



AFRIFORUM COMMUNITY SAFETY

Safety – Schools V1.1



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INTRODUCTION

Like all role players in South Africa, AfriForum is concerned about the increasing occurrence of public disorder, protest and violence at schools that disrupt the instruction and safety of learners. The basic right to education and a safe environment is undermined and we cannot look on disinterestedly while the government and law enforcers maintain an indifferent attitude.

The significant discontent in the larger communities across the country about conditions at and the accessibility of schools in the country is understandable, but the cause of and solution to the problem have been discussed exhaustively and that is not the objective of this guide.

OBJECTIVE

By publishing this guide, AfriForum wants to empower schools to act proactively by conducting an audit of the safety of the school and the learners, and put measures in place to improve the safety of learners in schools.





PROBLEM STATEMENT

The protests at the Overvaal High School at the beginning of 2018 made it painfully clear that schools are not prepared for possible risks they may be faced with. The strong general feeling is that the learners in our communities should be able to live in a healthy and secure environment and develop into balanced adults. This societal requirement cannot be fulfilled if schools are disrupted or threatened by marches and demonstrations. The public violence that is common during these incidents is harmful to the learners, the community and the country in general. Thanks to information that was timeously obtained and with

the aid of AfriForum's Community Safety team, Overvaal High School could implement the necessary plans in the nick of time and most of the school activities could continue as usual, in spite of the demonstrations. AfriForum is therefore of the opinion that a well-prepared school is a difficult target for rioting elements and that the protestors would then rather air their grievances in other ways and at other places. Should they try to disrupt a school that is prepared, the risks and damage will be limited to the minimum, and timely action by stabilising elements will quickly bring the situation under control.

WHY ARE SCHOOLS VULNERABLE?

We realise that the first and most important task of teachers is to facilitate learners' development, and not to deal with political riots or other events. In the past, the state honoured its responsibility with respect to the safety of schools and communities, and teachers or other institutions did not have to secure schools.

The expertise and priority of teachers therefore do not necessarily lie with the analysis of risks to establish safety measures.

This limitation with respect to security must therefore be addressed urgently against the background of a threat of increasing crime and discontent in all areas.

STRUCTURE OF THE GUIDE

The structure of this guide is aimed at assisting you to assess and improve the safety plans for your school. A brief summary of the various risks identified at schools is provided first. A general assessment questionnaire is provided below, focusing at a tactical level on more specific assessment aspects of the individual risks. On the basis of the replies to the assessment aspects you should be able to determine whether your school is sufficiently prepared to address the various risks. Should this not be the case, the list will indicate clearly in which areas your school's security should be improved.

Summary of risks

This guide makes provision for the following risks:

- General break-ins
- Protest actions and demonstrations
- Drugs
- Fire
- Arson
- Kidnapping

Break-ins and fires represent reasonably common risks for every school in the country, while the other four depend more on local circumstances. All the same, Overvaal was the perfect example of a school that had never been threatened by demonstrations, protest actions and arson before the protesters with the petrol bombs pitched up at their door one day. Drugs and kidnapping too are becoming increasingly common forms of crime and involve schools and their learners directly, although the actual crime does not always occur on the school grounds. This guide therefore provides guidelines so that schools, their staff and their learners can be prepared for these types of risks.



	Safety aspect	Yes	No	Comments	Proposal
	Internal				
1	Is there already an updated contingency plan/ emergency plan in place for emergencies?				
2	Does the emergency plan make provision for all types of emergency situations that can arise?				
3	Is there a copy of the emergency plan in every room or with every teacher?				
4	Does everyone – including the learners and all staff – know the content of the emergency plan?				
5	Is there adequate reaction from learners and staff if the alarm systems are activated?				
6	Are different alarms used for different threat incidents?				
7	Are doors and windows locked every time?				
8	Is there a system/procedure for safely controlling keys?				
9	Is there a register for all keys, indicating the room and the key number?				
10	Are spare keys stored securely?				
11	Are security gates locked?				
12	Are evacuation plans practised regularly in collaboration with the emergency services?				
13	Has provision been made for evacuation inside and outside the buildings?				
14	Is there an alternative building/area where learners who have been on an outing, for example, can be dropped off and then picked up by their parents?				
15	Is there sufficient bottled water on the premises?				
16	Have arrangements been made to keep the learners calm if they have to gather in the school hall or elsewhere?				
17	Are there permits or another system to distinguish parents from protesters or strangers? (Access control)				
18	Is a map of the school and the school grounds available?				
19	Are contact details (WhatsApp groups/SMSs) available if arrangements must be made with parents?				
20	Is there a register where parents sign out learners who leave the grounds early?				
21	Does this register also provide a check for permission that anybody other than the parent may sign out the learner?				

	Safety aspect	Yes	No	Comments	Proposal
22	Are there class lists in every class or with every teacher to check presence after evacuation to establish whether everybody is safe?				
	Infrastructure				
23	Are there serviceable fences that are high enough (approximately 2 metres)?				
24	Is the condition of the fences such that they constitute an effective deterrent?				
25	Are possible electric fences functional and safe for non-intruders?				
26	Are there guard dogs on the premises at night?				
27	Is there an effective alarm system?				
28	Can access to the school be effectively monitored?				
29	Are there remote-controlled gates?				
30	Have burglar bars been fitted that can keep out intruders?				
31	Are there effective security gates inside and outside?				
32	Is the alarm system linked to armed response who can respond quickly?				
33	Are all locks effective?				
34	Have security lights been fitted to the outside of the buildings?				
35	Are CCTV cameras used?				
36	Is there an intercom with a camera on the outside of the access gate?				
37	Are there beams outside?				
38	Is the outside alarm connected to floodlights?				
39	Can the fences be monitored (CCTV)?				
40	Is there a safe?				
41	Is the safe hidden and are the keys to the safe (if any) kept in a secure place?				
42	Is the school hall (or another hall) large enough to accommodate all the learners and staff?				
43	Is there sufficient first aid equipment on the premises?				
44	Is there a generator, solar power or another alternative power source?				
45	Is there a borehole?				
46	Is there a working intercom system in the school?				

	Safety aspect	Yes	No	Comments	Proposal
47	Is there an office that can be used as a control centre in an emergency?				
	Communication				
48	Is there effective communication with local neighbourhood watches, private security and the SAPS?				
49	Is there good cellphone reception?				
50	Are there landlines?				
51	Is there a reliable alternative means of communication such as two-way radios?				
52	Is there a way to communicate with the parents during an incident?				
53	Are there lists with contact details of all the learners, their parents and staff?				
54	Is there a spokesperson who will talk to the media on behalf of the school?				
55	Does the school have a Twitter or Facebook account?				
56	Is there a designated contact person at the Department of Education?				
57	Is there a list with the main emergency numbers?				
58	Ambulance				
59	Fire department				
60	SAPS				
61	Metro police				
62	Private security				
63	Nearest hospital				
64	Local neighbourhood watch				
65	Department of Education				
	Staff				
66	Are effective guards used?				
67	Is there an alternative to the guards?				
68	Are persons allowed to handle remote controls vetted?				
69	Are employees reliable?				
70	Are only local and documented employees appointed?				
71	Are there identity photos and personal records for the employees?				
72	Are background checks done on employees before they are appointed?				
73	Are employees treated with respect?				

	Safety aspect	Yes	No	Comments	Proposal
74	Are security guards – if security guards are used – aware of emergency procedures?				
75	Are emergency plans practised?				
76	Are the staff aware of emergency procedures and their role in them?				
77	Are (some of) the staff trained to apply first aid?				
78	Are the staff trained to fight fires?				
	Environment				
79	Is there more than one access route to the school?				
80	Can access routes to the school be quickly blocked if they become escape routes?				
81	Can one drive right around the school?				
82	Can a criminal climb over the fence?				
83	Are trees and shrubs cleared of undergrowth?				
84	Are there large trees against the fence/wall, making it easy to climb over?				
85	Are there shrubs/long grass against the outside of the wall or fence that can provide a place to hide?				
86	Are fences/wires inspected regularly to establish whether they have been damaged/ cut?				
87	Is there a railway station in the immediate vicinity?				
88	Is there a taxi rank in the immediate vicinity?				
89	Is there a bus stop in the immediate vicinity?				
	Fire				
90	Are there sufficient 4,5 kg DCP fire extinguishers and reels?				
91	Are there sufficient sand buckets?				
92	Are the fire extinguishers and reels clearly marked?				
93	Are the fire extinguishers and reels serviced regularly?				
94	Are the staff trained to deal with different types of fires?				
95	Do the kitchens have fire blankets, 9 kg CO2 fire extinguishers and 4,5 kg DCP fire extinguishers?				
96	Do the computer centres have 9 kg CO2 fire extinguishers?				

	Safety aspect	Yes	No	Comments	Proposal
97	Are the staff and learners made aware of fire hazards?				
98	Are fire hydrants for the fire department on the school's premises regularly tested by the fire department?				
99	Are there sufficient smoke detectors in the building(s)?				
100	Are the emergency gathering points clearly marked?				
101	Is there a fire evacuation plan?				
102	Is there a fire evacuation plan or map in every room?				
103	Do gas installations comply with the SANS 10087 standard and are they certified?				
104	Is there a fire alarm?				
105	Is there an alternative (like an air horn) for the fire alarm if there is a power cut?				
	Drugs				
106	Have the staff and learners been informed about drugs and the risks involved with them?				
107	Does the SAPS regularly visit the school to provide information on drugs and check learners for drugs and drug use?				
108	Can teachers identify the symptoms of drug use?				
	Kidnapping				
109	Are learners taught not to talk to strangers?				
110	Are learners taught no to accept lifts from strangers?				
111	Do learners walk in groups rather than alone?				
112	Is there a file with recent photos of learners and staff to provide the SAPS with accurate descriptions?				
113	Are learners aware of the importance of cellphones in tracking?				
114	Are learners taught not to send inappropriate messages to strangers?				
115	Is guidance provided on actions if learners or staff are kidnapped?				
116	Are staff informed about the procedure for reporting a kidnapped or missing child and what information the SAPS requires in such an event?				
116	Are staff informed about the procedure for reporting?				

How many Yes?

How many No?

Is your school safe? Yes No

If you are uncertain, what are you planning to do, based on the assessment list? What is broadly-speaking your plan?

Focus area 1:	

Focus area 2:	

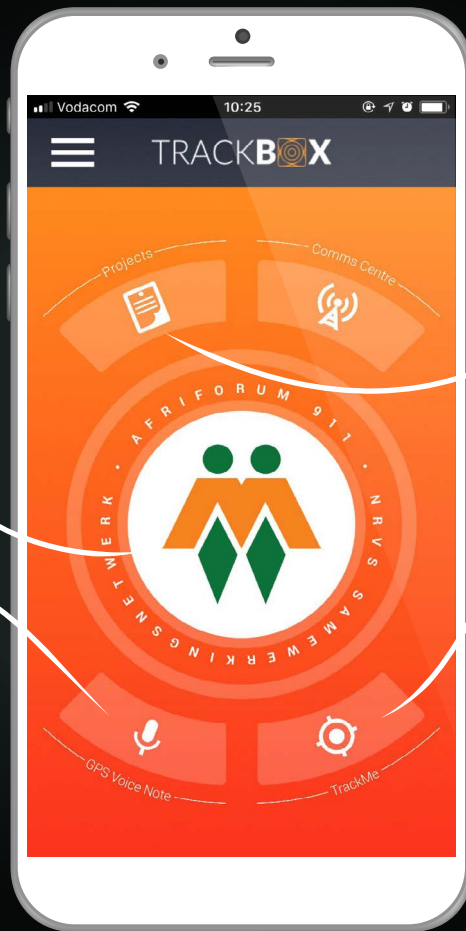
Focus area 3:	

Focus area 4:	

Focus area 5:	

CRIME IS INCREASING; ACT PREVENTATIVELY!

Download the AfriForum 911 TrackBox app today.

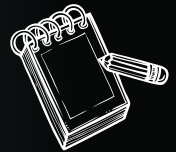


Panic button:

Use the panic button during attacks, hijackings, burglaries, thefts, fires and medical emergencies.



Report suspicious persons, vehicles and activities.

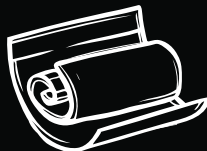


"Track Me"

The ability to follow someone planning to move around.



Voice message recordings can be sent to the control centre during emergencies.



Ensure that your information is up-to-date



Download the AfriForum 911 Trackbox app here:



