

The Role of School Safety and Security Committees
In the Welfare of Learners
in Combined Schools

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Statement by Supervisor

This document has been submitted with/without my approval.

Prof V. Chikoko

April 2018

Declaration

I, Mdumiseni Biyela, declare that this research report, entitled “The Role of School Safety and Security Committees in the Welfare of Learners in Combined Schools,” is my own work and all sources quoted have been acknowledged in text as well as in the References. The University of KwaZulu-Natal’s Human Resource Social Science Research Committee issued an Ethical Clearance Certificate for this study.

M. Biyela

Dedication

I dedicate my work to:

- My three sons-Thobani Phiwokuhle Biyela and Vukani Ndumiso Biyela for typing up the work and Musa Siphamandla Biyela for his motivation.
- My wife, Thembekile Biyela, for motivation and support as well as giving me time to go out most of the time.
- My late parents, Willie Fanikazi Mloyiswana Biyela, my father, and Alexinah Biyela, my mother, who nurtured me through their rural, traditional, Nazaretha Baptist Church belief systems.
- My supportive, helpful, and motivating dear colleagues at Enhlube Combined School.
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Abstract

This study is focused on the role of school safety and security committees (SSSCs) in the welfare of learners. A case study was conducted in two combined schools in the King Cetshwayo District of Northern KwaZulu-Natal. The aim of the study was to investigate SSSCs to understand the factors influencing them in executing their roles and strategies for improving their performance. A qualitative study within an interpretive paradigm was conducted. The data-generation instruments included focus group interviews and document analysis. Research participants were purposefully selected. Data were analysed through a thematic approach. The findings indicate that the majority of SSSC members understood their roles but challenges remained. Some of the challenges included financial constraints to buy security facilities such as metal and drug detectors. Participants were of the opinion that SSSC members must be compensated for the work they do. Another view was that private security companies must be hired. Based on the findings, continuous support workshops, employment of private security companies, and the production of isiZulu versions of policy documents are recommended.

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CHAPTER 1: ORIENTATION TO THE STUDY

1.1 Introduction

The focus of this study is on the role of school safety and security committees (SSSCs) in the welfare of learners in combined schools. In this chapter, the background to the study is discussed. Thereafter, I formulate and discuss the statement of the problem. Then, I formulate the research questions and discuss the significance the study. Finally, I demarcate and outline the study.

1.2 The Background to the Study

Safety and security in schools is not exclusively a South African issue or problem; rather, it is a global issue characterised by bullying and corporal punishment that cause damage, court cases, and deaths or injuries to both learners and teachers (Gina, 2013; Mncube & Mthanti, 2014). Alarming media reports show that schools are not safe places for conducive teaching and learning. Continual media headlines alert the public to incidents of assaults, fights and other forms of attack (Gasa, 2005; Gina, 2013; Kapuela, 2013). The South African Department of Basic Education (DBE) and South African Police Services (SAPS) entered into a Collaborative Partnership Protocol Agreement (CPPA) to draft school safety plans and strengthen SSSCs to curb crime and violence (DBE, 2013). It is a framework for a close inter-departmental coordination to create safe, caring, secure, and child-friendly school environments that promote conducive, effective and high quality and productive teaching and learning environments. This partnership has three phases for establishing functional SSSCs at school level and linking 18000 schools to local police stations (DBE, 2013). All KwaZulu-Natal district offices, circuit offices and local police stations keep similar annual files of SSSCs to share information about all incidents per school. The annual SSSC audits show success with respect to the expected targets for linking 18000 schools to local police stations, and therefore, there should not be schools that are not yet linked to their local police stations.

Another duty of this partnership is to implement a code of conduct for learners in every public school, and every police station must keep standard file systems, which demand the presence of a functional code of conduct for learners in every public school (DBE, 2013). Each phase has its own goals or targets to achieve, and if these goals are left unachieved in the first phase, they will be achieved in the next phase. The safety and security issue in South African schools seems to have been a persistent problem for a number of years. This compelled the KwaZulu-Natal Department of Education and Culture (KZNDEC) to set up structures to deal with the situation of school safety and security issues (KZNDEC, 2001). KZNDEC Circular No. 90 of 2001 has set out the key problems, key consequences, policy directives, and

suggested corrective measures to deal with school safety and security challenges. Department of KZNDEC Circular No. 55 of 2001 explains how to establish SSSCs or school discipline, safety and security committees (SDSSCs) and outlines their roles or duties as well as composition. KZNDEC Circular No. 3 of 2002 gives guidelines on how schools should draft their safety and security action plans, consult with school governing bodies (SGBs), and apply disciplinary measures and procedures in dealing with learner disciplinary issues. Interviews with SDSSC chairman of Scooby (pseudonym) Secondary School revealed that he used to help teachers to beat learners who came late to school. This was an unexpected answer from a SDSSC leader who had attended many workshops. The tribunal record book of Lioness Secondary School during document analysis showed that two learners (boys) were double sanctioned. The learners were beaten and held liable to repair damaged school fences financially (Mncube, 2014).

In the United States the National School Safety and Security Services (NSSSS) in Cleveland City at district school level managed to reduce youth criminal activities by 39% (Trump, 2011). The Department of Education of the United States is heavily dependent on the services of professional experts for safety and security services that are fully employed and mandated by the Legislature in terms of its Act (Trump, 2011). The New Jersey Legislature approved the establishment of the School Security Task Force (SSTF) in 1998 to draft school safety and security plans with the help of various sub-committees. The New Jersey Legislature approved the final report on school safety and security issues compiled by the SSTF as mandated by the Act. The legislature also approved the school safety and security budget.

The SSTF report made recommendations on how to improve school safety and security and ensure the safety of the teaching and learning environment for teachers as well as learners in United States of America. Based on what other countries do, South Africa appears to be on the right track in terms of policies and laws but has been left behind in terms of real practical actions. The Texas School Safety Centre (TSSC) was established according to Chapter 37 of the Texas Education Code 1999 in the United States of America, to monitor and identify safety problems, solutions, and multiple hazards (Kelly, 2013). In Kenya, the Minister of Education established the Kenyan School Safety Sub-Committee due to escalating rates of danger and insecurity in Kenyan secondary schools in the Marani District, but only 20% of schools implemented the programme (Nyakundi, 2012).

The United Nations Convention on the Rights of the Child (UNCRC) Article 19, Section 1 deals with the protection of children and informs all the legal institutions to help protect children from abuse. All countries who are members of United Nations are expected to implement Article 19, Section 1. It also confirms that school discipline be administered in a manner consistent with the child's human dignity and

the spirit of the both the convention and the committee on the rights of the child. Monitoring the implementation reiterates that corporal punishment is a violation of the convention (Article 28, Section 7).

The African Charter on the Rights and Welfare of the Child (ACRWC), Article 16, is similar to UNCRC, Article 19, and section 1. The main aim of both the ACRWC and UNCRC is to protect children of all countries who are members of African Unity or the Organisation of African Unity and UN. Article 11 of the ACRWC states that it is imperative that all parties consider suitable measures to ensure that children are not subjected to corporal punishment at schools or parental discipline that compromises children`s human dignity.

These developments show how these international laws and policies work in international communities that are members of the United Nations and Organisation of African Unity. These international community or countries draw most of their constitutions and other national and provincial laws and policies in line with United Nations and Organisation of African Unity laws and policies. The South African laws and policies mostly resemble the United Nations and Organisation of African Unity laws and policies. Therefore, South Africa also tries to apply structures for school safety and security based on laws and policies. South Africa uses the UNCRC Article 19 and the ACRWC Articles 11 and 16 to protect the child or learner from all sorts of abuse, including bullying and corporal punishment, which are both subsets of worldwide school violence.

South Africa borrowed these sections or articles and used them in its Constitution of South Africa Act 108, (1996), Sections 9 (equality and human dignity), 12 (safety and security of persons), 24 (protection from harmful environment), and 28 (all decisions against the learner must guard the best interest of the learner). further protect the child or learner, the South African Schools Act No. 84, (SASA 84), (1996) Section 10, and the National Education Policy Act (NEPA) No. 27 (1996), Sections 3, 4, and 9, are all in line with UNCRC and ACRWC to protect learners from corporal punishment and bullying in schools. These sections also state decisions or charges with respect to violations. The Employment of Educators Act (EEA 76) No. 76 (1998), in Section 17, states charges of beating learners. The Education of Labour Relations Council (ELRC, 2003) protects learners from unsafe and dirty environments.

Therefore, learners must be taught in safe and clean classrooms.

South Africa also learnt from overseas and African countries about school safety and security structures. South Africa seems to have learnt from the SSTF in New Jersey, the NSSSS and District Unified School

Safety and Security Services Centre (DUSSSSC) in Cleveland, United States of America (USA). The TSSC was established and used to protect schools in Texas, in USA. South Africa also seemed to have learnt from other African countries about school safety and security structures such as Kenya in Africa. The Kenyan Minister of Education Department established the Kenyan School Safety Sub-Committee to monitor school safety. The difference is that some of these school safety and security structures or committees involve professionally qualified people who are being paid for their work whereas in South Africa, the work is done by unprofessional people, and they volunteer to do the work. They receive no support from the Education Department. There are no official audit reports or proper monitoring of the programme by Education Department officials.

The Constitution of South Africa Act No. 108 of 1996, Section 9 (1) states that all people are equal before the law and have the right to equal protection and benefit from the law. This may mean that nobody is above the law as per supremacy of the law. Chapter 2 of the Constitution of South Africa Act No.108, (1996) suggests that learners and teachers should benefit on an equal basis as far as the law stipulates. In terms of safety and security of person (Section 12 of the Constitution, Act 108), learners should be safe at school. In line with the Constitution, Section 9, both teachers and learners should be equally safe at school. There should be no teacher-learner instigations or learner-teacher or learner-learner instigations at school, The SSSCs, in the name of the SGB, should intervene to protect victims of corporal punishment and bullying.

Section 10 of the Constitution of South Africa Act No. 108 of 1996 states or stipulates that everyone, including teachers and learners at schools, has a right to have her or his dignity respected and protected. An insecure atmosphere and being subjected to bullying or corporal punishment undermines this constitutional human right. Therefore, when a code of conduct is written, constitutional human rights become the core part of its content. That is why corporal punishment and bullying should be prohibited because they degrade human dignity (Gina, 2013; Jourbert & Prinsloo, 2009). On this point, teachers for example, should take care of learners as they are “in loco parentis,” meaning they must act in place of parents and not abuse learners; instead, they care and protect them. The teachers have the duty of care and exercise authority over and supervise learners (Gina, 2013). Violations of some fundamental human rights, however, occur during disciplinary hearing proceedings if the SSSCs do not follow the correct procedures (Gina, 2013).

The above developments confirm that learners have the right to be respected due to their inherent human dignity, and if a teacher beats the learner, he or she disrespects the learner’s dignity as a human being.

Both teachers and learners are entitled to be respected and respect one another. If learners are subjected to humiliation, their rights are being violated. Section 12 (1) of the Constitution of South Africa No. 108 (1996) promotes the right to freedom and security of both teachers and learners, but teachers usually violate the rights of learners. The SASA 84 (1996), Section 10, and NEPA 27 (1996), Sections 3, 4, and 9, prohibit corporal punishment and further stipulate decisions and judgements against the culprits, who are usually teachers. Environments for teachers to teach and learners to learn should be safe environments conducive to teaching and learning.

The duty of SSSCs is to provide safety and security in schools. In the Constitution of South Africa Act No. 108 (1996), Section 12 (1), it states that all people have rights to the freedom and security of their bodily and psychological integrity. The freedom and security for a person from all forms of abuse, maltreatment, and violence must not be violated. A secure school environment will be created through the SSSC safety action plans or school safety and security action plans (Gina, 2013). For this reason, the administration of corporal punishment at school violates the rights of learners guaranteed by the Constitution of South Africa Act No.108 (1996) and banned or prohibited in SASA 84 (1996), Section 10. Sometimes, because teachers beat learners or students, teachers instil hatred in students, and at later stage, learners may take revenge by shooting or stabbing teachers and fellow students or learners.

For teachers, the Occupational Health and Safety (OHSA) Act of 1993, Section 14, stipulates that employees should report unsafe and unhealthy situations to the employer (Masitsa, 2011). The SSSC's duty is to design safety and security action plans and programmes and submit these action plans and programmes to the Department of Education and Culture as per the KZNDEC Circular No. 90 of 2001.

In the Constitution of South Africa Act No. 108 (1996), Section 36, the limitation clause explains that human rights are not absolute but subject to limitations. This is because learners could be subjected to search proceedings if there are reasonable suspicions that warrant searches although learners have right not to be searched in terms Section 14. Section 14 states that a person has a right to privacy and a right not to be searched. If a school principal suspects that learners are carrying dangerous weapons that put other learners in danger, the right to privacy will be withdrawn and superseded by concerns safety and security of students and staff (Gina, 2013). The principal would be obliged to consult the SGB chairperson and school management team about his or her suspicions for the purposes of ensuring school safety and security (Gina, 2013). The SAPS would be called to do random searches. The male SAPS would search male learners while female SAPS would search female learners to avoid sexual harassment problems. If anything goes wrong, the Minister of the DBE becomes liable for charges directed at the school.

According to the SASA 84 (1996), Section 60, the Minister of the DBE is liable for the charges laid by any complainant against a teacher under liability of the State. For example, the Minister of Education and Culture was held liable for damages caused by an educator to Simphiwe Shange (a school learner) through corporal punishment. Simphiwe Shange claimed an amount of money estimated at R390,000.00 from the Department Education (Veriava, 2012). Therefore, if anything goes wrong during random search proceedings, under the supervision and instructions by the school principal, the DBE Minister may be held liable. The learner or parent of the child who has been sexually harassed during random searches may charge the Minister of the DBE as opposed to the implicated school principal or implicated subordinate of the school principal.

In the SASA 84 (1996), Section 61: Regulations, (a) pertains to providing safety measures at public schools. For example, KZNDOE Circular No. 32 of 2012 is focused on regulations for safety measures at public schools that are linked but not limited to safety in education and the CPPA between the DBE and SAPS. The department together with the SAPS have agreed to work together to realise the goal of school safety in every public school (DBE, 2013), and the DBE and SAPS celebrated the signing of a CPPA on August 3, 2013, in Gauteng.

The SASA 84 (1996), Section 62, pertains to the delegation of power or decentralization of power to the SGB, and the SGB shares delegated powers according to the SASA 84 (1996) Section 62 (1), (2) and (3). Beckman and Prinsloo (2009) indicated that a SGB or SSSC is a body that functions in terms of Section 16 of the SASA 84 (1996) and is constituted in terms of the Act. The SGB exercises its functions in terms of decentralized power to school communities.

According to SASA 84 of 1996, Section 8(1), the SGB of all public schools must adopt a code of conduct for learners following consultations with the learners, parents, and educators of the school. This is supported by Mestry and Khumalo (2012) when they state the SGB or SSSC must initiate investigations of allegations and institute disciplinary proceedings against the suspect and set up a date, a venue, and a time for the disciplinary hearing. Finally, the SGB is obliged to explain the charges or allegations laid against the accused learner and explain the accused learner's rights according to Section 8(5-9).

Section 9 (1) of the SASA 84 (1996) authorises SSSCs, after fair disciplinary hearings, to warn or suspend a learner from school for a week or recommend expulsion of a learner. A Section 9 (1) (a) correctional measure for a period not longer than a week may be imposed on a student after a fair disciplinary hearing. According to Section 9 (1) (b), parents or guardians may consult the provincial head of department

pending a decision to expel a learner from school or about the unlawful expulsion of a learner from schools by the SGB or SSSC. The provincial head of department may expel the learner from the school or remove a learner from the school and place that learner in an alternative school if the learner is still under compulsory school going age, which is 15 years old. Section 9 (3) (b) of the SASA 84 (1996) states that disciplinary proceedings are to be followed by the SGB or SSSC by appointing a tribunal with the following positions: Judge, prosecutor, secretary to write and use a sound recording machine for verbatim transcriptions, and an employer representative.

The SASA 84 (1996) Section 10 (1) explains the prohibition of corporal punishment at school for a learner. Teachers and parents are prohibited from administering corporal punishment at school according to this section of the Act. The SASA 84 (1996) Section 10 (2) says if any person fails to comply with SASA 84 (1996) Section 10 (1), he or she is guilty of an offence and will be penalised for assault. This section agrees with Section 17 (1) (d) of the EE Act (1998), which states that in cases of serious misconduct, educators must be dismissed if they are found guilty of seriously assaulting, with the intention to cause grievous bodily harm, a learner, student, or other employee. If the teacher beat the learner, the teacher is committing the crime of assault and is going to be dismissed after a fair disciplinary hearing by the Labour Courts, and the South African Council for Educators (SACE) will also investigate the matter. Sometimes the SACE delays disciplinary hearings but dismisses and deregisters the teacher as per the SACE Act No. 31 of 2000, Sections 3 and 4. The school governing body's sub-committee, the SSSC, is responsible for taking care of and protecting the school and learners (Gina, 2013; Masitsa, 2011). Parents and guardians have a similar obligation or duty to protect children from abuse rather than abusing or humiliating their children.

Teachers are expected apply the principle of "in loco parentis," This means that teachers should be in the place of parents and have a legal duty to ensure the safety of learners in terms of common law by not exposing their learners to corporal punishment and bullying practices (Gina, 2013). Gina (2013) stated that there are two pillars to the "in loco parentis" role that educators need to play: The duty to care, implying that teachers must look after the physical and mental well-being of students, and the duty of maintaining order at school, which implies it is the teacher's duty to discipline students (Gina, 2013). The Constitution of South Africa Act No. 108 of 1996, OHSA (1993), SASA 84 (1996), the Children's Act No. 38 (2005), regulations for safety measures, DOE (2002), KZNDEC Circulars No. 55 of 2001, 90 of 2001, and 3 of 2002, all contribute to giving clear provisions regarding the safety of learners at schools (Gina, 2013).

Looking at South African education laws and systems and international laws and systems, one finds gaps in the systems of the South African National Education Department. Moreover, the South African Provincial Education laws and systems are not the same. The Gauteng and Western Cape provinces seem to be leading other provinces in the implementation of school safety and security structures, measures, and systems. They are the first two provinces that have suggested that there should be at least six (6) SSSC members and specify the positions of the members. Gauteng is the first province to form and celebrate SAPS and Department of Education partnership protocol. This partnership spread to other provinces thereafter. The Department of Education and Culture started and implemented SDSSCs in 2001-2002, but there are still schools without these committees. The learners are still subjected to corporal punishment and bullying without any sign of SDSSC or SSSC intervention. South Africa has very good laws, policies, systems, and budgets, but no practical and proper implementation and monitoring seem to be taking place. In fact, South Africa has the best and clearest laws and policies, but conservativeness or the reluctance on the part of teachers and departmental officials to implement, evaluate, and monitor the laws and policies appear to be problematic.

The National School Safety Framework seems to be an adequate solution as a legal school safety and security framework introduced by the Education Department in uThungulu District schools in 2016. The framework is shaped like the TSSC for auditing and reporting systems. However, while the New Jersey Legislature transparently budgeted for private reinforcement agency called the SSTF to safeguard schools and to be paid for that, in South Africa, it is different: SSSC members volunteer to perform dangerous legal duties.

1.3 Statement of the Problem

Despite the efforts made by the Department of Education and Culture through legislative provisions, incidents of bullying and corporal punishment are signs that a lack of safety and security prevail in KwaZulu-Natal (KZN) schools (Malbasa, 2014; Masitsa, 2011). Statistically, Diamantes (2014) quotes from a Medical Research Council survey in 2010 that 40% of learners had been bullied in the school premises, 19% had been injured in fights, 16% had been injured within school premises, and 9% had been carrying dangerous weapons. The learners have become accustomed to such a lifestyle and disrespectful to their school teachers and school mates. This survey took place in Department of Education and Culture schools. Based on the statistics obtained by the Medical Research Council survey, many questions arise about the role of the SSSCs for the safety and security of learners as well as learners' welfare at schools. The results demand further investigations about school safety and security in KZN schools. Most school safety and security studies were done either in primary schools or secondary schools but not in combined

schools. Combined school is a very unique one with regard to teacher-learner or learner- learner activities inside or outside the school premises. How Grades R-12 learners and teachers experience corporal punishment and bullying on the same platform?

The problem of bullying and corporal punishment is being experienced by many learners around the continent of Africa (Masitsa, 2011; Mabasa 2014). About 85% of Nigerian school learners reported that they had been bullied and administered corporal punished by their teachers at schools, and about 30% of learners had been bullied by other learners on school premises (Allude, 2011). There are so many court cases, studies and incidents that involve bullying, corporal punishments, assaults, and the deaths of both teachers and learners that have occurred worldwide and in South Africa (Mncube & Mthanti, 2014). In the case of South Africa, where there are official school safety and security programmes and supportive structures that have been set up through clear policies and laws, the question raised is why does bullying and corporal punishment continue to occur unlawfully and openly? What needs to be done by Education Department officials to end or curb such incidents? The statistical information provided by Diamantes (2014) and Allude (2011) confirms that there is still a prevalent lack of school safety and security in Department of Education and Culture schools, and the welfare of learners is still at stake. The legislative mandates, debates, and prevalence of serious misconduct by both teachers and learners warrant investigation of the role of SSSCs with respect to the administration of corporal punishment and the prevalence of bullying in schools.

1.4 Research Questions

1. How do school safety and security committee members' experience and understand their roles?
2. What factors influence school safety and security committee members' roles?
3. How can the school safety and security committee members improve their performances?

1.5 Significance of the Study

The intention of the study is to contribute to the improved performance of school safety and security structures and programmes. The underlying belief is that the study will encourage stakeholders and interested groups, parties and individuals to participate in managing the safety, security, and welfare of learners at schools. It is anticipated that the study will inform Education Department officials about importance of strengthening the SSSCs through Governance Sections to work efficiently according to planned and continuous monitoring safety auditing procedures (Clarke, 2009; Kelly, 2011). The study may inform policy and law makers at all Education Department levels of various countries to notice gaps in policies and laws or acts that can be amended. The results of the study may encourage the theoretical aspects of policies to be implemented and practised in the daily life experiences by all parties involved and

be reviewed annually. The study may help identify underlying issues associated with why SSSCs seem to be underperforming, as well as help to identify alternative solutions to the prevalence of unsecured environments in KZN schools (KZNDOE, 2002).

In the context of the South African Education Department, the Governance Section might be helped by this study with respect to training, workshops, and monitoring and assessing or evaluating the work and efficiency of SSSCs (KZNDOE, 2002). It could contribute to alerting stakeholders to apply alternatives to corporal punishment to avoid unnecessary dismissals of educators for administering corporal punishment to scholars. From this study, the South African Department of Education may learn from the New Jersey Legislature how it could transform normal SSSCs to NSSSSs comprised of safety and security experts in the field (Kelly, 2011). The safety and security work would be better to be done by professionals and these professionals paid for their work, which would automatically improve work performance and quality as well as create job opportunities.

1.6 Demarcation of the Study

The study is restricted to two selected combined schools in northern KZN in the uThungulu District, South Africa. One combined school is in urban area; the other one is in deep, remote rural area. The schools are about 63 km apart.

1.7 The Outline of the Study

Chapter 1: Orientation to the study.

Chapter 2: Literature review and theoretical frameworks.

Chapter 3: Research design and methodology.

Chapter 4: Data presentation and discussion of findings.

Chapter 5: Summary, conclusions, recommendations, and limitations.

1.8 Conclusion

In this chapter, the title of the study was revealed and the study introduced. The background to the study and problem motivating the study was discussed. The research questions were listed and the significance of the study described. The study was demarcated and an outline of the chapters

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This study is focused on the role of SSSCs in maintaining the welfare of learners at schools. In this chapter, the key terms used in the study are defined. Thereafter, some relevant studies are discussed and key issues associated with SSSCs identified. International issues associated with SSSCs are also noted, and local issues associated with SSSCs, mainly in South Africa and particularly in uThungulu District in northern KZN province described in order to provide the grounds for comparison to other countries and embed the discussion in a relevant theoretical framework of the study. The chapter concludes with a summary of the literature reviewed.

2.2 Definitions of Key Concepts

Bullying: “Bullying in schools is a global phenomenon that has the potential to impact in children not only physically but also psychologically... Bullying is a far-reaching phenomenon touching the lives not only of learners but other role-players as well” (Laas, 2014, p. 1).

Code of conduct: A code of conduct is a clearly drafted set of school rules that serves as a reciprocal code of conduct between students themselves and students and educators (Oosthuizen et al., 2003). A code of conduct for students may be defined as a clearly drafted set of school rules that is extracted from official regulations, circulars, acts, or directives promulgated by provincial or national education departments and drafted by concerned school authorities.

Corporal punishment: Corporal punishment is a disciplinary method by which a supervising adult inflicts pain upon a child deliberately in response to a child’s alleged unacceptable and/or inappropriate behaviour. For the purposes of this study, corporal punishment is the way a teacher enforces a decision by inflicting bodily pain on the learner within school premises but outside his or official jurisdiction.

Constitution of South Africa (SA): The Constitution of South Africa is the supreme law of the Republic of South Africa. It provides the legal foundation for the existence of the Republic, sets out the rights and duties of its citizens, and defines the structures of the government. The current Constitution was drawn up by the parliament elected in 1994 in the South African general election. It was promulgated by president Nelson Mandela on 18 December 1996 and came into effect on 4 February 1997, replacing the Interim Constitution of 1993 (Goldstone, 1997).

Expulsion: “Expulsion is the permanent removal of a learner from a school or hostel” (Oosthuizen et al., 2003, p. 82); expulsion may mean permanent refusal to attend school where the learner has been sanctioned for a very serious offence, and it has been recommended by provincial head of

department (HOD) that the student be placed at an alternative school because of the compulsory school going age of the learner. A learner under 16 years old or who has not yet reach Grade 9 is under the compulsory school going age.

Legislation: Legislation means the exercise of power in making rules that have the force of authority due to their promulgation by an official organ of the state (*Merriam-Webster's Learner's Dictionary*, 2016). Legislation is a way politicians and business people exercise power and authority to advance their chances of gaining power and manipulating cheap labour to make profits.

Model C schools: A Model C school is a defunct, semi-private structure used in the governance of whites-only government schools in South Africa. It was introduced in 1991 by the apartheid government. "Model C" is still commonly used to describe former whites-only government schools. A Model C school is therefore a state school in South Africa that used to be for white children only; they were generally considered better than township schools (*Macmillan Dictionary*, 2017).

Safety: Safety refers to the condition of being safe either psychologically or emotionally and freedom from danger, risk, or injury (Gina, 2013, p. 19). For the purposes of this study, safety is defined as the psychological, emotional, and physical conditions of persons who are located in an environment that is not dangerous.

Security: The *Merriam Webster Dictionary* (2013) defines security as things done to make people or places safe. Gina (2013) noted that security refers to the quality or state of being secure: It includes freedom from danger and freedom from fear or anxiety on school premises. For the purposes of this study, security is defined as the mental state of a person who feels free from any kind of danger, threat, or sign of intimidation that is imposed on him or her by any possible conditions.

Safe school: A safe school refers to a school that is free of dangers or the possibility of harm is absent (Gina, 2013). For this study, a safe school is a school with a fully operating SSSC for the safety of people and school property based on DBE policies and regulations on safety measures for public schools and school safety and security action plans.

School safety: "The term school safety refers to and includes the critical and necessary environment in which effective teaching and learning can take place. School safety supports student learning by creating and promoting a physically, emotionally, socially and academically secure climate for students, staff and visitors" (TXSC, 2013). For the purposes of this study, the term school safety means conducive teaching and learning environments that are free of drugs, weapons and threatening psychological, emotional, and physical conditions.

School safety and security committee (SSSC): For the purposes of this study, a school safety and security committee is a subcommittee of the SGB that deals with a wide range of school safety and security

issues that involve learner-teacher relationships and behaviours. It also involves the safety and security of people and school property.

Suspension: “Suspension is defined as the temporary refusal of admission to a learner to a school or the hostel of a school” (Oosthuizen et al., 2003, p. 82); from the researcher’s point of view, suspension may be defined as a temporary period of about one week for the learner to spend at home as a sanction imposed by a tribunal after a fair disciplinary hearing process due to a learner’s wrongdoings at school.

Tribunal: A tribunal is a committee or board appointed to adjudicate in a particular matter (American Heritage, 2011). A tribunal is a body with the authority to pronounce judgement on a matter based on the evidence (Webster, 2010). For the purpose of this study, a tribunal is an official disciplinary committee of three or four members that is responsible for sanctioning a learner after fair disciplinary hearing. Alternatively, it may mean the due process following a thorough investigation of allegations against a wrongdoer undertaken by appointed committee that cross examines facts and evidence for both parties openly and equally.

Urban-rural school: An urban-rural school is a school found at the edge or intersection area where urban and rural areas meet.

2.3 Some Relevant Incidents of Corporal Punishment and Bullying

2.3.1 International incidents of corporal punishment and bullying

The following international incidents of punishment show that the King Cetshwayo District is not alone with respect to the problem of school safety and security issues. Some overseas countries, such as India, as well as other African countries, such as Nigeria and Kenya, are experiencing corporal punishment and bullying issues. Some other studies such as those of Shaikhmag, Assan and Loate (2014), and Ogando Portela and Pells (2015) reflect varying perceptions of learners and teachers about corporal punishment and bullying. The following cases have been documented in the media:

- Amia Siddiqui, a Class 10 student of St Joseph Public School in Hyderabad, died at a private hospital on Wednesday due to brain injuries sustained after a fight with another classmate, in the state of Telangana, India (*Huffington Post*, 2015).
- In 2012, a teacher, Mrs Njadeke Imoka, beat her student, Chidinma Ukachikwu, to death at St. John of God Secondary School Awka, Anambra State, in Nigeria. The punishment was the result of the scholar refusing to complete an assessment task (Alhassan, 2013).

- In Osun State, Nigeria, a teacher assaulted Joshua Ajayi, a pupil of Geometry International Group of Schools, for truancy, causing his death (Alhassan, 2013).
- In Port Harcourt, Rivers State, Nigeria, a 13-year old student of Shiloh Hills Remedial and Advanced College was flogged by his principal Mr Chudi Mwako till he slumped over and died (Alhassan, 2013).
- In Kenya, one out of nine learners was seriously assaulted in the classroom by teacher for failing to complete their English homework. The medical costs for treating a learner amounted to between US \$5-10, which is far above the daily payment of Kenyan public workers of US \$1 (Mncube & Mthanti, 2014).

Most of the above mentioned corporal and bullying incidents show that corporal punishments and bullying usually end in deaths and they may trigger cyber bullying as well as violence. Corporal punishment and bullying is an international issue.

Some of the above incidents demonstrate a strong relationship between corporal punishment and the development of aggressive behaviour in learners. The assaulted school goer's punishment tends to develop aggressive hostility rather than developing self-discipline (Shaikhmag, Assan & Loate, 2014). Arcus (2004) and Shaikhmag, Assan and Loate (2014) noted that corporal punishment promotes violence. However, further studies by Assan and Shaikhmag (2014) indicated that most students believe that banning corporal punishment is a mistake that leads to school learners' poor discipline and unsuccessful learning and teaching. The study conducted by Ogando Portela and Pells (2015) pointed out that corporal punishment is a harmless means for disciplining a child, and it makes a child obedient and respectful. These studies have created the space to contest the banning of corporal punishment from schools. As SSSCs are legal structures to ensure school learners' safety and security, the question raised is would corporal punishment be banned or reinstated if teachers could be given a chance to participate in the debate?

International studies have focused on incidents of brutal corporal punishment and confirmed that school safety and security is not an exclusively a South African problem but a global problem. The more economically developed countries of the world still experience these problems in their education institutions. The above discussed media reports of incidents of corporal punishment and bullying help King Cetshwayo District and KZN to realise that such problems occur throughout the world. KZN should and find suitable solutions to these problems of bullying and corporal punishment.

Media reports of incidents of corporal punishment and bullying show that there is a relationship between the attitudes of teachers and learners. Moreover, teacher-learner responses worldwide are similar in terms of incidents and responses. It is imperative that the UN and AU develop tools to monitor compliance with

their regulations. All Department of Education district offices have to monitor compliance of all SSSCs to report progress.

2.3.2 National incidents of corporal punishment and bullying

Based on the above international incidents of corporal punishment and bullying, it becomes apparent that corporal punishment and bullying are evident in other parts the world. Media reports suggest that South African schools are experiencing similar incidents of corporal punishment and bullying. Hereunder, a few media report of incidents is documented, followed by reports of incidents in theacademic literature reviewed.

- A pupil at the Tsotsologo ya Afrika Secondary School in Midrand, Gauteng, was stabbed to death after closure of the school day by another pupil on Monday afternoon (ENCA, 2015).
- Fundi Ntshangase, a Grade 11-pupil, was stabbed to death at a house party by a student (SACE, 2011).
- The teachers at Kei Road Combined School in the Eastern Cape feared for their lives after a man who was believed to be mentally disturbed assaulted a teacher in the classroom (Gina, 2013).
- In Cape Town, the Western Cape Education Department reported that a Grade 12 pupil was stabbed to death in what seemed to be a gang-related attack. Debbie Schafer elaborated that the attack took place at Ihlumelo Secondary School on Monday morning (Etheridge, 2016).
- On Monday, Fadiel Benjamin and his twin brother left Wesfleur Primary School gates to go home when Fadiel allegedly told a 13-year old boy that he should stop smoking at school. The Grade 6 pupil allegedly told Fadiel Benjamin, " I will stab you," and proceeded to knife Fadiel in the chest. Fadiel collapsed, bleeding profusely. This senseless killing shocked teachers and pupils at Wesfleur Primary School. They received trauma counselling the next day (*Cape Times*, 2015).
- Morne Harmse, a learner, killed 16-year old Jacques Pretorius, a Grade 12 learner, with a samurai sword and injured three others with his sword at Nic Diederichs Technical High School, Krugersdorp, South Africa, in 2008. He was sentenced 20 years in prison (Gina, 2013; *Mail & Guardian*, 2010).
- A schoolboy shot and wounded a teacher at a high school in Sasolburg in the Free State (Xaba, 2014).
- In 2014, an 8-year old girl bled to death in hospital after being kicked by three bullies at a primary school (Xaba, 2014).
- In 2013, a Grade 6 teacher was attacked by a youth who is believed to come from the nearby Bottle Brush Settlement and who tried to steal her handbag soon after she returned from a fair. The teacher was ambushed on school premises (Gina, 2013).

- A 12-year old learner died after being stabbed in the back during an argument with another learner during break at Hlonono High School in the Mpumalanga (Gina, 2013).
- An educator at a combined school complained about the administration of corporal punishment on a certain school boy in August 2013. However, the boy's father refused to permit his son to give evidence in the proceedings (Veriava, 2014).

The abovementioned incidents attest that the conditions in which teachers and learners work and live are unsafe, life-threatening conditions. However, the DBE expects both teachers and learners to excel. These situations need urgent attention for potentially high-quality teaching and learning. The above list of national incidents of corporal punishment and bullying also signify that South African schools are experiencing problems with corporal punishment and bullying. The South African government is trying to stop corporal punishment and bullying through the use of laws such SASA 84, Section 10, and policies suggest the alternatives to corporal punishment. However, the problems continue to exist. The following studies offer contradictory views and arguments about corporal punishment and bullying.

The research conducted by Oosthuizen (2007) about how to discipline misbehaving learners using corporal punishment in the Kenneth Kaunda Region of the North West Province, South Africa, had shown teachers regarded corporal punishment as the most ineffective way of disciplining misbehaving learners. This view contradicts what Shaikhmag, Assan and Loate (2014), Arcus (2004), and Ogando Portela and Pells (2015) claimed about the positive outcomes of corporal punishment. For example, Ogando Portela and Pells (2015) claimed corporal punishment teaches learners to be obedient and respectful, while Shaikhmag, Assan and Loate (2014) claimed the banning of corporal punishment led to poor and unsuccessful teaching and learning in schools. If SSSCs were given a chance to participate in this debate, what would be their position about reinstating corporal punishment?

Sticking to the South African context where the democratic dispensation is still new and often abused, corporal punishment remains an issue. Children's rights are not introduced as a package with limitations and responsibilities. These rights confuse learners and upset teachers because teachers are no longer allowed to beat learners. If teachers abuse learners, learners retaliate with violence. When teachers bully learners, learners learn to spread bullying and bullying encourages learners to fight with teachers and among themselves. Therefore, it can be concluded that both bullying and corporal punishment result in violence in South African schools. The most important message is that school safety and security issues need urgent attention worldwide.

2.3.3 Local incidents of corporal punishment and bullying

The following seven reports of incidents of bullying and corporal punishment occurred in areas of the KZN province, and the last three incidents occurred in the King Cetshwayo District where this study was conducted.

- Around Durban, an attacker stabbed and killed a 17-year old pupil and five others were injured shortly before school started, police spokesperson Lieutenant Nqobile Gwala said. Charges of murder and assault and grievous bodily harm (GBH) are being investigated by the Nsuzi SAPS. No arrest has been made and investigation continue (Wicks, 2016).
- Near Pietermaritzburg, to her horror, Khanyo Ngcamu looked on as a group of teenagers pounced on her cousin and killed him. In another horrific incident, a Grade 8 pupil, Nkosingiphile Ngcamu, 16, was dragged from the safety of the school grounds and stabbed several times during a soccer match during break at Umlulama Secondary School in Hopewell, Pietermaritzburg (Ngcobo, 2012).
- Near Durban, two Wentworth orphans, traumatised by the fatal stabbing of their brother at the school they also attended, have seen their schooling turned upside down. Two months after 15-year-old Khanyisani “Rigde” Mnyayi was killed, they are battling to come to terms with his death and have not returned to the school, Fairvale Secondary, as it is too traumatic for them (Barbeau, 2013).
- The *Rising Sun, Chatsworth*, reported that on Friday, Asheel Beekran, a Grade 4 Pupil at a Belvedere Primary School, was shot in the eye at a close range by a Grade 9 Witteklip Secondary School pupil (*Citizen*, 2015b).
- A 15-year old Grade 8 learner was attacked and killed in the classroom at ZamaZulu high school in Imbali Township, Pietermaritzburg (Gina, 2013).
- A scholar, Grade 10 was arrested after stabbing a teacher to death in March at Thornwood Secondary School in Marian hill, Pinetown, near Durban, KZN, South Africa (Gina, 2013; Khan, 2008).
- In February 2013, a 6-year old Grade R pupil at a primary school in Mpumalanga was slapped across the face by a teacher with such force that it ruptured the child’s eardrum. Criminal charges were laid against the teacher (Veriava, 2014).
- In August 2013, a teacher at a combined school in Mpumalanga complained about the use of corporal punishment on learners. An investigation was instituted by the provincial education department. The father of a learner, however, refused to allow his son to give evidence at the proceedings. (Veriava, 2014).
- In yet another violent school attack, police are investigating the death of a pupil who was shot and killed by an enraged and jealous boyfriend at Qantayi High School in the Emahunu Reserve near Port Durnford, KZN. The 22-year old suspect was reportedly upset with a Grade 12 pupil for “sitting with

his girlfriend the day before the incident, stormed into the classroom, [and] shot and killed the pupil at close range in front of the teacher and the entire class,” the *Zululand Observer* reported (*Citizen*, 2015a).

- The school break at Ikhandlela Secondary School in eSikhaleni turned into a terrifying, bloody murder scene when a knife-wielding Grade 11 learner stabbed a fellow learner to death and seriously wounded another following an ongoing dispute, the *Zululand Observer* reported. The life of Nqobani Ntuli (19) was brutally ended, and Sanele Hlatshwayo (18) is still fighting for his life in hospital after Siphamandla Mngomezulu (19) reportedly attacked and stabbed them inside the school's ablution block at around 11 a.m. According to information obtained by the *Zululand Observer*, the fatal incident occurred after the boys had a serious dispute over a school girl's stolen cell phone (Makwakwa & Singh, 2017).
- A Grade 11 pupil from Ikhandlela High School in uThungulu District, KZN, will appear today in court on charges of murder and assault after fatally stabbing a fellow pupil (*The New Age*, 2017).
- Hlamvana High School pupil, Lungisani Ngema (17) had just finished writing his exams when an unknown assailant stabbed him in the chest yesterday at about 2 p.m. Witnesses at the eSikhaleni school told the police the two exchanged words before the attacker stabbed Ngema in front of his Grade 9 schoolmates, killing him instantly. The suspect, wearing a uniform, fled the scene and is believed to be a pupil from a nearby primary school. ESikhaleni Community Policing Forum (CPF) chairperson Muzonjani Ntuli said the community embarked on a search for the attacker this morning (Makwakwa, 2015).

The short message about the above mentioned local incidents of corporal punishments and bullying is if these conditions are not being curbed or prevented in future, teaching and learning would be deteriorated. The role of SSSCs and other stakeholders is at high demand.

Tribunal records for Lioness (pseudonym) Secondary School show that Lele (learner) and his friend pled guilty to breaking a school fence during their SDSCC or SSSC disciplinary hearing. After pleading guilty, they were severely beaten (Mthanti & Mncube, 2014). This incident concurs with a survey conducted by Makhasane and Chikoko (2016) involving 13 schools in the rural and township areas of KZN that revealed that it is an African cultural tradition to use corporal punishment to discipline African children.

With respect to the KZN Province, where this research was conducted, the incidents of bullying and corporal punishment are very high, as evident with the incidents related above. The last three incidents occurred in King Cetshwayo District: Hlamvana High School, Ikhandlela High School and Qantayi high school are in King Cetshwayo District. The lack of safety at schools is not found exclusively in KZN or South Africa, or especially in King Cetshwayo District (uThungulu District) where the study has been

conducted, however as it is documented above, it is a global issue, and unsafe school situations in KZN mirror national and international incidents. It is apparent, therefore, that some schools are not safe places for teaching and learning in both South Africa and worldwide. Some teachers are continuously charged for the administration of corporal punishment on learners. They are violating the law. All teachers were given free copies of the education law handbooks produced by the KZNDEC in 1999. Too many teachers breach laws about which they should be aware. The issue of violence between teachers and learners in many South African schools may be attributed to the illegal practices of bullying and corporal punishment. These practices create anger and intentional attempts to obtain revenge due to the grudges learners bear against their teachers and against other learners who bully them. Learners know that corporal punishment is banned in South Africa, but teachers continue to administer corporal punishment. Older learners challenge teachers for administering corporal punishment on them. Learners may stab or shoot teachers out of revenge. The following studies by Makhasane and Chikoko (2016) and others tell us about the origin of corporal punishment and bullying as well as the perceptions by both teachers and learners thereof.

The study conducted by Makhasane and Chikoko (2016) shows that to discipline an African child, corporal punishment applied as it is part of the African culture to beat a child who misbehaves. This is congruent with what Maphosa and Shumba (2010) suggested, namely, that the banning of corporal punishment disempowered teachers to discipline learners and thus learners are behaving as they please. The studies carried out by Arcos (2004) Shaikhmag, Assan and Loate (2014), and Ogando Portela and Pells (2015) support the use of corporal punishment in schools. The study conducted by Oosthuizen (1998, 2003, 2005, 2007) are all against the use of corporal punishment in schools and favour the banning of corporal punishment as suggested by the law. The contestations and arguments about reinstating of corporal punishment in schools continue despite corporal punishment being against the laws of the land. If corporal punishment were reinstated, what could be the role of SSSCs?

The different media reports of incidents about corporal punishment and bullying in schools show that SSSCs need to be strengthened to face school safety and security challenges globally, nationally, and locally, but especially in the northern parts of KZN around the UThungulu (King Cetshwayo) District in South Africa. The role of SSSCs has never been mentioned in reports of the incidents; only the CPF has been mentioned and then only in one incident at Hlamvana High School in King Cetshwayo District. The message from media about incidents reports is that school safety and security of both teachers and learners need urgent attention from all stakeholders abroad.

2.3.4 Court cases

By looking at the following court cases, one might be brought to realise that studies or media reports of incidents of bullying usually lead to court cases. Court cases form the main pillars for the turning point in banning corporal punishment and bullying perpetrated mainly by teachers. Court cases form part of revolutionary struggle against the abuse of learners at schools and bring a balance of power between teachers and learners.

- In a case of *S v. William*, the Constitutional Court ruled that Section 294 of the Criminal Procedure Act No. 51 of 1977, and stated that the whipping of child offenders in criminal sentencing is unconstitutional and invalid. Chief Justice Pius Langa added that any hierarchy that depends on the use of violence (corporal punishment and bullying) is at odds with the values of the Constitution (Veriava, 2014).
- In the case of *Mpumalanga Education Department v. High Ermelo* 2010 (2) SA 415 (cc) paragraph 57, the Court said, “A governing body is democratically composed and is intended to function in a democratic manner. It is meant to be a beacon of grassroots of democracy in the local affairs of the school. Its primary function is to look after the interest of the school and its learners” (Veriava, 2014).
- In the case of *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999) where the school was held liable to protect Davis against a bullying learner, the school failed to protect the victim. The bully called him “gay”, “fag”, “queer”, and “man-boobs,” all which is considered harassment (Davis v. Monroe Board of Education, 2011).
- In the case of *Wolfe v. Fayetteville School District*, the Arkansas case-8th circuit-8/9/11, Wolfe was allegedly harassed on weekly basis from the 6th to 10th grades by bullies calling him “faggoti,” “queer bait,” and “homo,” and he was pushed and shoved. He quit the school to pursue home schooling. The Court dismissed the case as it did not have enough evidence to make title claims (Wolfe v. Fayetteville School District, 2011).
- In a case of *Theno v. Tonganoxie Unified School District* (2005), there was a gender stereotypes based claim. The judgement settled the case for US \$ 440k instead of US \$520k on the grounds of ignoring tolerance or trivializing harassment.
- In a case of *Kowalski v. Berkeley County Schools* (2011), the learner created a website at home called “Student against Slut’s Herpes” or “S.A.S.H.,” and she named individual students. One girl avoided school for a while due to website embarrassments. The offender was suspended for five days after disciplinary hearing. The offender took the case to court, but the court dismissed her application because of *nexus* (proof of connections to allegations).

From the of above mentioned court cases people that wrongdoers are brought to the rule of law to be charged accordingly. The court cases made a great revolution change or turning point in many unfair treatment of learners by other learners and or by their teachers through bullying or administration of corporal punishment by teachers.

If internal structures at schools or the DBE Labour Court channels fail, civil and other courts take over to make rulings on certain cases. Corporal punishment and bullying cases tried as assault cases usually end in court rulings. Court rulings are always believed to be fair. The good messages from above mentioned court cases include that law takes its course whenever someone do wrong things in this Department of Basic Education.

Bullying cases are based in common law, for example, assaults, battery, intentional infliction of emotional distress, and defamation, and focus on perpetrators, negligence (governing immunity), statutory laws (state and federal), and agency enforcement (DOE, 2002).

Federal statutes include Title IX (sex), Title VI (race, colour, national origin), ADA (disability), 504 (Rehabilitation Act of 1983 14th Amendment Due Process & 14th Amendment Equal Protection) according to Meyer (2010) and Strauss (2013).

In the light of the above court cases of incidents of bullying and corporal punishment, it becomes clear how alternatives to corporal punishment as well as the call to end corporal punishment arose. It also becomes clear that these cases were treated fairly in protecting and promoting safety and security and the welfare and the best interests of learners locally and globally. Bullying incidents may be ignored but usually result in courts and teachers or learners are being charged. Respecting the codes of conducts for learners may provide answers here. The court cases help complainants to exercise their rights not to be tortured, ill-treated and unfairly treated. The message from above mentioned court cases is that the ruling of courts on all cases are last resorts of all parties concerned.

2.3.5 Features of bullies and victims

Bullies seem to be bossy, powerful, in control in everything, superior, and dominate in a group or class. They lack empathy for their victims, enjoy inflicting injury, suffering, and pain on their victims, and are defensive in their speech. They defend themselves by saying victims provoked them. Reports and studies have revealed that bullies come from homes where physical assaults or punishments prevail, and children are taught to solve relationship problems through physical punishment. They come from homes where parental involvement, warmth, guidance, and love are lacking. They are antisocial, defiant, and break school rules easily; they have little anxiety and strong self-esteem, but they are bad performers

academically (Batsche & Knoff, 1994; Olweus, 1993). The victims are usually seemed socially withdrawn, passive, scared, quit and submissive. Teachers sometimes victimise learners by administering corporal punishment to learners, and learners react by attacking teachers in higher grades. This seems to be due to teacher-learner or learner-teacher or learner-learner instigations. This also ends in the deaths of victims in some situations or ends in court case processes.

2.3.6 Preventing and managing bullying in schools

Training manuals on the prevention and management of bullying, which includes cyber and homophobic bullying, have been developed and provincial master trainers have been trained in all nine provinces; some 3,743 provincial master trainers have been trained and another 12,354 staff have been trained by provincial master trainers. The DBE has developed safety guidelines to address cyber bullying in collaboration with the directorate of curriculum innovation, which was electronically distributed to provinces. The department is working on a national anti-bullying and behavioural change campaign to be launched in due course.

2.3.7 Alternatives to corporal punishment

Following the banning of corporal punishment from schools, new methods of disciplining learners were proposed. The Ministry of Education introduced 16 appropriate alternative disciplines to all schools. Three of them that are popular with school teachers are verbal correction, positive reinforcement, and home contact (Lwo & Yuan, 2011). Verbal correction is when teachers at classroom level cordially discuss various disciplinary problems with offenders during breaks and lunch times to resolve such problems in non-confrontational manner. This is in accordance with the Society for Adolescent Medicine Paper Survey Report that indicated, “An important technique in maintaining classroom control is to develop a milieu of effective communication in which the teacher displays an attitude of respect for students” (Lwo & Yuan, 2011, p. 21). Encouraging learners to join religious organisations at school helps learners to control their behaviours through the use of the Bible and Christian values. These and other similar approaches help to motivate, justify, and mould learner’s actions (Ntuli, 2014). The adults’ modelling and explaining positive behaviour helps learners to behave appropriately. Motivating learners to correct their actions and praising and encouraging them helps them behave positively. This statement is congruent with what Paintal says about praising and encouraging learners for good behaviour and performance as well as excellent academic achievement (as cited in Ntuli, 2014). Award certificates and trophies for positive behaviour and excellence in academic achievement annually or quarterly serve to reinforce positive behaviour. Involving learners in the drafting of school policies, codes of conduct for learners, and developing constitutions for Learner Representative Councils (RCLs) encourages learners to behave appropriately, as does participating in various sporting activities and developing sporting codes. Creating an atmosphere or

school climate and culture that is conducive to teaching and learning encourages positive teacher-learner relationships. Extra-curricular activities help to improve teacher-learner relationships on the sports fields. Implementing, monitoring, and reviewing disciplinary measures and procedures in schools to protect learners from corporal punishment and bullying practices is also a strategy that promotes appropriate behaviour (KZNDOE, 2000; Ntuli, 2013).

2.3.8 Findings about bullying and corporal punishment

2.3.8.1 Statistics on bullying

In about 33 countries across the world, 25.8% of school learners fear to go to school due to escalating bullying practises in many schools (Mncube & Harber, 2013). In France, about 3.3% of school learners say they had been exposed to sexual harassment on school premises, whereas in Sweden, about 49% of school learners experience bullying in their schools. In the Netherlands, bullying of school learners is at 27% (Mncube & Harber, 2012). In the United Kingdom (UK) bullying by boys is at 41% and 39% for girls, while in Canada, school bullying ranges between 8% and 9% weekly. In the United Kingdom, total bullying, on average, amounts to 27% per year (Allude, 2011). In Norway, bullying is estimated at 14%, on average, in schools. Denmark is one of the top three European countries in terms high scores of bullying statistics. The United States has about an average of 80% of bullying in schools (Allude, 2011). About 90% of school girls and 96% of school boys in Botswana confirmed that they had experienced bullying and such bullying usually occur on school premises, and about 56% of participants said they did not perceive bullying as problem. About 53% of participants confirmed that they had been victims of bullying in schools, but 60% of participants at Odima Secondary School, for example, said bullying usually occurred outside the school premises (Selemogwe, Setlhare-Oagile & Mphele, 2014). In Nigerian schools, about 85% of school learners experience bullying perpetrated by school teachers, and 30% of school learners were bullied by fellow learners (Allude, 2014, p. 140). Bullying in Zimbabwe ranges between 16% and 19% (Allude, 2014). In Nigerian schools, bullying of school learners, on average, amounts to 90% (Allude, 2011).

Diamantes (2014) quotes the Medical Research Council Survey for 2010, which suggested that in South African schools, 40% of school learners had been bullied, 9% had been carrying dangerous weapons, 15% were injured on school premises, and 19% were injured during fights. About 37.7% of sexual harassment incidents in South African schools takes place on school premises and is usually perpetrated by school teachers or school principals on school girls (Mncube & Harber, 2013, p. 13). According to Human Rights Watch survey in 2001 and Medical Research Council survey in 1998, 55% of school learners participating

in the research said that they had been victims of both corporal punishment and bullying as subsets of violence (Mncube & Harber, 2013, p. 39).

2.3.8.2 Perceptions of bullying

In Turkey, in surveys conducted by Kepenecki and Cinkir in 2006, learners were asked about their views and perceptions of bullying and its types. The results suggested that 35.3% had been verbally bullied, 35.5% had been physically abused, 28% had been emotionally abused, 52% had been called names, 60.5% had been pushed, and 30.6% had been humiliated.

A survey in 2007 indicated that 75% of incidents of bullying involved pushing, swearing, calling names, gossiping and damaging personal belongings. About 60% of pupils doubted proposed anti-bullying strategies. Of about 150,000 Norwegian and Swedish students interviewed, 15% aged between 16 and 18 said they had participated in bullying while 9% had been victims and 7% admitted to having been bullies.

The American Association of School of Psychologists reported that 16,000 children missed school daily due to the fear of being bullied (Gumuseli, Hacifazlioglu & Cakmak, 2014).

Barrows (2013, pp. 4-5) showed how perceptions of bullying from frequencies in recorded data could be used to interpret bullying. He said almost 90% of students had reported bullying as a daily activity at schools, but only 50% of students actually reported incidents of bullying. Students predicted that at least 40% of the school adults would report the near-daily bullying whereas only slightly over 70% of school graduates reported bullying. Identification and reporting of bullying by students and school graduates from 10 scenarios showed that 79% of school adults reported scenarios as compared to 44% of students who characterized similar scenarios. This confirmed that the perceptions of adults compared those of youth differ. About 60% of school adults or graduates were not sure whether bullying was taking place or not, whereas only 25% of students were unsure about the answer. This means that perceptions of adults and youth differ, and only 5% of students and adults show similar answers, meaning that there is less consensus or lower correlations between adult and youth perceptions (Barrows, 2013, p. 57). Most of these surveys were done in the Michigan Department of Education in 2011 using five racial and ethnic groups, namely, 45% White, 27% Hispanic, 19% Black, 7% Asian or Pacific Islander, and 2% American Indian, Alaskan native, Native American or First Nation as research participants (Barrows, 2013, pp. 35-36).

The consequences of bullying are dangerous to victims as bullying lowers levels of academic performance and self-esteem and affects student's future general life outcomes (Lacoe, 2013). The tragic suicide of Massachusetts teenager Phoebe Prince in January 2010 drew the attention of politicians, educationists, and

educational psychologists (Lacoe, 2013). United States Secretary of Education Department Arne Duncan said that every child deserves a safe and healthy environment, and it is educators, parents, and community members' jobs to ensure that happens (Lacoe, 2013). Generally, there are five types of bullying: Physical bullying, verbal bullying, relational bullying, sexual- and gender-related bullying, and electronic or cyber bullying (Khomola, 2012).

The above information from different countries reveals the extent to which bullying is affecting teaching and learning throughout the world, but it is ignored for the most part by many officials in educational institutions. Sometimes bullying results in suicides, physical assaults, and deaths.

2.3.8.3 Statistics on corporal punishment

In Nepal, 14% of school dropouts are caused by fear of teachers who are beating learners at schools. In Guatemala and in Argentina, early learner dropouts from schools due to corporal punishment is estimated at 59% and 11.4% of GDP respectively (Mncube & Mthanti, 2014, pp. 8-9). School dropouts have financial implications for all countries. "In UK, 16 year olds who were corporally punished and bullied at schools are twice likely not to be in education, employment or training, and to have lower wage levels at the ages 23-33 years. About 38% of teachers in Southern American States favoured corporal punishment" (Khanyile, 2014, pp. 34-35). About 82% of female respondents showed positive attitudes towards alternative corporal punishment while 17.7% of male respondents supported continuation of corporal punishment (Khanyile, 2014). In Ethiopia, parents hesitate to send their daughters to schools due high levels corporal punishment administered by teachers. About 60% of girl learners and 42% of boy learners said that the administration of corporal punishment in schools promotes learner absenteeism from schools, especially girls (Mncube & Mthanti, 2014). In Egypt, 80% of boys and 67% of girls said that they had been affected negatively by corporal punishment (Mncube & Mthanti, 2014). About 73% of the Nigerian school teachers support the continuation of corporal punishment while 50% of Nigerian parents support the continuous use corporal punishment on their children as they use corporal punishment at home (Alhassan, 2013). Most teachers know about the prohibition of corporal punishment. In a survey done in Keelung City, in Taiwan, in 2008, only 10% of teachers supported corporal punishment; 65.7% supported banning and 65.2% favoured zero corporal punishment (Lwo & Yuan, 2011).

UNISA (as cited in Mncube & Mthanti, 2014, p. 9) conducted a survey that shows that 41% of learners got injured during the administration of corporal punishment while 59% of learners experienced corporal punishment without getting injuries. About 24% were seriously injured during administration of corporal punishment which required medical healthcare and its accompanying costs. The National Youth

Victimisation study of 2005 showed that 51.4% of learners agreed that they had been beaten by teachers at schools in South Africa (SACE, 2011, p. 21). Shaikhmag, Assan & Loate (2015) make the point that research by Oliver reveals that in South Africa up to 70% of primary school learners and up to 50% of high school learners are still subjected to corporal punishment. This statement by Oliver means that even after the official banning or prohibition of corporal punishment, South African black school children are still being subjected corporal punishment because black teachers still have the traditional tendency to discipline learners with harsh means. Most black school teachers come from the previous Bantu Education Departments.

Corporal punishment is practiced globally but attempts have been made to stop it. Alternative strategies to discipline learners in schools had been introduced to replace corporal punishment. Charges for administering corporal punishment had been placed, but teachers still beat learners, and learners are retaliating violently and even stab or shoot teachers or learners.

2.3.8.4 Perceptions of corporal punishment

In the Nigerian Education Department, findings showed that education department officials perceive the administration of corporal punishment in schools as unacceptable for disciplining learners in schools. This statement is congruent with a report from the United States that corporal punishment in schools is an ineffective, dangerous, and unacceptable means to discipline children (Umezina & Elendu, 2012). Parents, however, perceive corporal punishment as an acceptable method for disciplining misbehaving learners (Umezina & Elendu, 2012). In most Asian countries, the use of corporal punishment is highly recommended. In Japan, about 25% to 85% schools which were administering corporal punishment were sanctioned for that at a later stage (Lwo & Yuan, 2011; Yuan, 2014). There is a perception that corporal punishment promotes and stimulates vandalism, violence, aggression, and bullying (Lwo & Yuan, 2011). Sometimes corporal create anger to revenge or retaliate dangerously against parents or teachers or fellow-learners (Lwo & Yuan, 2011). That may account for why some learners attack their teachers. “The ministry of Education provided guidelines for positive disciplinary alternative means in 2007” (Lwo & Yuan, 2011, p. 7). This statement is line with the Legislative Yuan of Taiwan and the revised Basic Education Department. These alternatives include verbal corrections, after school counselling sessions, demerit records on student profile, home contact and increased tasks (Lwo & Yuan, 2011). Paintal (1999) provided nine alternatives to corporal punishment including encourage and praise children, provide consistency and reason, and talk with children in an age-group and in appropriate ways. Diamantes (1992) proposed 10 alternatives to corporal punishment which include, among other things, home contact, written statements (e.g. who started argument), detention, and compulsory field trips.

2.4 Key Issues: School Safety and Security Committees

2.4.1 International literature: School safety and security committees

In Texas State, United States of America, a national, central structural organisation called the TSSC was established in 1999 and located at Texas State University, San Marcos. In accordance with Chapter 37 of Texas Education Code, it was tasked to monitor and identify safety problems, solutions, and multiple hazards, and propose programmes to address these at school level via district level through audit reports every three years between September 1, 2011, and August 31, 2014 (Kelly, 2013). The proposed Texas Unified School Safety and Security Standards passed a requirement that the standards be met in audit reports as required by the TSSC. In the Texas Unified School Safety and Security Standards, four criteria were to be met, namely, prevention, mitigation preparedness, response, and recovery (Kelly, 2013).

The issue of school safety and security developments that started around 2000 in South Africa adopted a similar system to overseas countries such as the United States in Texas. It helped South Africa to solve its school learner behavioural and disciplinary problems. However, South Africa copied and adjusted the standards to suit the socio-economic and political status quo of South Africa.

2.4.1.1 Conducting a safety and security audit of facilities

In Texas, auditing of safety and security facilities is done in line with Section 37.108, namely, the School District Safety and Security Audit of District Facilities must be conducted at least once per three years. Each district is required to adopt procedures developed by TSSC or similar public or private entities. The school district is responsible for reporting the results of the safety and security audit conducted to the district's Board of Trustees in an approved format (Kelly, 2003). Conducting a safety and security audits at any level, especially in educational institutions, is critical to keeping employees and learners or students safe, as is having written records as required by the TSSC. A teaching and learning climate and culture conducive to positive outcomes are hindered by unsafe and insecure conditions. It is imperative that learners or students and employees, together with other interested parties as well as relevant stakeholders, be given an opportunity to express their views and experiences about safety and security.

The introduction of School Safety Framework in South Africa appears to be a solution to facilitating SSSC roles and other issues related to school safety and security issues. The SGB sub-committees and the SSSC, which is composed of many stakeholders, can affirm the safety and security audits for each school.

2.4.1.2 Purpose of the audit

The purpose of the audit is the following:

- To assess the safety and security of a district's facilities.
- To gather data for the use in the district and facilitate emergency operation plans.
- To provide information regarding the safety and security of district facilities.
- To gather certain data or information for submission to the TSSC (Kelly, 2013).

2.4.1.3 The composition of district Safety and Security Committees

The members of the DSSC include some of the following people but are not limited to them: Emergency management coordinator, safety and risk manager, assistant superintendent, elementary junior high and high school principals or deputy principals, director of policies and procedures, school-based law enforcement, local fire and emergency services, directors of student services or special education, mental health services, health services, transportation, maintenance, custodial staff, counsellors, nurses, food services, community relations personnel, and representatives from specialised services or facilities (TSSC, 2013). The TSSC is the official custodian, janitor, or caretaker of safety and security issues in schools in the United States.

According to KZNDEC (2001), the composition of DSSC should include the following: (a) KZN local structures, (b) SAPS, (c) the district forum, (d) the CPF, (e) local *inkosi* and councillors, (f) local religious organisations, (g) local community personalities, (h) local SANDF personnel, and any other persons of influence who may make a district DSSC more effective. According to Gauteng Department of Education (GDE, 2011) and DBE and SAPS Protocol Agreement (DBE, 2013), there are six members only. These members are as follows: One SAPS member, one educator (union representative), one principal, one learner (RCL), one security guard, and one SGB (chair) member. The South African Education Department seems to be on the right track in terms of the composition of the SSSC structure. The structure of TSSC is more complicated because it includes many people in a structure.

2.4.1.4 The Kenyan School Safety Sub-Committee

The Ministry of Education (MOE) introduced a *Safety Standards Manual* in 2007-2008 in the Kenyan Education Department due the lack of safety and escalating insecurity in most Kenyan secondary schools, mainly in Marani District. In *Safety Standards Manual*, it is stipulated or alternatively recommended that each school establish school safety committees whose responsibility will be overseeing school safety and enhancing safety in schools (Nyakundi, 2012, p. 51). Armstrong (2006) explained that the role of safety representatives and safety committees should be defined and the duties summarised. The roles and

responsibilities of both the safety representatives and school safety committees include, among other things, safety inspections, safety audits, and the prevention of accidents programs as well as managing, monitoring, and implementing these programs (Nyakundi, 2012). Over time, it was discovered that only 20% of schools in Marani District have implemented school safety and security programmes correctly. In Kenya, what they called school safety sub-committees, in South Africa are SSSCs, and it is a SGB sub-committee (KZNDEC, 2002).

2.4.2 The national and local literature: School Safety and Security Committees

Clarke (2008) noted that it is important to establish a school safety committee as a sub-committee of the governing body, including, if necessary, community members such as police or community leaders. The proposed general structure of the SSSCs, SDSSCs, or DSSCs, according to the KZNDEC (2002) is supposed to be as follows: SAPS, local tribal authority representative, religious organisations, Social Development Department, Health Department, local municipal council, security guard, union representative, SGB chairperson, parent, and principal. This is what could be called the general composition of the SSSC (KZNDEC, 2002). In the Gauteng Province, it is different. The composition of the SSSC structure is made up of one SGB representative, the chair; one principal, one support staff member (security guard), one RCL member, one school safety officer/educator representative, and two peer mediators. Each member in the SSSC has his or her own well-defined and summarised duties and responsibilities (GDE, 2011). The term of office for SSSC members is usually three years. The SSSC usually appoints a tribunal of at least three or four people, namely, prosecutor, judge, tape recording machine operator or minute writer, and employer representative (principal).

The expected duties and responsibilities of the SSSC involve among other duties identifying the school's learner misconduct problems, drawing up of SSSC action plans, arranging meetings with the SGB, local CPF, RCL, educator unions, SAPS, and local organisations, and keeping a list of emergency and important contact numbers. According to Clarke (2009), duties of the SSSC are as follows: SSSCs have to meet at least once a term. The committee must submit its safety and security policy for SGB approval. It must distribute copies of such policies to all its members and stakeholders. The SSSC reviews school safety and security policies annually. It has to maintain and check all systems and procedures including the school site's perimeter boundaries. It must secure the whole school site. Buildings, fences, access gates, entrance barriers, alarms, and camera systems have to be checked and maintained by SSSC. The fire extinguishers and HIV/AIDS policy are regularly checked and maintained by the SSSC. The SSSC must display prominently clear signage at the school gates indicating that the school is dangerous-object free zone. It further says, "Any person entering this site may be subjected to search without a warrant." This is in line

with Government Notice 22754, No. 1040. Since the focus in this study is on learner issues of safety and security as well as welfare, the SSSC must always ensure that learner safety and security issue are a first priority. The duties and responsibilities of SSSC are diverse (Clarke, 2009).

The list of learner behaviours expected to be dealt with are as follows: Truancy, rudeness in the class, failure to do work, hyperactivity in the class, stealing, fighting and bullying, assault, threats and intimidation, hate speech or verbal abuse, sexual offences, sexual harassment, disorderly conduct, robbery, breaking and entering, alcohol use, drug possession or use, drug trafficking, trespassing, gang activity, weapon possession, vandalism, arson, assault with the intent to do grievous bodily harm, and kidnapping. Some of these behaviours require a misbehaving learner and his or her guardian or parent to communicate with counsellors, management of the school, and/or the SAP, depending on type of misconduct committed (KZNDEC, 2002).

Some of the possible duties and responsibilities of the SSSC include to review and develop the school's code of conduct for learners and actions that will be taken against students who breach the code of conduct, evaluate and assess progress, set major objectives and develop safety action plans, select implementation strategies, conduct school safety audits, and make recommendations to the SGB and principal based on findings from audits. In addition, the SSSC is expected to represent the school at meetings with the Education Department and other community-based safety groups such as policing forums and school safety and security cluster groups and plan to deal with disaster management and emergency evacuation and procedures in response to threats, as well as deal with certain programmes like environmental issues associated with boundary fences and school buildings. Under these programmes, it must also deal with educational issues such as conflict management and trauma counselling system programmes. The OHSA (1993) requires that all organisations with more than 50 employees or people to appoint a safety officer. Other safety measures include bus safety, HIV/AIDs, fire safety, laboratory and workshop safety, and first aid (Clarke, 2008).

2.4.2.1 Possible SSSC action plans

According to Education and Culture Government Notice No. 1040, in *Government Gazette* No. 22754, dated 12 October 2001, containing the "Regulations for Safety Measures in Schools," Section 9 (5) requires that all public schools develop action plans (KZNDEC, 2002, p. 11). These action plans must comply with school development plans (KZNDEC, 2002, p. 10).

In a tabular form, the KZNDEC Circular No. 55 of 2001 lists key problems with discipline, for example, bullying. The key consequences for bullying are as follows: It undermines the self-worth of the individual bullied; self-image of the individual is tarnished, and an imbalance in the power relationship at the school is created. The suggested corrective measures are the following: Counselling and/or eliciting the services of school counsellors, social workers, and the Department of Justice (KZNDEC, 2002).

The format and the content of drawn up school action plans for the safety and security committee must have at least five important steps: School development plan and SWOT analysis, vision and mission, priorities, action plan, implementation, review, and evaluation (KZNDEC, 2002). Monitoring, support services, independent assessments, safety and security audits, and training sections seem to be lacking (Kelly, 2013).

2.4.2.2 Levels of School Safety and Security Committees

The provincial structure of the SSSC has positions; these include the Chief Executive Officer, Deputy Director General (Professional Services), Deputy Director General (Corporate Services), Chief Director (Education Management), Director (Education Management and Governance Development), Director (Physical Planning), Sub Directorate (Learner Affairs), Sub Directorate (Institutional Governance Development), Sub Directorate (Education Management Development), Sub Directorate (School Affairs) and Sub Directorate (Education Conditional Grants) (KZNDEC, 2002).

The district structure of the SSSC is composed of district directors or managers, superintendents of education management, teacher union representatives, ward managers, some school principals, local district policing forums, SAPS, SANDF personnel, local tribal authorities, district municipal representatives, and business and other department representatives (KZNDEC, 2002). “The cluster of SSSC structures is composed of local school representatives from various categories of respective structures as they are at school levels. They can be made up of SAPS, tribal authority representatives, local policing forum, local religious organisations, local and influential persons, [and] community based organisations” (KZNDEC, 2002, p. 17).

The SSSC structure is also composed of SAPS, teacher union representatives, local religious organisations, local tribal authority representatives, security guard representatives, local municipal councillor representatives, local policing forum, non-governmental organisations, community-based organisations, and business people (KZNDEC, 2002). The missing structure could be central to the monitoring structure of the National Services Centre (Kelly, 2013). The funding of SSSC programmes by the national and

provincial education departments is not mentioned, and therefore, it is assumed that it might exist. In any speech, the budget has never been mentioned. In the United States, this section is funded or budgeted by provincial and national education departments (Lozanova, 2016).

2.4.3 Important SSSC documents and examples of handled cases

In United States, in the 2005-2006 period, 48% (+/-39,600) of the United States' public schools started severe disciplinary actions against misbehaving students. About 830,700 serious disciplinary actions were taken against misbehaving students by disciplinary committees or SSSCs during this period. About 74% of these disciplinary actions were suspensions for not more than five days a week, 5% were expulsions, and 20% of students were transferred to special schools. In Child Protection Services' primary schools, 16% of students were suspended from schools by tribunals of SSSCs for the period of not more than five days in the 2008-2009 period, while 22% of Child Protection Services' high school students were suspended from schools in the period, mostly in Grades 6-8 (Lacoe, 2013).

The SSSC is expected to keep records of all fair disciplinary hearings in a tribunal book and some tape recorded ones for serious misconduct that results in expulsion. The minute books for the SSSC and SGB, tribunals and stakeholders, such SAPS, local policing forum, and tribal authorities, as well as other local organisations or sister department representatives, must be kept safely for future use as records (KZNDEC, 2002). The code of conduct for learners that has been adopted by SGBs must be used during disciplinary hearing proceedings. The drawn-up SSSC action plans showing specific school-based problems with specific disciplines, key consequences, directives, and suggested corrective measures should be implemented (KZNDEC, 2002). The important circulars and *Training Manual 12*, such as Department of KZNDEC Circulars No. 55 and 90 of 2001 and Department of KZNDEC Circular No. 3 of 2002, Department of KZNDEC Circular No. 54 of 2011, and Department of KZNDOE Circular No. 10 of 2016 on bullying and alternative corporal punishments as well as the *Government Gazette 22754* with regulations for safety and security measures in schools should dictate SSSC action plans (KZNDEC, 2002).

Some practical examples of tribunal book work could be found at Lioness Secondary and Scooby Secondary schools. The names of schools and learners are pseudonyms to protect the dignity of the schools and learners as per ethical considerations (Mncube & Mthanti, 2014). In Lioness Secondary School, two learners, Mzamo and Luzo, pleaded guilty and were found guilty in disciplinary hearing. They had sexually harassed a female teacher at school by proposing marriage to her, which was a breach of the code of conduct for learners, and for a teacher to allow it to happen would be serious misconduct in terms

of the Employment of Educators Act No.76 of 1998, Section 17(1) (c), which states that educators must be dismissed if they are found guilty of having sexual relationships with learners of the school where they are employed. The learners were both given a sanction of expulsion but their parents pleaded with the disciplinary committee to give the learners another chance. The SSSC agreed to give learners another chance to further their studies and agreed to suspend the recommended expulsion for six months.

What the disciplinary committee did wrong was they punished learners corporally. The teacher and two learners were told not to be found guilty of similar behaviour within the period of six months. In the tribunal book, it was found that commitment forms for the learners and teacher were filed. The verbatim transcriptions confirmed what was written in the tribunal book. The date of the disciplinary hearing proceeding was October 20, 2009 (Mncube & Mthanti, 2014). The learner, Lele, said he broke the concrete fencing to get out of school in order to enjoy dancing. He said he went with three learners. Two out of the four learners were bitterly beaten. The SSSC of Lioness Secondary School made a mistake by beating the learners instead of protecting them against all forms of abuse. The SSSC violated the SASA 84 (1996), Section 10(1) and (2), which says no person shall administer corporal punishment at school, and any person who contravenes Sub-Section (1) is guilty of an offence and liable on conviction to a sentence that could be imposed for assault. The two learners agreed to repair the fence on August 6, 2011, but the tribunal book and verbatim transcription showed that it was done on August 3, 2011 (Mncube & Mthanti, 2014).

2.4.4 The general and possible challenges of SSSCs

Racial and the ethnic gaps seem to be one of factors that plagues most schools. Lacoë (2013), in her research entitled, "Unequal Safe," mentions various racial and ethnic groups that contribute to the unequal benefits in society with respect to safety, mainly in schools. In "The Race Gap in School Safety," Lacoë (2013) further emphasised the role played by race to make school safety unequal. The research was done in New York City public schools amongst Black, Hispanic, White, and Asian students. "Peer interactions influence student perceptions of racial tensions and/or harmony in a school and the degree to which social disorder such as fighting, bullying, and gangsters are perceived as problems" (Lacoë, 2013, p. 4). This may also be true in South African context due to past experiences of political unrest and the apartheid era. Lacoë (2013) further stated: "Racial and ethnic composition is correlated with student safety: students in schools with more similar racial composition or ethnicity peers experience less personal victimisation" (Felix & You, 2011, p. 9). In the South African context, the ex-Model C schools, which are still run by white teachers and where Indian, black, and coloured learners are dominant, there is less chaos, but where racial or ethnic diversity is at maximum, there is less peace and order; instead, racial inequality and

tensions rise up. The balanced of power relations with respect to racial composition and ethnic groups can stabilise tensions and inequalities (Lacoe, 2013).

The socio-economic gaps can also promote problems in schools, and such issues could be related to drug abuse in the settlements from which learners come, poor societies, or communities such parts of the Western Cape. “Scooby Secondary School has a high level of insecurity due to various factors. One factor is that it is situated within a low-income, poverty-stricken community where high levels of illegal drugs and alcohol abuse are rife” (Mncube & Mthanti, 2014, p. 7). (Mncube and Mthanti (2014) study was done in northern KZN in the Umlazi settlement areas of the Ethekwini Municipality in urban-rural fringe areas where life conditions are less than desirable. There are also many informal settlements where poor and unemployed people or parents are living. Some gangsters influence learners or students and recruit them. They use them to steal and vandalise school buildings and property as Teacher A1 and acting principal of Scooby Secondary School said in their interviews (Mncube & Mthanti, 2014). The outside bullies will teach inside bullies to further bully other learners for money and personal belongings or they demand cell phones, money, and watches to sell them and obtain cash for drugs and alcohol.

The infrastructural status and location of schools have an impact on safety, and the ex-Model C schools seem to have better infrastructure compared to ordinary schools with the most required facilities, such CCTV camera systems, alarm systems, intercom systems, and gate keepers (security guards) with metal detectors to prevent learners from carrying weapons (Mncube & Mthanti, 2014). The acting principal of Scooby Secondary School said that even the elders (teachers) are being robbed of their belongings at any time of the day within school premises. He further said that in terms of security, “We are not safe at all because even if the school is fenced, our own learners resort to burglary and vandalising the school resulting in an element of gangsters both internally and externally” (Mncube & Mthanti, 2014). The SSSC need to obtain support services from the education department in terms of direct funding, training, monitoring, assessment or evaluation, safety and security audits, allocating well-trained security guard companies to schools, allocating school nurses for injuries occurring on school playgrounds, and helping with proper infrastructure and facilities (Kelly, 2013). In other countries such as England, the United States, and Canada, the national and provincial departments of education have established National and Provincial Safety and Security Centres where various incidents of safety and security are reported as they are happening (Kelly, 2013; Lacoe, 2013).

The establishment of sustainable and functional organisational structures to manage and promote school safety and security at different levels is important. The enforcement of school rules relates to increased

school safety and security (Hong & Eamon, 2011; Lacoë, 2013). The functional SSSC structure is the one which arranges its meetings properly and timorously with all relevant stakeholders. It follows its safety and security plans and programs consistently, fairly, skilfully, and with well-represented racially and ethnically balanced structure. It reports to all stakeholders and its SGB (Lacoë, 2013). In a school with strict and fair rules, all students feel equally safe and secure because the SSSC demonstrates balanced power, authority, and disciplinary fairness during disciplinary hearing proceedings. Fairness in disciplinary hearing processes is a primary factor for order, peace, discipline, safety, and security for maximum teaching and learning environments that promote achievements and performance by students and teachers (Lacoë, 2013). The students of minority ethnic or racial groups always feel inferior, insecure, unsafe, and unrepresented in cases, especially during disciplinary hearings, thinking that the disciplinary measures or decisions are unfair and discriminatory if the SSSC is not a well-balanced structure in terms races, sex, and ethnic groups (Lacoë, 2013).

2.5 Some Comparisons with Other Countries

In Ohio, United States, in the Cleveland School District, the United States Education Department authorised the NSSSS, a professional company, to protect school learners and employees. The NSSSS reduced school gang crimes and violence by 39% (Trump, 2011). The National Association of Attorney Generals Task Force was also commissioned by the United States Government to help in school safety and security issues in 2007 (Trump, 2011). The main task of these two commissioned safety and security structures was to deal directly with improvement of school safety and evaluation of school emergency preparedness plans that provide professional development training on proactive school security and crisis prevention strategies, development, and facilitates and to conduct school assessment evaluations. The United States Government funded the service of these structures directly (Trump, 2011).

The South African government and Department of Education never includes experts and professional companies to protect learners and employees in schools. South Africa established the National School Safety Framework from the Hlayiseka Project, which was funded with R22 million and controlled by the Centre for Justice and Crime Prevention in 2008. Its aim was to gather information and provide workshops and services about school safety and address school violence (DBE, 2015; *Mail & Guardian*, 2010). There is no clear and direct funding for SSSCs in the KZNDEC. South Africa has a Crime and Prevention Institute and Human Research Council that deal with school safety and security issues by providing statistics, but these institutions never deal with the issues directly. The KZNDEC established DSSCs or SSSCs to deal with school safety and security issues directly.

In the United States, the National School Boards Association deals with local school control and school climate issues and investigates local bullying cases with the help of United States Department of Education Office of Civil Rights (Trump, 2011). According to the Texas Education Code 37.109, the SSSCs were established at school levels to protect school property, learners, and employees at schools. The Texas Government and Department of Education funded the programme directly (New Jersey Department of Education [NJDOE], 2015).

The SSSC and Safe School Climate Committee (SSCC), which are local committees, were established according to Public Act No. 13-3, Section 87 of the NJDOE (2015). The composition the SSSC is as follows: Local police officer, local first responder, teacher at school, school administrator, mental health professional, parent or guardian, any other person the Board deems necessary, municipal chief executive officer, local public health worker, school nurse, superintendent of education management, emergency manager, school custodian manager, and local emergency management. The SSSC develops and administers the safety plans. It assesses and analyses school safety and security operations.

In the Education Department of the KZN, there is no SSCC but only SSSCs or DSSCs (KZNDEC, 2002). The SSSC of the KZNDEC was established according to the SASA (1996) Section 61, Regulation of safety measures in public ordinary schools. The SSSC is presently linked to the National School Safety Framework introduced in 2015-2016. For this reason, the SSSC is part of a state-wide body or structure. It is also established in terms of SASA 84 (1996), which is an Act that controls all South African schools. The School Safety and Security Boards at local regional levels were established in terms of Connecticut General Statutes Public Act No. 13-3, Section 10-222 to review and update school safety and security plan standards annually. According to Public Act 13-3, Section 86, it is “A requirement that a school security and safety committee be established at each school” (Government of State of Connecticut, 2013). In Philippines, the Department of Education commissioned the Division Safety and Security coordinator to establish an SSSC in all schools in terms of Division Memorandum No. 049s (Republic of Philippines, 2011). The Division Memorandum was signed on February 11, 2011, and it was based on the measures for safety and security of students and employees in schools. The New Jersey Legislature approved the final report and recommendations of the School Security and Task Force about how to improve and ensure the safety and security of learners and employees in schools. The budget to implement the programme was approved by the New Jersey Legislature (NJDOE, 2015).

The South African school safety and security issues have both differences and similarities to some other countries' school safety and security issues (White, Gina & Coetzee, 2015). In South Africa, especially in KZN, DSSCs or SSSCs were established in terms of the SAS Act (1996), Section 61, which is a regulation of safety measures in public schools and through *Government Gazette* Notice No. 1040 and No. 22754. It came up in KZNDEC *Manual 12* in 2002. It is also in accordance with the Constitution of South Africa Act No. 108 (1996), Section 12.

From the above developments, it is clear that school safety and security problems are found all over the world. Many countries are trying to solve these problems by establishing SSSCs using different names. The Philippines, the United States, Kenya, and South Africa are some of countries that are trying to save the lives of school learners, employees, and school property using these committees. These committees experience difficulties and various challenges in executing their duties or roles, such as lack of support from education departments, local parents and communities, municipalities, various organisations, and relevant stakeholders. Perceptions of various international communities cause problems in dealing with eradication strategies for bullying and corporal punishment practices. Other countries ignore the prevalence of these practices even if they are signatories of the Universal Declaration of Conventions for Human Rights. The members of both the United Nations and African Union are calling to "End All Violence" against children including bullying and corporal punishment. This is a way of respecting the African Charter on Child Rights and Welfare of a Child. It is imperative that all education departments, their management officials, leadership, and governance levels as well as their sections use similar guidelines to achieve the vision, mission, and goals.

2.6 Theoretical Framework

2.6.1 Organisational and leadership theories

Organisational theory is a science for studying the nature, structure, and function of an organisation (Van der Westhuizen, 2003a). In the context of this study, organisation refers to a school and the structure refers to a SSSC. The aim of organisational theory is to study the nature and essence of organisations, types of organisations, changes in organisations, conflicts in organisations, and efficacy in organisations (Van der Westhuizen, 2003a). Organisational conflict is a general phenomenon in human existence and includes a wide spectrum of social relationships because of conflicts of interests (Van der Westhuizen, 2003b). The main contributing theorist in organisational theory is Greenfield (1975).

Organisational theory has some of the following characteristics that describe, explain, and enlighten the operations of organisations and human behaviours (Van der Westhuizen, 2003b). The theory assists with

considering people's first actions and judges their actions during disciplinary processes conducted by tribunals at schools. The organisation depends on broad community contributions or people's views, values, and the laws to which they are subject. Organisational theory is about organisational structure, which in this context is SSSCs, a SGB sub-committee in schools. The human actions and intentions form the foundation for the functioning of the organisation. The existence of authority structures in organisational theory provides insight into human behaviour. According to Van der Westhuizen (2003b), order and authority are synonymous for human existence. Greenfield (1975) perceived and advocated the role of values and norms for schools as organisations (Van der Westhuizen, 2003b). Organisations are dynamic structures due to external and internal environmental forces. Schools, as organisations, change with time.

The organisational climate and culture are vital for people's better and improved performance. Existentialist and sociological interpretive approaches form the philosophical foundation of Greenfield's (1975) thinking. An organisation generates meaning, order, and authority from its context through human actions (Van der Westhuizen, 2003b). Certain people gather at certain places and times in order to construct a structure. School is an organised structured constructed and managed or governed by certain people

According to Bush (2015), organisational theory has four features or characteristics, namely, pluralist, normative, selective, and contested terrain (Bolman & Deal, 1991; Bush, 2015; Simkins, 1999). When organisational theory is pluralist, it means that the theory incorporates many competing ideas and values for attention arising from different beliefs pertaining to the nature of organisation. The pluralistic nature of organisational theory is supported by Bolman and Deal (1991). When organisational theory is normative, it means theorists advocate how organisations (schools) should be led and managed, rather than explaining how organisations work (Bush, 2011; Simkins, 1999). Bush (2015) claimed that when organisational theory is selective in nature, the theory emphasises certain aspects or dimensions of an organisation while neglecting other aspects or dimensions of the same organisation. When organisational theory has a contested terrain (Bush, 2015; Greenfield, 1975; Hodgkinson, 1978), it means that theorists exercise the right to have different approaches and views proposed by any other theorist. The way forward is to follow the four aspects of an organisation, namely, goals, structure, culture, and context (Bush, 2015; Leithwood, Jantz, & Steinbach, 1999). The Organisations have a fixed and flexible structure with visible aspects. The structure has universality in nature (Bush, 2015).

Organisational theory and leadership models or theories are inter-related terms. The three related leadership models are distributed, participative, and teacher leadership styles because they seem to focus on collective, equality, and shared decision-making approaches (Bush, 2015). The distributed leadership is based on collective or collegial efforts, and it is normative in nature (Bush, 2015). The participative leadership is common in elementary schools with vertical and lateral structures and teacher-empowerment strategic goals. It is also normative in nature. The teacher leadership style has vertical and horizontal structures (Bush, 2015). The distributed leadership and participative leadership styles seem to suit SSSC organisational structures because all members of the SSSCs should share responsibilities and accountability equally and honestly. So-called “sociocracy” or “dynamic governance” is both a bottom up and top down organisational structure that suits distributed leadership styles. It provides a non-authoritarian organisational structure that empowers people in their given domains, a freedom within defined and well-specified parameters of duties to make effective and consensual decisions (Lozanova, 2014).

Every member in a SSSC of a school has his or her own position coupled with well-defined and specified duties and responsibilities within the parameters of the various laws and policies that pertain. All SSSC members should be role models for learners by taking into account the role of ethics, beliefs, and human values in whatever they do. This will help to instil moral values, ethics, and good human beliefs and cultures in the future. The distributed leadership seems to be the most popular leadership style. It is regarded as a step towards a system of leadership where there is a sound strengthening of collaboration with other networks and the sharing of resources across the local school communities (Bennet Harvey, Wise, & Woods, 2003). The reciprocal responsibility and accountability of all decision-making processes are always binding in a distributed leadership (ETUCE, 2013).

Giddens’ (1984) structuration theory, as edited by Turner (1986), is included to further explain how and why it is important that structures such as SGBs and SSSCs be established and operate within organisations such as schools (Van der Westhuizen, 2003). Structuration theory further helps to explain how and why it is linked to this study. Governmental directives and policies inform and support the establishment of these structures (KZNDEC, 2001; SASA 84, 1996; Turner, 1986).

Giddens structuration theory helps link Bush’s (2015) leadership theories to SSSCs and organisational climate and culture within which a sense of trust, safety, and security and a conducive learning atmosphere prevail (Bush, 2015; Giddens, 1986; SASA 84, 1996). The organisational climate emphasises the safety and security of the place in which learners and teachers can work without any fear of danger (Giddens, 1984;

Turner, 1986 & Van der Westhuizen, 2003b). The organisational culture shows how community and school culture infuse together to form a new culture in learners. The norms and values of the schools are influenced by community norms and values. The structures have rules and resources that help them to mediate social relationships when conflicts arise and mobilise their powers, discursively or practically, to interpret peoples conduct to effect or impose sanctions (Giddens, 1984; Giddens, 1976; Turner, 1975).

As suggested by Sewell (1992), “Resources are just the media whereby transformative capacity is employed as power in the routine course of interaction” (p. 6). Therefore, SSSCs are using these sources to institute disciplinary actions against learners who misbehave. There are two types of power the SSSCs are using, namely, allocative power, which is used over things or property; and authoritative power, which is used over people (Sewell, 1992). When the SSSC institutes disciplinary action against learners, it might also involve personal belongings like damaged or stolen property; then, authoritative power over a learner about a stolen schoolbag for books fits well.

The developments shown in theoretical framework help to guide and insist that management styles and leadership styles are inseparable partners to the accomplishment of any organisational or institutional goals. Any organisation or structure without these requirements would automatically collapse. Similarly, if SSSCs do not have such partnership, management, and leadership theories or styles, they would not succeed. SGBs and school management teams (SMTs) need to have such management, leadership, and governance theories or styles for SSSCs to succeed. For a favourable or conducive climate and culture for SSSCs to use allocative and authoritative power, SGBs and SMTs must be proactive with implementing, monitoring, and supporting SSSCs using suitable governance, management, and leadership styles or skills. The theory guides management and the governance of the organisation (school) about controlling misconducts through legal or official documents (SASA 84, code of conduct for learners).

Organisational theory and structuration theory are both about how schools are organised in terms human resources and their duties as per positions in respective structures. The SSSCs are structures of a central or focal point. They are the sub-committees of SGBs within the organisations called schools. The SSSCs report to their mother bodies known as SGBs. Organisational and structuration theories assist in understanding how these structures work within schools. Leadership theory assists in understanding why distributed leadership is important in SSSCs. Members sometimes exchange positions during disciplinary hearing proceedings. Every member must know how to be a judge or prosecutor or minute writer or taping machine operator. Distributed leadership helps members exchange positions easily and successfully. Sound SSSCs leadership may help in good decision-making processes.

2.7 Conclusion

In this chapter, the key terms used in the study were defined. Relevant studies were described in detail and key issues pertaining to SSSC identified. Finally, some comparisons of countries' SSSC structures were made and a theoretical framework rooted in organisational theory outlined.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This study is about the role of SSSCs in the welfare of the learners in combined schools. The study is introduced and the research paradigm and design defined, explained, justified, and discussed. This is followed by defining the research methodology, which is subdivided into sub-topics such as the delimitations of the study, the selection of research participants, and the data-generation instruments, which are further subdivided into document reviews and focus group interviews. The research methodology is also subdivided into data-generation procedures, data analysis procedures, ethical considerations, and trustworthiness, which is further subdivided into credibility, applicability, dependability, and conformability. The chapter concludes with an outline of how the research design and research methodology are defined, explained, justified, and discussed.

3.2 Research Paradigm

A research paradigm provides an outline for organising observations, experiences, and ways of thinking in order to make sense of the world and the phenomena within it. It helps a researcher to shape the way in which he or she gains knowledge about the world. Paradigms are based on beliefs and assumptions about the nature of reality (ontology), the values in society, the relationships between a researcher and that which is being researched, and the process of the research itself. and practice in a field” (p. 88) It guides the research questions asked and indicates where to look for possible answers (Denzin & Lincoln, 2005; De Vos, 2005; Gina, 2013). Mlalazi (2015) defined a paradigm as “a comprehensive belief system, world view, or framework that guides research.

The interpretive paradigm has been chosen because it is based on the interpretation of human experiences, knowledge, understanding, and interactions about the nature of reality (Denzin & Lincoln, 2005; Gina, 2013). An interpretive approach has as its intention to discover the meaning of the world as it is being experienced by individuals (Gina, 2013; Mertens, 2005). In the light of the above premise, a research paradigm means the agreed upon theory or system of sensing, organising, and interpreting collected data about any particular phenomenon. It is about how knowledge is going to be generated and what principles or standards are to be applied in justifying that knowledge (epistemology).

3.3 Research Design

MacMillan and Schumacher (2006) indicated that research design describes the structure of the investigation used to obtain evidence to answer the research questions. According to Pearsal (2002),

research design is a plan or drawing produced to present something before it is built or made. Pearsal (2002) went on to say research design is essentially a rational, logical, and sequential process used to solve a problem. Denzin and Lincoln (2005) noted research design encompasses research questions, the purpose of the study, and clarification of what information is required to answer the research questions and what strategies will be employed to gather this data most effectively. Denzin and Lincoln (2005) confirmed the importance of research questions and the methods that are used to collect data to answer these questions. Therefore, research questions determine the research methodology, research design, and types of data required. The statement of the problem is at the heart of the research (Pearsal, 2002).

The case study method has been chosen as a research design for this study. A case study is an intensive exploration or investigation of a specific situation and provides a magnifying glass on reality. Case studies are used in qualitative inquiries where a researcher has very little control over what is being studied and the object of inquiry is current occurrences in a real-life context (MacPherson, Broker & Ainsworth, 2000; Myende, 2011). The case study in this instance is that of the two combined schools on the role of SSSCs in maintaining the welfare of learners.

The case study may help to produce thick contextual description of the events or phenomenon under investigation. By listening to the views of focus group interviews, thick contextual description about SSSCs can be produced. The contextual factors influencing the experiences of members of SSSCs might be produced during focus group discussions (Babbie & Mouton, 2001; Cohen et al., 2007). A case study might use multiple methods and data sources to generate more descriptive data, such as focus group interviews and document analysis, as these methods are simultaneously used to give more data to describe contextual factors influencing SSSC's performance (Babbie & Mouton, 2001; Cohen et al., 2007). Case studies are set in temporal, geographical, organisational, institutional, and other bounded contexts (Babbie & Mouton, 2001; Cohen et al., 2007; MacPherson et al., 2000).

The case study approach is in line with an interpretive paradigm as it is conducted in a naturalistic context where the experiences of participants will be interpreted. Case studies are chosen for flexibility and qualitative research truth (Myende, 2011). Grinnell (1997, p. 302) noted that case study is characterised by flexibility and open-ended data collection techniques and analysis. For this, reason an interview schedule will be used for data-generation.

Kumar (2011) said that a case study is extensively exploratory in nature. This clarifies that case study is about exploring certain phenomena or human interactions. The qualitative research truth is multifaceted

and dependent on various factors such as age and the profiles of participants and their cultures, the climates in which they reside, and their beliefs (Myende, 2011). Reliability and validity are replaced by trustworthiness in a qualitative case study. Trustworthiness implies credibility, dependability, neutrality, and conformability (Denzin & Lincoln, 2000; Patton, 2001).

Research design means a well-planned type of structure or guide designed to help a researcher investigate a chosen topic of a study. Case study is an appropriate research design for this research because the intention is to investigate the case of two schools where the role of SSSCs is the focal point of the study.

3.4 Research Methodology

“Methodology refers to a discussion of the underlying reasoning why particular methods were used” (Kallet, 2004). In this study, the methodology is underpinned by the interpretive research paradigm (Huff, 2009; Msezane, 2015). “Methodology is a research strategy that translates ontological and epistemological principles into guidelines that show how research is to be conducted” (Mlalazi, 2015, p. 90). This study employed a case study strategy that uses focus group interviews and document analysis to understand the world of research participants. This was done experiences (Msezane, 2015). through the use of research participants’ perceptions, viewpoints and in this study, the perceptions, viewpoints and experiences of SSSC members in a focus group were elicited in interviews about their roles for ensuring school safety and security and the welfare of learners. Qualitative research questions such as why, what, and how help with choosing the correct data-generation methods (Henning et al., 2004; Mertens, 1998). The choice of qualitative research methods was based on their flexibility, fluidity and dynamism, which allow for the use of multiple data-generation instruments (Msezane, 2015; Corbin & Strauss, 2008). Methodology means the suitable ways for collecting relevant data from relevant sources to provide answers to the research questions and offer solutions to the problem motivating the research.

3.4.1 Delimitation of the study

The focus of the study is on the role of the SSSCs in the welfare of learners in the two selected combined schools in the northern KZN Province, in King Cetshwayo District in South Africa. The study aimed to involve only six members of the SSSC from the following categories: SAPS/CPF/tribal authority representative/municipal representative, school security guard, principal, educator representative, parent representative, and learner representative per school. Below the selection of the research participants is discussed.

3.4.2 Selection of the research participants

“Sampling is a process of selecting a number of individuals for the study in such a way that they represent the larger group from which they were selected” (Gay & Airasian, 2000, p. 121). In this study, a purposeful selection technique was chosen to select participants because of their specific characteristics or qualities, positions, and experiences that make these participants helpful for providing the required data (Gina, 2013; Maree, 2010). The bearers of diverse knowledge, specialists, and holders of the required data are one SAPS representative, one principal or one deputy principal, one RCL chair, one CPF representative or one school security guard, one majority teacher union representative, and one SGB chair from each combined school, as suggested by Fraenkel and Wallen (2007). A purposeful selection technique has been selected because it suits a case study method. Case study uses purposive or information-oriented selection techniques. The selected SSSC members are the main bearers of required data or information (Burns, 1997). The participants were selected for experiences and knowledge. The main selection criterion technique used was their positions mentioned above. Two combined schools participated in this study and each combined school had six SSSC members participating in each focus group interview. Therefore, there were two sets of focus group interviews. The participants in each focus group were selected for having rich knowledge and experience about dealing with learners’ misconduct and safety and security issues in particular.

“Case study usually uses purposive or information-oriented selection or sampling technique” according to Burns (1997, p. 365). This further confirms and justifies the reason why SSSC members were purposefully selected to provide data because those selected were information-oriented people about the phenomenon. Kumar (2011) further confirmed that SSSC members, who were purposefully selected, are the best positioned participants to provide required information for the study. Such information was anticipated to achieve objectives of the study and provide answers to the research questions and solutions to the research problem. Data-generation instruments are discussed below.

3.4.3 Data-generation instruments

Data refer to the material researchers collect about the phenomenon they are studying (Mason, 2009). In this study, two data-generation instruments were employed. First, in focus group interviews, focus group interview schedules were used. Kumar (2011) described an interview schedule as “a written list of questions, open-ended or closed, prepared for use by an interviewer in a person-to-person interaction” (p. 135). The focus group interview schedule contained semi-structured, open ended-questions. Focus group interviews assist a researcher with sharing ideas with the interviewees in the form of free discussions with good and fast constructive and spontaneous arguments. For this reason, focus group interviews were

chosen and preferred over other interview types. These questions were arranged and flexible enough to allow probing techniques to be implemented where and when necessary (Kruger, 2002). For document analysis, a document analysis schedule was designed. Document analysis helped with finding records of how certain cases were handled in different schools. Tribunal books and SA-SMS have kept records of learners' misconduct. The imposed sanctions by Tribunals might be correct or incorrect. Therefore, document analysis was considered the most viable option. The correct preparation and drafting of interview schedules are important for successful interview processes and results.

Stewart and Shamdasani (1990) noted that an interview schedule for focus groups is a loose schedule of topics to be discussed. This schedule is based on two fundamental principles: (a) Questions flow from general to more specific questions, and (b) question order is according to the importance of issues. The document analysis schedule, on the other hand, contains a list of the relevant types of official documents needed for data collection and content analysis (Bilaty, Rembe & Shumba, 2014; Cohen, Manion & Morrison, 2011; Nene, 2013). These documents include SASA 84 (1996), EEA 76 (1998), Tribunal Record Book, Incident Record Book, stock registers, code of conduct for learners and many others. The researcher checked these documents for relevant information.

Grinnell (1981) noted, "A case study is characterised by flexible and open-ended data collection technique and analysis" (p. 302). The flexible and open-ended data collection technique refers to the interview schedule. The use of a prepared interview schedule helps to guide and facilitate the interview discussion process. Case study also usually involves focus groups and document analysis (Kumar, 2011). The researcher designed two interview-focus group schedules and document analysis templates to conduct two case studies from two schools. The multiple data collection methods described were employed to generate data using document analysis and focus group interviews (Myende, 2011). The document analysis and focus group interviews are discussed below.

3.4.3.1 Document analysis

"Document analysis is a systematic procedure for reviewing or evaluating document, both printed and electronic (computer-based and internet transmitted) material. Document analysis requires that data to be examined and interpreted in order to elicit the meaning, gain knowledge, and develop empirical knowledge" (Bowen, 2009, p. 1). Atkinson and Coffey (1997, p. 47) referred to documents as social facts that are produced, shared, and used in socially organised ways. Bell (2006) argued that document analysis refers to a person's writing on any physical object. This is in line with what Best and Khan (2003) implied,

namely, that documents are records that are written and kept by those individuals who were close to an event.

Documents are very important tools to collect information. Corbin and Strauss (2008) noted that documentary reviews add value to interviews and observations. Robson (2002) described a document as a low key means of collecting data because what is seen and read in the document is obvious, and the written or printed documents cannot be questioned for a response. Robson noted that documents are non-reactive, meaning that they do not change, and they can be used to give support to the information at hand. Fitzgerald (2007) emphasised the value the documents because they can add to research by giving a researcher more information about the culture of the school. Documents help a researcher to develop the skills of creativity and promote researchers' innovations (Msezane, 2015). They can be used to scrutinise for content value and different perspectives to be included to a study (Msezane, 2015; Somekh & Lewin, 2005). The permission to peruse official documents from the two selected schools was sought from the two principals in advance and was granted (Msezane, 2015).

According to Cohen et al. (2011), documents may be defined as a record of any event or process. De Vos et al. (2011) defined official or non-personal documents as documents created and kept on an ongoing basis by large organisations such as government institutions. These official documents may include school policies, codes of conduct for learners, tribunal books, incident books, logbooks, time books, minute books for SGBs and SSSCs, academic and support staffs, and stock registers or learner attendance registers. These official documents may be helpful for corroborating the interviews in order to improve the trustworthiness of the findings (Nene, 2013). Such official documents might be useful to identify aspects left out during focus group interviews. Cohen et al. (2011) supports the view that these documents are useful in rendering the phenomena under the study as more visible. Neumann (2006) and Cohen et al. (2007) support the document analysis method as an ideal method for collecting textual, in-depth data in most qualitative researches or studies.

Document analysis was the chosen because documents are easily accessible and always remain true, reliable, and tangible as public and government institutional records. Institution-based officials update and maintain these documents according to current departmental rules. Stock registers, for example, use some provincial, district, circuit, ward, alphabets, and allocated numbered sequence as well as the year of that entry in the stock register. All school furniture corresponds to details appearing in stock register or asset register. The SSSC file is updated annually. Records of learner misconduct are always updated whenever a learner commits a serious misconduct that warrants a disciplinary hearing. The researcher focused mainly

on Tribunal Record Book and Incident Record Books where most of records of learners behaviours and main incidents at schools are being recorded. Two cases were found in school B whereas nothing was found in school A under the subtopic “disciplinary hearing procedures” in chapter four. Focus group interviews are discussed next. Most of the official documents in these two schools were found mostly well displayed in management official offices. It made my work much easier to access them.

3.4.3.2 Focus group interviews

A focus group is a means for collecting qualitative data through engaging a small number of people in an informal group discussion around a particular topic or set of issues (Omwuegbuzie, 2009; Wilkinson, 2004). Focus groups are described as a formal method of interviewing a group of people or participants about a topic of interest. Focus groups are useful when numerous perceptions or responses are needed on a specific topic or issue

Participants were selected in terms of the chosen criteria with the belief that they would have something to say about the given topic (Gina, 2013; Ntuli, 2014; Wong, 2008). In this study participants were selected in terms of their original structure positions. The required positions were one SGB chairperson; one principal; one RCL chair; one majority union educator representative; one SAPS member from the nearby police station; and one security guard, nearby municipality official or tribal representative per focus group. There were twelve focus group members for two focus groups from two different schools. Interview schedules were designed to conduct focus group interviews. These interviews were audio recorded and documented for later transcription and data analysis (DiCicco-Bloom & Crabtree, 2006; Mgijima, 2014; Mncube & Harber, 2012;). Focus group interviews are heterogeneous in nature, with varied experiences being disclosed due to participants coming from various structures with different skills and backgrounds. The size of each focus group counts for managing and controlling interviews. Stewart and Shamdasani (1990) revealed that a manageable size of focus group ranges between 3 and 14. Focus groups render evidence of similarities and difference in participants’ opinions and experiences (Morgan, 1997). Each interview focus group from each school has six members. Because there are two schools there are twelve members. All participants are selected through a positions-based criterion.

In the focus groups for both combined schools, the opinions and experiences of the SSSC members were shared in order to bring about the underlying factors affecting the SSSC’s performance. Similar experiences may help to form clusters of ideas, which are then used to form themes in data analysis at a later stage. Opinions are just knowledge shared in a social context according to a social constructivist perspective. This may mean that knowledge is generated, maintained, and changed through social

participation (Ryan, Gandha, Culbertson & Carlson, 2009). Focus groups are effective for eliciting data on the cultural norms of a group and in generating general critiques of issues of concern to the cultural groups or subgroups represented (Kumar, 2011, 2011). The primary aim of conducting focus groups was to complement document analysis and test the accuracy of collected data from the SSSC focus groups from both combined schools. It is clear that there are two interview focus groups from two selected schools. Therefore, this is case study of the two combined schools on the role of SSSCs. Sarantakos (2005) noted that a focus group interview is an informal discussion with a group of people who have been brought together for the purpose of the study, is guided by the researcher, and is addressed by the group. Focus group interviews were conducted once per school. Interviews ranged of one hour to one and half hours (60 minutes to 90 minutes) (Kruger, 2002).

SSSC members provided many ideas, suggestions, experiences, perceptions, and opinions about their roles in the structure (Letts et al., 2007). Group members could build on one another's ideas, resulting in more in-depth discussions on the topic. The discursive nature of focus group interviews allowed participants to probe each other's reasons for having a particular point of view on a topic that promoted spontaneous forms of expression and agreements or disagreements (Bryman, 2004; Sarantakos, 2005). In a focus group, participants are familiar with one another and familiar with place and that gives them the confidence to become comfortable and discuss freely (Bloor et al., 2002). Focus groups help to provide multiple responses and shorter periods of engagement (Stewart et al., 2007).

Focus group interviews help researchers to clarify, extend, qualify, and challenge the data collected through other methods. The probing techniques in focus group interviews helped to clarify, extend, and qualify certain viewpoints among SSSC members. Focus group interviews made it easier to report back to participants because participants could check if a researcher wrote what each participant said accurately. "In a focus group interview, the researcher explores the perceptions, experiences, and understanding of a group of people who have some experience in common with regard to a situation or event" (Kumar, 2011, p. 139). SSSC members are a group of people who have some common experiences, perceptions, and understanding about school safety and security and the welfare of learners in a combined school.

Focus groups were an effective way of discussing institutional matters in a friendly manner while sitting around a table in openness to one another. Members shared ideas about the safety and security of the school in general. Everybody spoke and was given more less equal speaking opportunities by interviewer. Interviewer and interviewees probed one another for further clarity where necessary. Quoting similar

incidents from all over the world was promoted to integrate and improve school safety and security challenges at specific institutions. Data-generation procedures are discussed below.

3.4.4 Data-generation procedures

Data were generated using document analysis and focus group interviews (Msezane, 2015; Myende, 2011). The data collected using focus group interviews were tape recorded and transcribed. The transcribed data were arranged according themes and patterns (Neumann, 2002). The data from documents were recorded in detailed document comment templates/sheets for thematic analysis (Braun & Clarke, 2006). The next sub-topic to be discussed is data-generation procedures.

3.4.5 Data analysis procedures

Data analysis in qualitative studies includes discourse analysis, narrative analysis, content analysis, and thematic analysis, but for this study, thematic analysis was chosen (Van Wyk, 2012 & Alhojailan, 2012). Thematic analysis is a qualitative analytic method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic. (Braun & Clarke, 2006, p. 79)

According to Cohen et al. (2007), research is an attempt to make sense of the generated data from participants' perspectives or views. Neumann (2002) outlined a descriptive data analysis technique that helps generate themes or patterns of ideas. In this study, what Patton (2001), Henning et al. (2004), Cohen et al. (2007), and Neumann (2002) used within the parameters of the interpretive paradigm and in-depth case studies was applied. What was said was documented word for word during focus group interviews. An audio-recording device was also used to record the interviews. The recording was later transcribed in order to match and determine exactly what participants said, as suggested by Myende (2011). Creswell (2007) and Maree (2007) asserted that analysis means a close or systematic study by which a whole unit is separated into parts for further examination. Separating the units helped identify patterns or ideas and arrange them according to a priority list for coding themes. Similarities and differences helped with arranging themes correctly (Myende, 2011).

Content analysis was used to analyse data from official documents to generate meaning from each document (Myende, 2011). In this study, all data from focus group interviews and documents analysis were used in forming themes for presentation and discussion in the research findings, conclusions, and

recommendations. Thematic analysis is a way of grouping themes that tend to follow certain patterns or themes according to their similarities and differences.

The sequence of the data analysis procedures was as follows: After completing the verbal data transcriptions, phases or themes for data analysis were identified (Braun & Clarke, 2006; Patton, 1990). Data were organised for easy identification of themes and phases (Braun & Clarke, 2006). The meanings of what was said by participants were noted, and some notes from documents were used to describe and categorise themes according to similar meanings (Braun & Clarke, 2006). Codes were assigned to the main themes, and themes with similar meanings and ideas were given the same numbers or alphabetical labels (Braun & Clarke, 2006; Kumar, 2011). Themes and notes from documents were reviewed and classified into groups of responses according to similarities and differences and assigned codes to form piles of main themes. This is called defining and naming of themes (Braun & Clarke, 2006).

Integrating responses and themes into the text to produce a report was achieved by looking at how many times certain themes or responses appeared in piles or groups of themes or responses with same assigned codes. As the process progressed, the number of themes decreased by virtue of grouping similar themes, such that one theme could represent many themes with similar meaning (Kumar, 2011). Responses from the participants were analysed and integrated with information from the reviewed from literature. The collected data were condensed into themes that addressed the critical research question. The document analysis helped to supplement data collected from focus group interviews to formulate themes (Khuzwayo, 2009).

The formulated themes that appear in Chapter 4 are as follows:

- Theme 1: SSSC members' understanding of their roles
- Theme 2: SSSC members' experiences of their roles
- Theme 3: The contextual factors influencing SSSC members' roles
- Theme 4: The SSSC members' strategies to improve their performance

3.4.6 Ethical considerations

Ethical considerations are based on four basic principles. These principles are respect for person's autonomy; justice, which means to treat others fairly and equally; non-maleficence, or do no harm to others; and beneficence or do good to others (Beauchamp & Childress, 2009; Butts & Rich, 2008). These principles were explained to all participants so that they could be applied throughout the focus group interviews with participating SSSC members.

Maree (2007) asserted that the participants' confidentiality and anonymity are one of the most crucial ethical aspects in social science research. To conduct the research in schools, a researcher who is registered at a higher education institution must obtain an ethical clearance from that institution prior to the commencement of research (Myende, 2011). Neumann (2006) said, "Never coerce anyone into participating, participation must be voluntary". The receipt of signed informed consent letters from participants is a fundamental principle of ethical research (Neumann, 2006). Participation must be voluntary, and participants must know that they may withdraw from participating in the study at any time. To protect participants' personal details, the pseudonyms were used instead of participants' real names to protect their anonymity (Msezane, 2015; Myende, 2011; Robson, 2002). Confidentiality, anonymity, and privacy were fully and equally respected (Mncube & Harber, 2012).

The consent letters ensured participants agreed or disagreed to participate in the study voluntarily. The confidentiality clause on consent form sections were signed by all participants. The participants, school principals, and University Ethics Committee gave permission to conduct the study (Msezane, 2015; Myende, 2011). The participants' rights to privacy, confidentiality, anonymity, respect, non-maleficence, and justice were explained in the consent letters (Beauchamp & Childress, 2009). Letters to school principals sought to request permission to conduct study at their schools. A completed ethical clearance application to the University of KwaZulu-Natal Humanities and Social Science Research Ethics Committee (UKZN HSSREC) was granted. Positive responses from participants, school principals, and the UKZN HSSREC meant the research could be conducted in the schools selected. The participants were informed that transcribed interviews could be checked for accuracy of data and that the data were for research purposes only. Participants were told that data are kept confidentially and stored in a lockable, safe place for five years, after which the data will be destroyed (Msezane, 2015; Somekh & Lewin, 2005).

Trustworthiness of the data, including credibility, applicability, dependability, and conformability are discussed below.

3.4.7 Trustworthiness of the study

3.4.7.1 Credibility (true-value)

Research used member checking in order to establish the true-value or credibility of the collected data. In a qualitative research, the credibility of the data is established through human interaction processes, in this case, human perceptions and experiences about SSSCs (Gina, 2013). During focus group interviews, the researcher probed to ensure clarity of questions participants were answering. Wrongly interpreted

questions or responses were immediately and easily corrected before data analysis commenced (Gina, 2013; Polit & Beck, 2008). Transferability is discussed below.

3.4.7.2 Applicability (transferability/fitness)

Applicability pertains to the degree to which the results of a study can be applied to different participants in a similar context (Lincoln & Guba, 1985, p. 290). For successful transferability to take place, rich and thick descriptive data must be provided (Gina, 2013). In this study, that meant if responses of SSSC members from the two selected combined school provided rich or thick description of experiences, roles, perceptions, and performance, transferability could occur successfully to other focus groups of other combined schools. Dependability (consistency) is discussed below as a sub-topic of trustworthiness.

3.4.7.3 Dependability (consistency)

According to Shenton (2004,) consistency implies that using the same research design with different groups under a different set of circumstances would lead to the same observations. Consistency and dependability are inseparable items (Denzin & Lincoln, 2005). Consistency is measured in terms of dependability. The consistency of applying similar data-generation methods, data analysis, and the interpretation of responses to SSSCs in this study is anticipated to yield similar results in other focus groups of different combined schools. Peer review processes were used to check how data had been categorized and interpreted to ensure dependability of the data and interpretation. Member checking or respondent validation was also applied. Participants were permitted to check whether the transcripts were representative of their responses (Myende, 2011). Conformability (neutrality) as sub-topic of trustworthiness is discussed below.

3.4.7.4 Conformability (neutrality)

Conformability is the degree to which the researcher excludes him or herself from influencing research procedures and findings (Lincoln & Guba, 1985). The findings of the study should represent the actual experiences, perceptions, and aims of SSSC focus group interviews and document review records and analysis. The searcher will exclude himself by taking what interviewees directly said and discuss it and analyse it respectively. It is imperative that the researcher take a neutral position during the research process. In this study, the researcher allowed participants to express their views on the topic freely and without his influences. During interviews participants were given to give answers and argue about give answers by other focus group members. Paradigmatic perspective helps researchers abstain from influencing the research process (Myende, 2011). The findings of the research should be independent of

the researcher's influence to be reliable and produce similar results in similar situations at different times, at different venues, and with different participants.

3.5 Summary

In this chapter, the relevant research design chosen for the study was described. An interpretive research paradigm and qualitative research methodology was chosen for the study. The study was delimited and suitable participants selected. Suitable data-generation instruments were selected and data analysis and data-generation procedures identified and described. Finally, the ethical considerations and trustworthiness of the study was discussed.

CHAPTER 4: DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This study is about the role of SSSCs in the welfare of learners. The study was conducted in two purposefully selected combined schools. In this chapter, the findings generated through focus group interviews and document analysis are presented and discussed. The presentation and discussion of findings is facilitated through interrogation of critical research questions,

statement of the problem, theoretical framework, literature review, research design and methodology.

The profiles of the research participants are first discussed. The participants for School A will be referred to as Focus Group Member (FGMA) and a number to differentiate between individual participants (e.g. FGMA1, (teacher), (FGMA2, CPF), (FGMA3RCL chair), FGMA4(SAPS), FGMA5, SGB chair), while those for School B will be referred to as Focus Group Member (FGMB) and a number to differentiate between individual participants (e.g. FGMB1, (teacher), FGMB2, CPF), (FGMB3 RCL chair), (FGMB4 SAPS), (FGMB,5SGBchair), FGMB6, principal). The whole focus group of School A shall be referred to as Focus Group of School A (FGA) and the whole focus group of School B shall be referred to as Focus Group of School B (FGB). One member of FGA withdrew due to special managerial tasks.

Theme 1 is the SSSC members' understandings of their roles. Under this theme, disciplinary procedures, protection of learners and school property, composition of the SSSC, and code of conduct for learners is discussed. Sub-themes were constructed through participants' responses and safety and security legal documents, and this was the case for all subsequent themes.

Theme 2 is the SSSC members' experiences of their roles. Under this theme, the formulation of school community partnerships, disciplinary procedures, the protection of learners and school property, and developing and reviewing SSSC action plans is discussed. The focus of Theme 3 is the contextual factors influencing SSSC members' roles. Under this theme, socio-economic factors, collaborative or partnership factors, and SSSC members' foreign language barriers are discussed as sub-themes. Theme 4 is focused on the SSSC members' strategies to improve their performances. Under this theme, capacity building is discussed. The final theme is emerging issues. The chapter ends with a conclusion.

4.2 Theme 1: The SSSC Members' Understandings of Their Roles

In this section, the findings based on the focus group interviews conducted in the two combined schools are presented. The focus group interviews and document analysis were attempts to address the critical research question.

In this section, some key roles of the SSSC in terms of KZNDEC Circular No. 55 & 90 of 2001, the DBE (2015), SASA 84 (1996), Section 9 (1-5), and some new issues that came up during interviews are discussed. The sub-themes are as follows: Developing and reviewing action plans, conducting disciplinary hearings, holding regular meetings, composing the SSSC, implementing codes of conduct for learners, protecting learners and school property, and formulating policies.

One of the objectives of DBE 2015 is to implement a functional code of conduct for learners in all public, ordinary schools and to link all these schools to neighbouring police stations. The understanding of roles by SSSC members seemed to be one of the important points of departure for better performance of SSSCs (DBE, 2016)

4.2.1 School language policy

The point of understanding the roles of SSSC members came up as members of FGSA reported, "We understand the roles in policies and do implementation provided by our school and Education Department clearly. These policies were introduced to us during internal SSSC members' induction sessions by the SMT and the SGB." This response emphasized a central point for this section of study. The understanding of roles is crucial and a point of departure for the study as there could be a debate about the function of the SSSC if it does not know what, how, when, where, and with whom to do its job.

FGMA2 said:

"Although we little understand our roles because training and induction workshops are still needed, especially for newly appointed SSSC members."

The previously appointed or selected members of this group identified a problem with newly appointed members who were not yet fully inducted or trained by school management or circuit or district officials about their roles. Those members seemed to be struggling when given tasks.

The language used in most policy documents is English. This put some of the SSSC members in a tight corner as they have low levels of education. IsiZulu in KZNDEC is a compulsory language in teaching and learning activity in all ordinary public schools except in independent and special schools (Department of Education, 2002). Therefore, there was a need for SSSC members to be trained in IsiZulu and policy documents should be written in IsiZulu.

SSSC members of FGB were of the view that it is useful to be trained about SSSC duties and policies, but the use of the English language is a problem. In this regard, one of them noted:

“What is expected of us is well understood, but the language in which our policies are written put some of us aside or discriminates against us.”

Four FGA members claimed that there are a few problems such as the language of the medium of instruction. The members of the focus group understand their roles, but they identified the need of training.

The focus group openly said that it understood its roles, but documents should also be written in other languages. South Africa is a multilingual country with eleven official languages. It is violation of their constitutional rights not to use their mother language. The low levels of education in SGBs and its sub-committees, like SSSCs, might hinder the progress of some other activities in schools. Unavailability of resources in schools also has negative effects on SSSCs. There are often limited resources (human /financial/physical) in schools. The levels of illiteracy amongst parents and school governors caused delays in service delivery in schools. The SSSC, as an organisational structure, should demonstrate the flexibility to allow members to execute their roles successfully. According to Bush (2015), there should be a flexible structure where the roles of people in such a structure can be in line with the human values and beliefs of the people in the organisation. Language is a part of culture. Bush (2015) further noted that organisational culture, climate, and ethos are fused together in terms of human experiences, values, and beliefs about the nature of the organisation. Values may not be explicit and be non-negotiable in faith schools, and culture is hard to change compared to structure (Bush, 2015). The SSSC as a structure may be easier to change than changing the culture.

4.2.2 Disciplinary procedures

It is critical that disciplinary procedures be in line with due processes from the first appointment of the investigating officer to instituting the disciplinary process after receiving allegations from the victims of bullying or corporal punishment or any other violation of rights (DBE, 2015; KZNDEC, 2002; SASA 84, 1996). This is one of the critical, crucial, and delicate duties or roles expected of SSSC members. Taking

decisions to sanction a learner is difficult. It needs legal skills and the expertise of tribunals. The following are selected examples of answers given by some SSSC members during focus group interviews.

FGMA3 and FGMB4 said that if they continually practised disciplinary measures, they can master them in future. FGMB2 of FGB said:

“If we can use and practice disciplinary measures correctly and effectively, it would be easy for us in future to do our work correctly.”

This comment suggested that members understood their roles, but needed to apply those roles according to specific procedures stipulated in the SASA 84 (1996), Section 9 (1-5), and code of conduct for learners. Understanding of roles by SSSC members was shown by one member of School B. FGMB5 pointed out that he or she understood his/her roles:

“Yes, we can understand our roles and perform them well if we can get proper training or workshops.”

SSSC members of FGB reported that they performed their duties, but this depended upon training to be done by Education Department as most of the newly appointed members had joined the SSSC in May-July 2016. Members need more training to do their work correctly. The SSSC members of School B insisted on continuous practice of the correct use of disciplinary procedures, which showed that they had some knowledge of how to use disciplinary procedures. This further emphasised that they knew and understood their roles, but training and consistency are needed. The need for training and consistency was further confirmed by the two SSSC members FGMA1 and FGMA2) of FGA, who unanimously said:

“We are eager to learn new procedural things in disciplining a child in order to do our work successfully.”

The Tribunal Record Book of the SSSC of School B revealed how disciplinary hearing proceedings took place on March 7, 2014. They conducted three disciplinary hearings on the same day from 08:00 to 14:00, with at least three or four required role players in the tribunal and two unnecessary additional members. The tribunal should be only three or four members. The SSSC’s composition of six members included a learner representative council member, security guard, principal, educator representative, majority union representative or SAPS representative. I found this in the SSSC registration form from SAPS. The

Tribunal Record Book showed that there was a judge, prosecutor, machine operator or tape recording person or minute writer, and complainant with a guardian or parent in each case. This showed they knew and understood their roles or duties.

The disciplinary hearing proceedings at School B showed that two cases were held on one day. It about six hours to finalise them. The positions of SSSC were well displayed.

From the hearings of School B, one outstanding issue was that of the structure and positions of SSSC members in the Tribunal Panels. The structure of Tribunal needed three or four members, but there were six members in the panel. The reason to have six members instead of having three or four members might be that it was going to be long hours for three consecutive hearings. The tired members were having a chance to be relieved by others. The positions in the panel were judge, prosecutor, recording machine operator and/or minute writer and government representative (principal). Another issue was the interchanging or exchanging of positions in the panel for the aim of relieving tired members and getting experience and knowledge of different roles. Yet another was the way of handling hearings by allowing the accused persons to exercise their rights to be heard and to listen to both sides of the cases. The decision-making processes always put the best interests of the learner as the first priority. When the learner and parent or guardian pleaded guilty and asked for another chance, the members of the Tribunals listened. On average or overall, it seems as if School B's Tribunal panels were doing the work satisfactorily. They tried to follow the policies of the Department of Education. School A did not have records of disciplinary hearings due to their daily check lists of learner behaviours per class per day. These two combined schools have different approaches to control learners' behaviours. Therefore, they have different safety and security situations.

4.2.3 The protection of learners and school property

The SSSC has an obligation or duty on behalf of the SGB to protect learners and school property (Gina, 2013; Maritsa, 2013). The two members of the SSSC of FGA and the four members of the SSSC of FGB reported that, "The Department of Education introduced these disciplinary procedures or alternatives to corporal punishment; they are good, but had never been implemented as expected." This response from the majority of participants indicates that these disciplinary procedures and alternatives to corporal punishments were never fully or successfully implemented in all schools as expected. As a result, educators continue to use corporal punishment and bullying to discipline learners. Corporal punishment and bullying still exist in schools and many educators are still being charged for bullying and beating learners instead of protecting them.

FGMA1 said:

“I think numbers (statistics of corporal punishment) are low; they should be about 80% and above.”

The response indicates that educators know well what is happening in the classrooms with corporal punishment. They estimate it at an average of more than 80%. They speak out about real experiences and injustice to learners. Tangy (2015) emphasized that it seems to be challenging for teachers to protect learners from abuse because teachers are also perpetrators of child abuse. This is an indication that teachers are the perpetrators of learners’ abuse instead of protecting the learners. Teachers are expected to protect learners and report any abuse of learners to the Department of Education.

On the other hand, Ndibalema (2013) argued that school children bullying their peers are not the only cases of bullying; victims and bullies might also be teachers. Teachers are being bullied by some old learners in schools, especially secondary or high schools. Teachers also bully learners in schools, especially in primary schools or secondary schools in the lower grades. Learners internalise it and take revenge later in higher grades.

FGMA2 said:

“The detained learner could sometimes come across some problems like being raped or abused on the way home because it is late. Parents would come back to charge the school or Education Department.”

Guidance and counselling are regarded as the best alternatives to corporal punishment. Before coming to detention, suspension, and expulsion, or disciplinary hearings, guidance and counselling are prerequisites. When a teacher detains a learner, the teacher detains himself or herself and the safety of detained learner becomes a responsibility of that teacher until the learner is left in safe hands of the parents.

FGMB3 supported the idea of going back to administration of corporal punishment by saying:

“Alternatives to corporal punishment are good but are ineffectively implemented and will never succeed in African life contexts.”

The contexts in which schools are located play a vital role in shaping how these schools could operate. Leithwood et al. (1999), in the theoretical framework section, say schools are universal but the contexts of location (urban or rural) and the sizes of schools could account for their success or failure. By looking at their comments on corporal punishment, School A was against corporal punishment while School B seemed to be in favour of the administration of corporal punishment. A study by Save the Children in Sweden in 2003, reported that there has been global progress towards the elimination of corporal punishment on children since 1989. FGMA2 is stating a challenge that many schools are experiencing problems with regard to late releasing of detained learners. SSSCs should find a solution to such challenges because most parents complain about this type of sanction being imposed by tribunals and recommended by SSSCs and SGBs.

What FGMB3 and other two FGB members were saying about administration of corporal punishment to learners at schools, is contrary to the SASA 84, Section 10(1), prohibition of corporal punishment and the SASA 84, Section 10(2), which states that any person who contravenes 10(1) will be charged for assault. It is also contrary to the EEA 76 (1998), Section 17(1) (c) stating educator will be dismissed if the educator is found guilty of assault on a learner.

From the above developments, it became clear that SSSC members of both schools had been recently re-elected and were a mixture of old and new members. The new members had never been exposed to training or workshops. The old members were also complaining about a lack of training. This is a problem that needs to be addressed. Maybe due to some internal inductions by school management teams, the SSSC members were able to perform their roles up to a certain degree or standard. It could therefore be concluded that SSSC members of both schools, on average, understood their roles although there were challenges. The next section deals with how the SSSC structure should be composed.

4.2.4 The composition of SSSCs

According to SAPS form or template, there should be six members that compose a SSSC: A principal, SAPS member, social worker/religious/traditional/municipal leader, a security guard, a SGB member or SGB/SSSC chair, and a RCL member. To further add to this composition of SSSCs, a tribunal must be appointed by the SGB to conduct disciplinary hearings. The tribunal reports back to both the SSSC and SGB as mother bodies or mother structures. The composition of this new proposed structure is bit different to the one stipulated by KZNDEC Circular No. 55 of 2001.

FGMA2 said:

“We have one structure with six people from different community structures with different skills and expertise.”

During focus group interview sessions, it was noticed that both FGA and FGB had six members each, but one member of FGA withdrew to attend to other special management duties.

FGMB6 said:

“Department of Education has changed the structure after having the Collaborative Protocol Partnership Agreement with SAPS.”

From 2015 onwards, each school will have six SSSC members from various structures or components. These components could be management, educators, support staff, SAPS members, health carers, and learners. From both focus groups and the document analysis, it is evident that there were six members in the SSSC structure.

In 2011, the GDE (2011) proposed that there should be six SSSC members including a principal, a SGB member as chairperson of SSSC, an educator in the role of school safety officer, a support staff member, a representative council learner member, and one or two peer mediator/s. Therefore, the number of members of SSSCs of the two schools was in line with the policy. The code of conduct for learners is the issue to be discussed.

4.2.5 The code of conduct for learners

According to the SASA (1996), Sections 8(5) and 20(1), the code of conduct for learners must be drafted and adopted by the SGB of a public school. The learners should accept and honour this code of conduct (Mestry & Khumalo, 2012).

The conducted document analysis of both combined schools showed that both schools had developed functional codes of conduct for learners, but the codes were not on the same level of quality or standard. The code of conduct for School A appeared to be well structured and arranged. The code of conduct for School A was in line with the SASA 84 (1996), NEPA 27 (1996), *Government Gazette* 18900 of 1998, *Government Gazette* 31417 of 2008, and General Notice 1040 of 2001. To control learner behaviour, they used daily checklists per learner per class. On Fridays, lists were collected and checked to identify

upcoming disciplinary problems. They use a proactive system to anticipate problems rather than wait to solve disciplinary problems. The code of conduct for learners included most of the required content. The due process for disciplinary procedures was clearly stated. The internal appeals procedures and appeals committee decision-making procedures were a unique addition.

The appeals committee have the right to review the tribunal sanctions after a parent has lodged an appeal with the appeals committee. The decision on reviewing the tribunal had four possible alternatives:

- (a) To reject the tribunal decision and impose a new decision.
- (b) To accept the tribunal decision and implement or reaffirm the decision.
- (c) To accept the tribunal decision but adjust or amend it.
- (d) To reverse the tribunal decision and set the accused free or refer the tribunal decision back for a second hearing.

Similarities in both codes of conduct for the two combined schools were the contents on the rights and responsibilities of learners and parents. The differences were mostly in the levels of misconduct by learners, arrangements of sporting activities, academic programmes, arrangements for annual school functions, and arrangements for emergency operations. The differences most likely emanate from the schools' historical backgrounds and contextual factors. The historical background for School B is that it was under old KwaZulu government, and under resourced, and managed poorly. It had been electrified six years ago. It is in a deep rural, remote area. The historical background of School A is that it had been under the Department of Education and Training. It is well resourced, planned, and built. It is highly developed and managed. It is in an urban area and was electrified long ago.

The schools' codes of conduct (policies) are different. The code of conduct for learners of School A is highly developed while code of conduct for learners of School B is still under developed and needs more attention. The next section presents the ways in which SSSC members experience their roles.

4.3 Theme 2: SSSC Members' Experiences of Their Roles

The following subthemes were formed based on the responses of participants and some duties and responsibilities of SSSC members stipulated in the KZNDEC Circulars No. 55 & 90 (2001) and the School Safety Framework (DBE, 2015).

4.3.1 Formation of school community partnerships

The Collaborative Partnerships Protocol Agreement between the SAPS and the Education Department in 2013 identified partnership as a way of strengthening school safety and security in communities. Therefore, school local communities and other sister departments as well as government and non-governmental organisations are expected to support and protect their schools against all odds (DBE, 2013).

This was evident when FGMA3 said:

“We are all eager to learn to work with other community structures and other government’s structures such as tribal authorities, community based organisations, SAPS departments, and social workers from Health Departments.”

FGMB1 responded:

“We used to get support from parent community members during public holidays who used to phone the police station or principal if they suspected something wrong in school premises.”

The socio-economic status of the community is reflected positively here, meaning that the community did not see a school as a place where they can steal things to fulfil their basic needs. This also shows the maturity of the community to regard a school as part of the community’s property and a central place for community development programmes.

FGMB5 pointed out,

“Our community is not supporting the safety and security programmes of our SSSC, and it hides some culprits.”

This could be related to bad relationship and partnerships between the SGB and SMT as well as that the school’s parent-community seems to be in bad terms with the SMT.

FGMB3 further added:

“The community fails to cooperate when community members steal and destroy school properties, mainly during public holidays.”

The school should develop a sound school local parent-community partnership for better school safety strategies (GDE, 2011; Myende, 2011). If the school ignores the community, the latter will never support and protect the school; the community would then rather contribute to school vandalism.

FGMA5 reported:

“A private security company called Bhekizwe Security Services cooperated well during nights, weekends, and public holidays or school holidays by patrolling school premises timorously.”

The Department of Education of KZN does not receive any safety security budget from national Department of Education. Therefore, the Department of Education of KZN does not have an obligation to budget for school safety. In New Jersey, the New Jersey Legislature approved a budget for school safety and security to hire professional or private security companies to keep schools safe (Trump, 2011).

FGMB3 said:

“The most difficult and challenging experience is to be in a tribunal team playing certain roles like to be a prosecutor or judge. If you do not know policies and procedures, it becomes very difficult.”

This point was commented on by FGMB2, who said:

“The role played by community leadership is important. Religious, traditional, and political leadership is used to help various schools to solve many different problems.”

The latter was confirmed with a document analysis where it was discovered that they brought in six SSSC members instead of four tribunal members. They were supposed to bring or invite a prosecutor, judge, secretary for minutes writing and voice recording machine operator, and the department representative or

resource person or RCL member to the disciplinary hearing. The big panel may intimidate a learner or accused party. This was confirmed during the focus group interviews sessions where FGMA2 said:

“Community leadership benefited us a lot from morals to youth issues. The religious leaders used to come to schools to teach morals from the Bible irrespective of religious denominations.”

4.3.2 Disciplinary procedures

FGMB4 said:

“Our experience at this school is that there is fairness; our systems are good and I think that we follow it with good structure wherein we can work successfully.”

FGMB1 noted:

“We perform our roles to make learners aware of what procedures and what to do when we are facing problems of emergencies.”

FGMB4 drew attention to two important aspects, namely, fairness and the structure, meaning the SSSC from which tribunals are being appointed by SGBs. The SSSC should be fair when dealing learners disciplinary hearings so that both the accused part and appellant are easily convinced or satisfied and accept decisions taken.

Tribunals give accused learners and their representatives a chance, as stipulated by the law, to state their side. Therefore, their system is good. FGMB1 mentioned safety procedures during emergencies at school. The school trains learners about evacuating school yards every year. This helps learners to learn without fear, and SSSC members are proud of the roles they perform to make learners safe. Overall, SSSCs make learners feel safe at schools by creating conducive environments for learning. The next section presents the protection of learners and school property

4.3.3 The protection of learners and school property

FGMA2 said:

“Corporal punishment is good, and the Bible recommends that a child should be punished to be saved from Satan. Culturally or traditionally, the African child needs a stick to understand wrong or right things to be and not to be done.”

Some of the Theological studies also revealed that some people support corporal punishment and their religion authorises them to use it to their children (Nakpodia, 2012). Phrases such as “spare the rod to spoil the child” are present in the Bible. This emanates from scriptures written by King Solomon’s Proverbs 29:15, which suggests that a rod and reproof give wisdom, but a child left to himself brings shame to his mother. Proverbs 29:16 says when the wicked increase, transgressions increase. Proverbs 29:17 holds discipline your son, and he will give you rest, he will give delight to your heart.

At the same time, “Jesus has a special love for [children] and warns adults of the dire consequences of mistreating them.” In Colossians 3:21, it says that fathers, do not embitter your children, or they will become discouraged. In Ephesians, 6:4 it says: “Fathers, do not exasperate your children, instead, bring them up in the training and instruction of the Lord.” Finally, in Proverbs 22:6, it is said that train a child in the way he should go, and when he is old, he will not turn from it. From the abovementioned verses, a few aspects become clear: The emphasis on rod diminished while the emphasis on Godly tenderness, guidance, and advice to parents about the consequences of using the rod and love increased. Moreover, the use of corporal punishment and bullying in schools must be stopped or minimised if teachers are applying the “in loco parentis” principle.

Christians approach to corporal punishment and bullying is based on two ethics to justify their positions, which are the deontological ethical approach and the teleological ethical approach. Deontological ethics is based on norms, rules, commandments, and duties, which seems to favour the Old Testament, while teleological ethics is based on goals, motives, the consequences of actions, situations, and questions about whether these are good or bad. Deontological ethics is about compliance and obedience. Teleological ethics may include existentialism, utilitarianism, and situation ethics. It is more related to the New Testament. It emphasizes freedom and flexibility and teaching parents and teachers to love, guide, and rear children according to God’s instructions. They must not cause children to feel pain or make them angry (Ronne, 1996). The debates based on social and cultural values show that it is essential to punish child corporally or discipline the child (Shaikhnag & Assan, 2014).

FGMA3 said:

“The SSSC members must be compensated as they perform legal and critical roles.”

SSSC members are doing work of lawyers, magistrates, prosecutors, and judges, but some of them had never been to workshops. Second, they are not compensated or rewarded by the Department of Education: They are volunteers who are not fully supported by Department of Education. FGMA5 added, “Because SSSC members are doing such important and law-related work they should be compensated as the time goes on.”

These points revealed how SSSC members experienced their roles. They enjoyed their roles, but these roles were difficult for them. They are roles that need to be performed by highly qualified professional people who deserve to be paid. This seems to link with New Jersey Legislature plan to employ an independent body to research and make recommendations to be implemented. This is how SSTS duties or roles arose and were implemented. Members are fully employed and paid. SSSC members enjoyed their experience of the SSSC with some complaints and recommendations that need to be addressed by the Education Department.

FGMA3 noted the following:

“A few years ago, we have had strange experiences where a parent was found in one of the classes at school busy beating a child, and they had to discipline the parent and told her that beating a child within school premises was illegal.”

According to the SASA 84, Section 10(1), corporal punishment is not permitted to be administered at school by anybody, and (2) warns anybody who fails to comply with 10(1) the person will be charged for assault. This means that it is not only teachers who are prohibited from beating learners at schools but anybody, including parents, are prohibited from administering corporal punishment to learners on school premises.

FGMB2 said:

“Sometimes funds were not available which could help us to fix broken

windows or doors which might be dangerous to learners and buy drug testing facilities.”

The problems caused by lack of funds are not easy to avoid. The national and provincial governments sometimes fail to allocate funds for school safety as an independent allocation or budget. In other countries, such allocations are transparent. The allocation in the national budget for school safety is a key area that requires attention. It is the role and responsibility of the government to manage school safety (Srichai, Yodmongkol, Sureephong & Meksamoot, 2013; UNICEF, 2011).

FGMA1 said:

“Funds are not always available to fix school property or buildings. Sometimes we need funds to buy metal detectors or drug testing facilities.”

Srichai et al. (2013) noted that managing safety has considerable financial implications. The South African national and provincial Departments of Education do not have a budget for school safety and security programmes. Schools have to use their other allocations from the Department of Education. These are Norms and Standards Funds (KZNDOE, 2002). Only basic allocations are granted for use in school safety and security programmes. The New Jersey Legislature approved the budget for the establishment of SSTF to draft SSSC programmes in 1998 (Trump, 2011). This means that in other countries, there are available funds directed specifically to school safety programmes, but in South Africa, it is not happening. That may explain why school safety programmes are not always successful.

4.3.4 Developing and reviewing SSSC action plans

According to KZNDEC Circular No. 90 of 2001, SSSC action plans should be developed and reviewed annually to accommodate emerging new needs. During focus group interviews, FGMA1 reported as follows:

“With our security plans, we do adjust if something pops up for our safety in this school. We are lucky we had minimum problems. We have long checklist of what we are supposed to do on cases of fire, and we basically review it annually.”

The annual review of SSSC action plans seemed to concur with what FGM1 said and what KZNDEC Circular No. 90 of 2001 stipulates. This means that the SSSC of School A was consistent with policy and

knew its role very well. The U.S. Department of Education and Justice in their annual report on school safety in 1998 recommended that school safety plans be reviewed annually. The GDE policy of 2011-2012 in its school safety strategy advocates that school safety plans be reviewed annually.

FGMA3 reported the following:

“Just to add on that, each and every year we have an emergency action plan. We always teach our learners that if something happens, the Class Leader or Representative Learner Council member calls out and counts all learners at an emergency assembly point to make sure that all learners are safe. Yearly, we invite fire-fighters to come and advise us with demonstrations in front of learners and staff (academic and support staff) on how to deal with the issues of firefighting.”

These two focus group members (FGMA1 & 3) seemed to be well versed in their roles as members of the SSSC. They further showed maturity in unpacking the SSSC action plan.

FGMB3 said:

“We would like to have assembly point for learners’ safety during emergency cases, but the school has small yard for this activity.”

During the focus group interview what FGMA1 and FGMA3 said is also found in the SSSC file about annual reviews and emergency actions of the SSSC action plan. The SSSC member FGM1 from School B said that the SSSC action plan needed to be reviewed yearly to accommodate changes as well as needs or demands. Both focus groups from the two combined schools agreed unanimously that the SSSC action plans were supposed to be reviewed annually to accommodate changes. The question is whether they reviewed these SSSC action plans or not. The answer is no because their minute books showed that they had not met as expected for three previous consecutive years (2014 to 2016). The above information suggests that SSSC members enjoyed their roles, but there are few aspects that require attention on the part of the Education Department.

FGMA5 said:

“We enjoyed learning new things about disciplining a learner following

legal procedures and processes.”

This statement confirmed that the focus group of School A enjoyed its roles. Even though they had some challenges, learning new things helped them to solve some of the disciplinary challenges they faced. This focus group had positive experiences performing their roles.

FGMA2 said:

“We performed our roles to make learners aware of what to do and when to do that.”

In this way, learners learn with educators about the SSSC members’ ways of following certain procedures during emergencies. Seemingly, SSSCs implement and promote school safety and security strategies in learners. In this way, SSSCs are succeeding or winning the battle. The SSSC members of School A were happy about the cooperation and partnership or support they received from their local school parent-community members. This may mean that the school had a good relationship with the local community it serves, and the community had a sense of school ownership and voice in most school decision-making processes through SGB members.

The most worrying challenge was the absence of security guards employed by Department of Education. The schools did not have such security guards. The school employed security using its own funds, and if school funds became unavailable, there would be no security. Again, security worked during school hours only. There was no security after school, over weekends, on public holidays, or during school holidays.

Focus group of School B (FGB) reported that it had security employed by the Education Department and had funds, but the school’s local parent-community did not cooperate and had no sense of school ownership; thus, the school became vulnerable to hooligans during after-school hours or over weekends and during holidays. To both schools, this may depend on school management styles and leadership types each school uses. The SSSC action plans are annually reviewed due to annual learner and staff surveys, which are used to identify threats or new challenges the schools are expected to encounter in the future (DBE, 2015).

4.4 Theme 3: The Contextual Factors Influencing the SSSC Members' Roles

During focus group interviews, many different types of contextual factors that influence SSSC members arose. These factors include economic factors, capacity building factors, collaborative/partnership factors, and education-related factors.

4.4.1 The socio-economic factors

Most educational and ordinary public or private organisations are affected or influenced by economic factors. No organisation can function normally without having viable financial resources. The schools could be negatively affected by their financial status such as no-fee paying students, quintile ranking orders, and being Section 21 or non-Section 21 schools. This came up during focus group interviews when one SSSC member from School B said:

“We are lacking funds to buy mental and drug testing facilities to avoid the carrying of dangerous weapons and drugs within school premises by either learners or teaches.”

This statement showed that if schools could have enough money to buy such equipment, security guards could check all people going out or in successfully. Furthermore, there could be less or no incidents where learners would be found stabbing others or shooting others or teachers within school premises.

FGMA1 added:

“Sometimes funds became unavailable to allow us to fix some issues based on the school property. Broken windows, for example, are always dangerous to learners, and they must be fixed immediately.”

This demands funds from the SGB Finance Committee and SMT. If the school is Section 21, it would be much easier to fix broken windows and buy metal detectors and drug testers. But if it is a no-fee paying and non-Section 21, it becomes a problem because such schools get only 5% of their total financial annual allocation from the Education Department to pay their daily costs (KZNDOE, 2002; Khumalo & Mestry, 2012). Even Section 21 and fee-paying schools sometimes experience financial problems. School A is a Section 21 and fee-paying school.

FGMA1 said:

“There is sometimes a shortage of physical and financial resources in us school to do other things.”

Schools with Section 21 with function C have the all rights to buy school property or meet school needs without buying through or via Department procurement processes. School A enjoyed those rights, and it is fee paying school, but it had less of a financial allocation given by the Education Department to its location within urban area.

4.4.2 The SSSC partnership with other stakeholders

School-community partnerships help to keep the school safe from any type or form of vandalism and theft of school properties. The collaborative or partnership efforts by school local community partnerships and the SSSC members emanating from strong and healthy relationships between the two parties benefit both parties involved. If this relationship and partnership fail, school safety is at stake (Ndibaleni, 2013; Myende, 2011).

FGMB3 said as follows:

“There must be good relationship between the school and the community just by allowing community members to use school for certain things. These could be church services so that community could feel the sense of school ownership and start protecting school against gangsters’ activities and thefts or vandalisms by some irresponsible community members”

This statement confirms what Valli, Stefanski, and Jacobson (2013) noted, “School-community partnerships are currently in the forefront of educational reform efforts” and that for change in school safety and security issues, school-community partnerships are a solution. When different people share ideas for collective decision making, possibilities or opportunities and expectations of success are high. The school is well protected if school-community partnerships are strong and always communicate (Myende, 2011).

This was also further confirmed by FGMB5 who said:

“To allow the local school communities to have meetings at school hall there is no community hall could be build strong relationships and partnership

in future. The school could be used as community centre for sharing knowledge.”

These two statements from FGMB3 and FGMB5 are important, but seemed to be impractical because they do not indicate they are doing these things; rather, they said these things would be helpful not that these things are helping the SSSC.

FGMA2 said:

“We have to involve CPF members in our SSSC to protect the school successfully. CPF members know everyone in the area. It becomes easy to identify people who are stealing and vandalising the school properties in the community.”

What FMA2 said seems to be in line with what happened in King Cetshwayo District at eSikhaleni residential area where CPF member helped to catch the killer of Lungisani Ngema (learner). ESikhaleni CPF member, Muzonjani Ntuli, helped search for the attacker and killer of Hlavana High School Grade 9 learner, Lungisani Ngema, on November 4, 2015 (Makwakwa, 2015).

FGMB 2 posed a question:

“How could SSSCs have opportunities of sharing ideas in one platform or form a committee which comprises one or two members from each school”?

FGMB2 was talking about neighbouring SSSCs. This committee could help by sharing various experiences from different schools and come up with the best solutions to deal with many different alternative disciplinary procedures and sanctions. The specific support structures should be available and communicable at all levels by stakeholders and interested parties. This highlights school clustering processes for the sharing of ideas, challenges, and possible solutions (DBE, 2015). The Circuit Safety and Security Committee exists for the purposes of sharing ideas and experiences.

FGMB5 said:

“We should have good relationship with all local community structures such

as tribal leaderships that include chief's headmen (izinduna zenkosi) [and] tribal authority policemen.”

Rural people believe in their tribal leadership. If the schools ignore tribal leadership, local parent-community members would have negative attitudes toward the school. Therefore, school vandalism may occur purposefully as a punishment to school management and governance.

4.4.3 SSSC members’ non-mother tongue language barrier

Language can act as barrier to most of things that need to be done when people fail to carry out those tasks because they do not understand the language of instruction. This was reported by some of SSSC members during focus group interview sessions. The SSSC members of School B (FGB) said that they understand policies very well, but the foreign languages in which these policies are written put them at a disadvantage. They said:

“We could not afford to read these policies on our own due to English language which we do not understand well.”

Such responses raise questions about SSSC members’ education levels. This may be due to that fact that they did not reach certain levels that help them to read with understanding. The question raised is what schools should do to solve language barriers for SSSC members.

4.5 Theme 4: SSSC Members’ Strategies to Improve Their Performances

For SSSC members, in order to improve their performances, new strategies should to be introduced. This can include capacity building of SSSC members or finding new methods of keeping schools safe and secure by employing security guards or private security companies or establishing new programmes within government structures.

4.5.1 Capacity building

During focus group interviews it transpired that SSSC members need to be capacitated especially in legal knowledge for dealing with disciplinary issues. FGMA2 said:

“On my part, I do not have that expertise, and I think one reason being that we were not sure of who should be in that committee, what is required, what should be learnt, what I should know.”

The management, governance and leadership role in a form of distributed leadership seems to be a solution to this challenge. In a distributed leadership style, people are engaged on their expertise and their roles within the organisation (Bush, 2015).

FGMA1 added:

“We needed workshops to have knowledge about laws and procedures to work smarter in SSSCs”

and FGMB4 said:

“We would like the Department of Education to train the SSSC members on strategies and skills and also to train them about school safety and security issues.”

According to DBE (2015), school safety and security depend on adequately trained and equipped educators and management as well as SSSC members. The statement made by DBE in 2015 about the importance of training to protect schools is important. If the training targeted SSSC members so that they can do their job satisfactorily, they could improve their performances. Therefore, it is critical for the DBE to provide educators and management with training about school safety and security (DBE, 2015).

FGMA3 said:

“I think getting training so as to be equipped with relevant skills and selection of relevant people in this structure and also to be equipped with relevant resources in order to do it effectively, can be very useful.”

The comments by all SSSC members show that workshops or training on laws and disciplinary procedures can help to capacitate SSSC members with the required skills for tackling disciplinary issues. They agreed to workshops so that they can solve most of the problems using acquired skills. This was also prominent when FGMB6 said:

“We need thorough training on various issues around learner disciplinary issues.”

4.6 Theme 5: The Emerging Issues

In this theme, unexpected or unplanned participant responses that required attention were elicited. These include the issues of private security companies to be used to curb disciplinary school problems, SSSC compensation, and the value of corporal punishment.

4.6.1 Private security companies

In some countries, private companies or government appointed companies, like in New Jersey, are keeping schools safe and secure. Such related issues came up when FGMA3 said:

“We got support from Bhekisizwe Security Service Company which patrols every night and is being paid by the school for its services from school fundraising finances.”

This school was able to pay this company and a day security guard from the funds it raises through private funders. It is also ex-Model C school. It did not get government security. This school security system started to resemble that of New Jersey and Ohio in United States, where private people or government become responsible for certain school districts. In the KZNDEC, South Africa, the department uses volunteers to form the SSSCs and to be responsible for school safety and security.

4.6.2 SSSC compensation

Some SGB members say they should be compensated in future for their services to the department of education and the SSSC members follow the trend as they are also members of SGBs. During the focus group interviews FGMB4 said:

“The committee should be paid or compensated as they are doing dangerous work regarding disciplinary procedures.”

The governing bodies are hoping to be compensated in future for their contributions to school developments. FGMB2 supported the idea voiced by FGMB4 and further included the SGB saying:

“The SSSC (the committee) should be compensated and the SGB should be compensated.”

These SSSC members resolved that they should be compensated for their highly challenging work.

4.6.3 The argument about corporal punishment

According to the SASA 84 (1996), Section 10, NEPA 27 (1996), Sections 3 and 4, UNCRC Article 16, Section 1, and ACRCW Article 19, all forms of human abuse have been abolished and prohibited. The EEA 76 (1998), Section 17(1) (c), and the SASA 84 (1996), Section 10(1) (a) and (b), stipulate that charges be lodged against people who violate these acts of law and principles.

FGMB5 said:

“Corporal punishment is unlawful, hurts the learner, and promotes bullying and violence.”

Studies by several authors give clear guidelines and describe the effects of corporal punishment and bullying in school learners. Bitensky’s (1991) study, for example, reveals that children who are physically punished exhibit increased physical aggression. To put this in another way, corporal punishment promotes bullying and creates aggressive and violent citizens. Lwo and Yuan (2016) say that banning of corporal punishment promotes indiscipline in learners while Ngussa and Mdalingwa believe that corporal punishment promotes dropout in schools. Corporal punishment means a great deal to learners, teachers, and parents, so to changing attitudes and perceptions about the administration of corporal punishment to children in schools and homes is necessary.

Although there are such charges, FGMB 2 said the following:

“Corporal punishment helps those who are afraid of it and assists them not to repeat bad behaviours. For a responsible child, it is bad or it hurts to stay at home during suspension, but to [an] irresponsible child, it is a holiday.”

The SSSC member compared corporal punishment with suspension. This SSSC member mentioned advantages and disadvantages to both ways of disciplining a child. The problem is that corporal punishment is illegal. Mugabe and Maphosa (2013) noted that some teachers have appeared before the courts and been asked to meet the legal costs of implementing corporal punishment. FGMB1:

“A child could come across some problems when he or she goes late

to home after detention; then, the parent would automatically charge or sue the school.”

This SSSC member seemed to favour the administration of corporal punishment rather than alternatives to corporal punishment. Controversy exists pertaining to whether corporal punishment has a place in classrooms or not because in these two schools, the issue was controversial. The law prohibits the use corporal punishment, but the Bible and traditional African ways point out that it is good for bringing a child up.

The following participants’ responses from same focus group and across the two focus groups reflect the controversy around the use of corporal punishment. FGMB 3 said:

“Corporal punishment involves infliction of pain to a learner. The teachers as well as learners do use corporal punishment and bullying where you find learners bullying other learners at schools and at homes or in the community.”

The American Association of School Psychologists reported that 16,000 children missed schools daily due to the fear of being bullied (Gumuseli et al., 2014). The bullies include teachers who are bullying learners and learners who are bullying their peers. America is one of the more developed and economically advanced countries, but it still demonstrates that bullying has caused many students to drop out and leads to unproductive citizens. The reason may be that sometimes Americans ignore or normalise bullying, just like citizens in other countries. In addition, bullying has resulted in many suicides worldwide.

FGMB 1 said:

“Corporal punishment helps those who are afraid of it and it assists them not to repeat bad behaviours.”

These focus group members, FGMB 1 and FGMB 3, were from same SSSC of School B, but they had different perceptions about the administration of corporal punishment. This could be due to their personal backgrounds and philosophies of life or the environment in which they grew up and learnt. FGMB 3 said:

“They use corporal punishment with quotations from the Bible, which

stresses that you can beat the child and protect the child from death.”

South Africa has a Constitution and other Department of Education legal acts that are against the administration of corporal punishment and other abusive treatments of learners at schools.

FGM3 further included:

“They do it in order to caution learners to not do or repeat bad things”

Beating a learner at school is contrary to laws and is a chargeable offence. It should be stopped. There is no one who is above the law. FGM4 further mentioned:

“The teacher will beat, hurt and abuse the learner for parents’ deeds.”

Disagreement and arguments about administration of corporal punishment continued, and the arguments suggested that corporal punishment is still prevalent in many schools. Teachers use corporal punishment for different reasons, and that may be why government has banned it. Despite the banning of corporal punishment in schools, however, teachers still use it. FGMA4 summarized as follows:

“Corporal punishment and bullying still exist, like Grade 9 learners who will be moving to other high schools next year; they will come back casually to tell us that they experience the painful experiences of corporal punishment.

A representative survey conducted in Christian secondary boarding schools in Rulenge-Ngara Diocese in Tanzania involving 568 pupils discovered that teachers were most often the perpetrators of bullying and administrators of corporal punishment. Educators who beat learners for bad behaviours amounted to 60.4% and 68.8% for poor performance or getting below 50% in tests (Stein, 2016). The statement is in line with what is happening in South Africa. FGMA4 is saying that learners are still experiencing bullying and corporal punishment in many schools.

FGMA4 further added:

“Bullying and corporal punishment are practised in schools for the reasons that if you do not punish them, they do not respond.”

FGMA4 seemed to be supporting corporal punishment even though FGMA4 knew well that it is illegal to administer corporal punishment. In other countries, learners stop learning or drop out of schools due to the unbearable administration of corporal punishment. Some 14% of learners drop out of schools in Nepal due to fear of their teachers beating them (Mncube & Mthanti, 2014). The DBE (2015) reported that bullying is experienced by more than 1 in 10 learners.

FGMA1 noted as follows:

“I am going to disagree with FGMA4. I am very strongly against corporal punishment. One of the reasons why is that I am talking from experience, and I think the stick does not solve anything because what it actually does is cause even more resentment. If you use the stick, you become angry and emotional, fail to control yourself, and hurt the child, sometimes very seriously, and then you find yourself liable for costs and charges in courts.”

The last response attacks and diminishes the hopes of bringing corporal punishment back. The response was correct and lawful. Arguments kept discussion sessions alive and going. The research shows that corporal punishment has been identified as the most significant factor in the development of violent attitudes and actions in children and adulthood.

FGMA1 and FGMA4 have different views or beliefs about corporal punishment. FGMA4 favours the administration of corporal punishment while FGMA1 is against administration of corporal punishment to learners at schools. This is also revealed some the studies or surveys found in the literature review. In literature review in a survey done in Taiwan at Keelung City schools in 2008, only 10% of teachers’ favoured corporal punishment; 66% of teachers supported the banning of corporal punishment, and 65% of teachers supported zero corporal punishment (Lwo & Yuan, 2011). A total of 38% of teachers support corporal punishment in South Africa (Khanyile, 2014). The total of 73% of teachers and 50% of parents support corporal punishment in Nigerian schools (Alhassan, 2013). In Taiwan, 10% of teachers supported the idea of corporal punishment. If all countries including South Africa could do as Taiwan has done, it would help learners to continue with their schooling to accomplish their missions. FGMA1 seemed to follow the idea of the majority of the Taiwanese teachers. FGMA4 seemed to follow the idea of the

majority of SA and Nigerian teachers who support the idea of beating the learners instead of protecting them.

4.6.4 The admission policy and SA-SAMS misconduct records

FGMB3 said:

“If schools can stick to departmental admission policies, there would be lesser disciplinary problems in schools because these over-aged boys and girls sometimes become bullies.”

The South African Schools Administration System (SA-SAMS) records seem to be useful for keeping misconduct records for all learners at school levels, but over-aged boys could stab teachers if they are denied admission to new schools because of these bad records. FGMA1 from School A further added:

“SA-SAMS helps to keep track records of each learner’s transgressions yearly, and the learner would move with such records to new schools. The new schools will admit the learners with their accumulative records of all transgressions.”

This helps to form general and accumulative personal profiles of every individual learner in South African education system. Wherever the learner is being admitted in South Africa, this record system will explain or describe the learner.

4.6.5 The SSSC regular meetings

During document analysis, in both schools, a problem of missing SSSC minutes for the required number SSSC meetings per term in each year in their minute books was apparent. There should be at least one SSSC meeting per term in each year, and thus, four meetings per year (DBE, 2015). In School A, a meeting was convened once a year in 2013 and 2014 and none in 2015. In School B, there was only one meeting convened in 2015 according to minute book records. The shortage of the required number of SSSC meetings came up during the focus group interviews when members of both schools confirmed that they failed to convene regular meetings as expected.

FGMA2 claimed:

“It is very rare to convene SSSC meetings as expected and per school management plan.”

FGMB3 held:

“Time frames for regular meetings are never met.”

FGMA1 noted as follows:

“The time for regular meeting is always a problem”

In the education system, this is an issue for teachers. The teachers are always running short of time to teach and to do other administrative tasks as well as extra-mural activities of the school. So, time for regular meetings is not always available.

The leadership types and styles in this organisation seemed to be causing problems in the functioning of the structural organisation of the SSSC. A distributed leadership style may help SSSC members to engage with their expertise in their roles within the organisation (Bush, 2015). Distributed leadership is against formal school bureaucratic leadership styles at schools.

4.6.6 The SAPS on school premises

The presence of SAPS on school premises had been proposed as a solution to school violence and disciplinary problems in schools. Bullying and corporal punishment have been a cause of learner-learner instigated incidents, teacher-learner instigated incidents, and learner-teacher instigated incidents in most SA schools. Therefore, the SAPS' continuous visibility on school premises may decrease such incidents. This was also mentioned during focus group interview sessions in both schools. FGMA 2 said:

“Schools could benefit a lot from the presence of the Police Force within school premises.”

The implementation Collaborative Protocol Partnership Agreement between the DBE and SAPS does not include the visibility of SAPS members on the school premises as permanent or temporary workers for the DBE (DBE, 2013). The DOE may employ special security companies in order to have an armed force on

school sites. SAPS members usually arrive after certain conditions or states at the school and leave soon after having finished their work on school premises. FGMA2 further said:

“If SAPS could just come unannounced and do random searches and attempt or promise to arrest criminals, learners could try to refrain from doing bad things like carrying dagga and dangerous weapons within school premises.”

The problem with a SAPS presence is that they are not employed by the DOE, and they only come when there is a need. Therefore, to think that they can be visible throughout the week or month is impossible.

4.7 Conclusion

In this chapter, the findings that were informed by focus group interviews and document analysis from two combined schools were presented and discussed. A few key issues emerged from this chapter. The first key issue is that SSSC members should be compensated or paid by the DOE for the work they do to keep schools safe and secure. This means that the DOE would have to have a budget in the School Safety Framework for workshops and salaries for employed personnel.

The second key issue is the argument about corporal punishment, given that SSSC members justified the use of corporal punishment by appealing to African culture and Christian education philosophy. The African culture and Christian education philosophies are overridden by Universal Declaration on Children's Rights.

A third key issue is the employment of private security companies to keep schools safe. If SSSCs and SGBs are not compensated, private security companies should be employed by the DOE to safeguard the learners and school safety and security in general. Therefore, the national education department has to increase the budget to accommodate School Safety and Security Framework programmes in nine provinces.

A fourth key issue that emerged is that a lack of training for SSSC members exists with respect to the different skills and expertise or knowledge required to face the challenges involved in improving the safety and security of learners and school properties.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, four issues are addressed. First, the whole study is summarized, chapter by chapter. Second, conclusions are drawn from the findings. Third, recommendations to respond to conclusions from findings are made. Last, the limitations of the study are highlighted.

5.2 Summary

In this study, the role of SSSCs in the two selected combined schools was investigated. In Chapter 1, the research setting was presented, including the background to the study and national laws such as the Children's Act 2000 and international laws such as the United Nations Declaration of Human Rights as well as the African Charter on the Rights of a Child. The introduction, background to the study, statement of the problem, critical research questions, significance of the study, outline of the study and conclusion were presented.

The statement of the problem and critical research questions formed the heart of the study. In the background of the study section, some international and local issues about school safety and security were highlighted. The establishment and the role of the SSSC as a sub-committee of the governing body were described. The discussion was also linked to some legal frameworks such as the Constitution of the Republic of South Africa (Act 108 of 1996, Sections 12 & 28) and other international laws such as the UNCRC Articles 16 and 19 and ACRWC Article 16. The critical research questions to do with SSSC members' understanding and experiences of their roles, factors influencing SSSC members' roles, and strategies to improve SSSC members' performances were discussed.

In Chapter 2, the associated literature was reviewed. First, key concepts were defined. Second, some relevant studies were reviewed and the implications for the present study discussed. Third, some key issues about the school safety and security committee were identified. This included some comparisons of the happenings in South Africa with experiences from other countries in terms of the role of school safety and security committee. Fourth, the theoretical framework of the study was described. The theoretical framework included three theories: Organisational structure, organisational culture, and selected leadership theories. These theories shed light on some of the difficulties, experiences, and challenges SSSC members may face in executing their duties.

In Chapter 3, the methodology and research design and their respective sub-topics were described and explained. A qualitative case study design involving two data-generation instruments was adopted, namely

focus group interviews and document analysis. Twelve SSSC members were purposefully selected as research participants, six from each of the two schools involved.

In Chapter 4, the data were presented. Four themes related to the critical research questions were constructed and a fifth theme constructed based on emerging issues. The focus of the first theme was the first part of the critical research question: SSSC members' understandings of their roles. The second theme addressed the second part of the first research question, which was about the SSSC members' experiences of their roles. The third theme aimed to address the second critical research question, which is about factors influencing SSSC members' activities or performances. The fourth theme was focused on the overall research question about SSSC members' strategies to improve their performances. The fifth and the last theme addressed the emerging issues.

5.3 Conclusions

The study started with the idea that members filling roles in the SSSC were experiencing difficulties dealing with school safety and security issues, especially the welfare of learners. Some decision making with respect to disciplinary measures and procedures appeared to be under threat, hence concerns existed and required investigation. With regard to understanding of their roles, it can be concluded from the findings that the SSSC members in the two combined schools understood and enjoyed their roles but noted challenges.

The aim of the second critical research question was upon finding out about factors or challenges the SSSC members faced when they performed their roles. The findings revealed school safety and security matters demand strong local school parent-community partnerships.

For the third critical research question, the following recommendations were suggested, namely, capacity building and, training or work shopping for SSSC members about legal aspects and disciplinary issues.

5.4 Recommendations

The recommendations are informed by the five themes gleaned from the presentation of the data and discussion of the findings and the conclusions arising from those findings. The suggested recommendations are the following:

- SSSC members need continuous capacity building sessions in terms of workshops, conferences, training, and meetings. The KZNDEC, in consultation with district and circuit officials, should develop SSSC capacity building programmes to uplift the performance of SSSCs.

- About the issue of untrained and newly appointed SSSC members, training workshops are imperative. Workshops, as well as monitoring and evaluation of member's performances through a quarterly reporting system is also recommended.
- Continuous support workshops must be provided by circuit or district officials from the Governance unit. SSSC ordinary meetings should be convened once per term, which is not currently occurring.
- Employment and/or the hiring of private security companies and/or compensation for the SSSC members was noted as vital for service delivery. Therefore, it is recommended that DBE should employ well trained private security companies for better safety service delivery.
- Effective implementation of a Code of Conduct for both learners and teachers and safety measures in public schools as well as alternatives to corporal punishment is proposed and recommended (DBE, 2016; DOE, 2000).
- It is recommended that all SSSC members of all schools have good relationships with all relevant stakeholders and have reliable communication channels to report any incidents. Therefore, SSSC members should create and maintain strong partnerships with all local and leaderships to protect schools.

5.5 Limitations of the Study

The challenge faced was that of the lack of voluntary participation by SSSC members. One member, the school principal of School A withdrew from the focus group. The member complained about commitments of the year end to education department tasks such as examinations. Thus, instead of six SSSC members, I was forced to continue with just five members.

One school postponed and postponed until I substituted it with another combined school in the northern part of KZN. The new combined school is located in a rural area. When it rained, it was very difficult to access the school, and therefore, of the number of required school visits was limited. The other challenge was financial constraints. Despite these limitations, the study hopes to give warning messages to Education Department officials to bring about changes in training of SSSCs in legal issues, alternatives to corporal punishment and implementation of compensation to SSSCs. The presence of SAPS on school premises will be looked into.

Despite the abovementioned limitations of the study, the study is still worthwhile due its great contributions towards general school safety issues worldwide. The study hopes to give some warning messages to Education Department officials. The emerging school safety and security issues such as

compensations of SSSCs or hiring security guard companies tell education officials and interested parties to look at issues attentively.

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APPENDICES

A: Ethical Clearance Certificate (ECC)



26 July 2016

Mr Mdimiseni Biyela 215080984
School of Education
Edgewood Campus

Dear Mr Biyela

Protocol reference number: HSS/0521/016M
Project title: The role of School Safety and Security Committee in the Welfare of the Learners.

Expedited Approval


In response to your application dated 09 May 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


.....
Dr Shenuka Singh (Chair)

/px

cc Supervisor: Prof Vitalis Chikoko
cc Academic Leader Research: Dr SB Khoza
cc School Administrator: Mrs B Bhengu-Mnguni, Mbalenhle Ngcobo, Philisiwe Ncayiyana, Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

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Westville Campus, Govan Mbeki Building

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Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymenm@ukzn.ac.za / mohung@ukzn.ac.za

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C: Letter to School Principal

P.O. Box 149
Melmoth
3835
28 January 2016

The Principal
Downer Combined School
P.O. Box 507
Empangeni
3880

Dear Sir/Madam

RE: Permission to conduct a research study in your school.

I request a permission to conduct a research in your school about the role of the School Safety and Security Committee in protecting the welfare of learners in combined schools.

I am currently engaged in studying for a Master's Degree at the University of KwaZulu-Natal (Edgewood Campus).

It is important to note that all data collected in the study, the names of participants, and the school's name will be treated with utmost confidentiality. Pseudonyms (false/fictitious names) will be used to replace participants' real names and the name of the school.

School Safety and Security Committee members will be asked to volunteer to be participate in the study and informed that that they may withdraw from the research study at any point should they feel the need to do so.

The study will be conducted at the participants' convenience in a location of their choice. Instructional time will not be interrupted for the purposes of the study.

Thanking you in advance,

Yours faithfully

M. Biyela

Contact: 0823304577/0829465861.

Email: biyela07@gmail.com

Student Reg. No. 215080984

Proposed qualification: M. Ed UKZN (Edgewood campus)

Supervisor: Prof. V. Chikoko

Contact details: 0312602639 or chikokov@ukzn.ac.za

D: Focus Group Interview Schedule

Section A: Introduction

Good morning/day/afternoon dear School Safety and Security Committee (SSSC) members. It is a pleasure to me to be with you to discuss the role of SSSC in the welfare of learners at combined schools. Our focus group interview will be divided into sections A, B, C, D, E and F, with sub-section questions and sometimes probing questions.

Introduction

Section A: Experiences of roles of responsibilities. For example, experiences of disciplinary procedures and hearings, the appointment of tribunals, and SSSC meetings for certain resolutions.

Section B: SSSC members' experiences of their roles. This involves the way SSSC members experience the duties and responsibilities associated with dealing with disciplinary procedures.

Section C: SSSC members' understanding of their roles. This involves the way members understand how to handle disciplinary cases and make decisions or reach solutions based on laws and policies.

Section D: Factors influencing experiences, such as support from the Education Department, workshops, and seminars with concerned officials.

Section E: Strategies to improve SSSC members' performances and improve discipline procedures and hearing processes, as well as possible changes in the roles, structures, and communication channels with other stakeholders.

Section F: Closing comments or remarks by all participants such as additional information from neighbouring and international communities about SSSCs.

Ground rules of focus group interview process:

1. I urge you, dear participants, to do a lot of talking.
 - * I expect everyone to participate actively.
 - * I may ask you to hear your voice selectively for some reason, such as when you have missed chances to contribute and/or others interrupted you.
2. There are no wrong or incorrect responses.
 - * Everyone's experiences, opinions, or views are important.
 - * Everyone has a right to agree or disagree and provide sound reasons or statements.
 - * You may provide as many responses as possible without being interrupted.
3. Everything we discuss is confidential, and when reporting on the results of the research, I will use pseudonyms instead of participants' real names or the name of the school. Focus group interviews are tape recorded for transcription, analysis, and verification by SSSC members later.

4. All members will be given two minutes per question for comment or remarks.

Section B: SSSC members' experiences of their roles

- * What are your experiences of disciplinary procedures? (Is it fair or are there irregularities that you can remember?)
- * What did you experience when drafting school safety plans (What items are covered and what items are not covered in those plans? Do you review these plans annually?)
- * What challenges do you experience when dealing with other school safety and security issues as part of your roles? (How do you create and maintain community partnership in protecting school learners, teachers, support staff, and school property?)

Section C: SSSC members' understanding of their roles

- * What is your understanding of SSSC roles as SSSC members?
- * What procedures do you use to deal with learner misconduct? (Probing: Any investigations or initiations of disciplinary hearings you remember?)
- * Why do you think there are different levels of misconducts and different types of sanctions?
- * How can you confirm that you understand your roles? (Probing: Examples of cases handled by SSSC members)

Section D: Factors influencing experiences of SSSC members

- * What support do you expect from the Education Department to execute your roles (duties) better? (Does the Education Department workshop or train for the work you do? Does the Education Department request that you compile quarterly reports on SSSC issues or audit reports on SSSC resources?)
- * What support do you expect from the school (Probing: What support do you expect from school governing body, school management team, teachers, support staff, parents, SAPS, community, community leadership, municipality leadership, community organisations, NGOs, and other departments?)
- * What expertise do you think is needed by SSSC members to be in tribunals? (Probing: Do you think SSSC members have the required expertise to take legal and appropriate decisions to sanction learners who have misbehaved?)
- * What other issues affect (hinder) your performance? (Probing: Are there any other issues that affect your performance, such as paperwork, time for regular meeting, disciplinary hearings, physical and financial resources, shortage of skilled members, different perceptions about misconduct?)

Section E: Views on how SSSC members can improve their performance

- * Looking at the challenges, factors influencing roles of SSSCs, and structural composition, what changes do you suggest to improve the performance of SSSCs?
- * In your views, how can report and communication channels be arranged for better performance among all stakeholders? (How should SSSCs report to SGBs, SMTS, parents, learners, and DBE to communicate with these structures?)
- * SSSCs are doing dangerous and continuous legal duties to maintain school safety and security. Do you think they should work as volunteers only or should they be compensated or even be fully employed? (What do other international communities do to compensate members who fulfil these duties?)
- * In your opinion, do you think parents, learners and teachers report bullying and corporal punishment fairly? Give reasons. (Do you think the statistics for bullying and corporal punishment reflect reality? Give reason for your answer.)
- * Do you think the statistics of bullying and corporal are true? (Why do you think so?)

Section F: General and open and closing comments or remarks by all willing participants

- * Do you think SSSC members are capable of doing their work properly? If so, why, or if not so, why not?
- * By looking at general incidents of corporal punishment or bullying, do you think SSSCs are functional? Can you substantiate your answer?
- * Has there been any decrease of corporal punishment administration or bullying in SA schools since 2002? What could be reasons?
- * Did you learn any new things about learners' disciplinary procedures since you became SSSC members?
- * How was the interview for you? (Probing: Has the interview been fruitful and if so, how?)

Closing remarks by researcher

Thank you. Thank you for your wonderful and lively participation in this focus group interview. I learned from and shared a lot with you. I hope and believe that you learned a lot among yourselves from this exercise. I believe we noticed some gaps and some of our strong and weak points in carrying out our duties. Let us go back to correct mistakes in this field.

E: Document Review/Document Analysis Schedule: Data Collection Template

Target document	Areas of focus	Detailed data/record of events
<p>1. Tribunal Record Book</p> <p>2. Code of Conduct for Learners</p> <p>3. School Policy</p> <p>4. SAS Act (1996)</p>	<p>Disciplinary hearings</p> <p>Sanctions</p> <p>Appeals</p> <p>Actions and sanctions</p> <p>School rules</p> <p>Rights & responsibilities of learners</p> <p>School rules and routines</p> <p>Arrival and departing times</p> <p>Prohibition of corporal punishment (Section 10)</p> <p>Freedom and security of persons (Section 12)</p> <p>Code of Conduct for Learners</p> <p>SGB functions (Section 20)</p> <p>Regulations (Section 61):</p> <p>Safety measures</p> <p>Liability of State (Section 60)</p> <p>Legal Status of Public Schools Act (Section 15): To sue and to be sued</p>	

<p>National Education Policy Act 27 of 1996 and Employment of Educators Act 76 of 1996</p>	<p>Prohibition of corporal punishment and consequences of using corporal punishment by educators at schools</p>	
<p>5. KZN Circular No. 55 of 2001</p>	<p>Roles and responsibilities of SSSCs (provincial, district, circuit and school at various levels) Composition of SSSCs at school level Duties and functions of SSSCs: Disciplinary-hearing sanctions Establishment of SSSCs</p>	
<p>6. KZN Circular No. 90 of 2001</p>	<p>Corrective measures (sanctions) Tabular form of action plans Key problems and consequences Policy directives</p>	
<p>7. KZN Circular No. 3 of 2002</p>	<p>Action plans: Safety plans Role of SGBs: SSSCs Dealing with various issues including threats of</p>	

<p>8. SSSC minute book</p>	<p>violence, bullying, and corporal punishment</p> <p>Number of meetings per term</p> <p>Agendas: Resolutions</p> <p>Representation of relevant role players and structures</p>	
<p>9. KZNDEC training manuals and documents dealing with alternatives to corporal punishment and bullying</p>	<p>Strategies for dealing with misbehaving learners</p> <p>Number of trainings by KZNDEC per year.</p> <p>Implementation, evaluation, and monitoring of programme by KZNDEC</p>	