitor the implementation of the safety policy and plans, through:
 - i. Observation.
 - ii. Collecting and analysing data and reports on issues that impact on school safety.
 - iii. Reporting timeously to the SMT, SBST and SGB on progress with plans, challenges, trends and action taken.
- g. Together with the SBST:
- h. Identify learners at risk and keep their profile.
- i. Inform the parents of the above learners about the risks facing their children and what actions will be taken by the committee after involving the parents.
- j. Identify the safety and risk hot spot areas in the school for frequent monitoring.
- k. Make the necessary referrals to the relevant stakeholders according to the nature of the violence and crime.
- l. Organise quarterly information sharing meetings with the relevant stakeholders.
- m. Do a safety risk assessment of the school.

10.2 Composition of the School Health and Safety Team

Note: In cases where the School already has a committee through the Occupational Health and Safety Act, they will continue to operate as the school safety team and the composition



10.3 Roles and Responsibilities

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10.3.1 Principal

- a. Must engage in advocacy campaigns to communicate to the public the status of the school safety.
- b. Oversee Safety matters in the school.
- c. Maintain and update the Register of misconduct (Refer to Annexure C).
- d. Report incidents of violence and crime to the relevant stakeholders (i.e. Parent/s, SAPS, District Office and the SGB).
- e. Make referrals of incidents of violence and crime to the relevant stakeholders,
- f. Serve on the School Safety Team; and
- g. Encourage governing body members and parents to participate in community policing forums.

10.3.2 School Governing Body Rep

- a. Chair all meetings of the School Safety Team and in his/her absence delegate the chairpersonship to another member of the team.
- b. Assist in developing the school safety policy together with the School Safety Team.
- c. Promote school-community partnerships.
- d. Ensure that the School Safety Team is functional.
- e. Ensure that the School Safety Team is headed by the School Safety Officer. The chairperson should ensure that the SGB receives activity reports from the Safety Team

10.3.3 School Safety Officer

- a. An official/educator at school level who co-ordinates the activities of the School Safety Committee.
- b. Monitor the implementation of the Safety Plan and report to the principal on a weekly basis.
- c. Maintain and update the incident report (Refer to Annexure D),
- d. Co-ordinate with the permission of the Principal, Searches and Seizures as contemplated in section 4(3) of GG No. 22754 of October 2001.
- e. Keep records of all visitors to the school in terms of POPI.
- f. Organise School Safety meetings as determined by the School Safety Team,
- g. Mobilise Community structures to assist the school to be Violence free, Drug free, Gun free and Crime free.
- h. To co-operate with the local police station to ensure visible policing during all sporting and cultural events at the school.

10.3.4 Educator Rep(s)

- a. Safeguard the safety of learners at all times.
- b. Ensuring that the Safety Policy is implemented on a daily basis in the classroom/school.
- c. Report all Safety issues to the Safety Officer.
- d. Attend/represent the Safety Team in external meetings as requested by the School Safety Team.
- e. Ensure that learners are informed of safety issues.



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- e. Ensure that learners are informed of safety issues.

10.3.5 Support Staff

- a. Ensure that school gates are locked and controlled during school hours and unlocked after school.
- b. Report school maintenance and threatening issues to the Principal and School Safety Officer.
- c. Report any suspicious behavior and any unwanted or unrecorded visitors to the admin office.

10.3.6 Learners

- a. Learner leaders are involved in training on safety awareness.
- b. Safety drills and evacuation procedures.
- c. Reporting procedures for Bullying and other health and safety procedures.
- d. Learners to be encouraged and empowered to report safety issues regarding transgressions of the Learner Code of Conduct and other policies.
- e. Inform learners on health and safety issues regarding the use of drug, alcohol and other stupefying substances.
- f. The school recognises that learners play an active role in creating a positive, welcoming, and safe school environment and will educate learners on the devastating effects of bullying, harassment, and violence in all forms and the contents of the learner code of conduct and other related policies.

10.3.7 Learner Peer Mediators

- a. In the school setting, learners are to be trained as peer mediators to address conflicts that might arise among learners in the school overseen by a trained educator and the SGB must budget for such training to be conducted by an accredited agency.
- b. Peer mediators ask disputants to talk about which solutions the disputants are willing to agree on and which ones are not agreeable.
- c. Learners and staff must however be willing to participate in the peer mediation process and cannot be forced into such a dispute mechanism.
- d. Rather than an adult educator serves as the mediator, the mediation process becomes entirely learner-driven. The learner peer mediator is trained in areas such as verbal communication, non-verbal communication, and positive conflict resolution.

10.3.8 The Parent Community

- a. Alert parents and involve parents involved in community safety structures in the school to also assist in improving school safety and security and to understand its importance
- b. Ensuring a secure environment that fosters a sense of trust and confidence among parents, assuring them that their children are safe in school.



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11. REPORTING AND ACCOUNTABILITY

- a. All incidents that take place at the school must be reported to the Principal (if not the perpetrator). In cases where the Principal is the perpetrator, the incident must be reported to the IDSO of the school.
- b. Once incidents are reported, the Principal or IDSO should follow the steps set out in the DBE's safety protocols and as indicated in Annexure A.

12. PERFORMANCE MANAGEMENT OF THE HEALTH AND SAFETY COMMITTEE

- 12.1 Performance Management of the Safety Committee must be done on quarterly basis. The main aim will be to monitor the progress with the implementation of the School Safety Plan.
- 12.2 The following key success aspects must be taken into consideration, whether they have been met or not. i.e.:
 - a. Objectives.
 - b. Inputs.
 - c. Impact/Outcomes.
 - d. Learner involvement.

13. PROMOTION OF THE SCHOOL SAFETY POLICY

This policy will be displayed openly in the school.

- 13.1 This policy will be made available to each learner/educator and/or PS Staff member in the official language of teaching on registration.
- 13.2 This policy shall clarify in positive terms what the expectations of the school are.
- 13.3 The following actions shall be taken to clarify the expectation of the school to learners with regard to the code of Conduct and related safety matters:
 - a. Each learner must be reminded regularly at the beginning of each year, Classroom rules must i. be pasted in the class.
 - b. Each employee must be given a copy on the assumption of duty.

14. AMENDMENTS OF THE POLICY

This Policy may be amended, supplemented, modified, or altered from time to time by the SGB.

15. APPROVAL AND VERIFICATION:

Short Title	School Health & Safety Policy
Effective Date	1 July 2024
Validity	27 February 2014

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