

Ensuring Quality Safety in Schools: A Participatory Action Research Approach

Avhurengwi Samson Mabade (PhD)

Walter Sisul University, Department of Adult Education and Education Foundations,
Nelson Mandela Drive, Mthatha, Republic of South Africa

ABSTRACT

The focus of this article is on the quality safety in Schools. Although safety in schools is a worldwide problem, in South Africa this seems to be getting worse for they are broken into, vandalized and set alight in vast majority. Taking a heed to around 1600 number of schools robbed, vandalized and torched during this frustrating and terrifying period of COVID -19, one would agree that schools are not protected. People seemed to have lost ethics and ownership towards schools. Schools appeared to be the safest place as well as conducive for study in the previous decades. Safety school promotes social and creative learning. Schools are robbed their groceries, equipments including computers and other paraphernalia for learning and teaching support. On the 10th July 2020, four schools in Limpopo Province had been broken into and all groceries were robbed at a gun point. Ensuring Quality Safety in Schools: A Participatory Action Research Approach Taking a number of instances into consideration, which occurred before horrifying situation of Covid-19, one would see a need for an investigation. Although schools are advised to establish tight and quality security fence, school equipments and groceries are still not safe. There is a variety of literature which focused on the roles of teachers, administrators and students in creating safe schools. For this study, the researcher focused on the role of Community towards ensuring quality safety in school as a Community resource. Therefore it is the Community's obligation to ensure quality safety in Schools. Community needs to develop strategies to ensure safety in Schools for their children. In this study, the researcher established a model which is Community Support Team versus School Support Team. Therefore the researcher adopted a Participatory Action Research Approach to empower Community to strategize for ensuring quality safety in Schools. The researcher employed qualitative technique to collect data from the community members around four selected schools in a rural area.

Key words: Safety, Schools and Community

INTRODUCTION AND BACKGROUND

The safety of school is a serious concern of all the levels of the Government. School safety is vital in the protection of learners, educators and infrastructure as well as all supporting equipments and

other paraphernalia. Educators need protection from all criminal activities and infrastructure needs protection against vandalism, burning and broken into. The school policies and legal issues supporting safe schools are not enough for quality safety schools at this stage where people appeared to have lost ownership and sense of belonging. Staff development to enhance safety schools and fostering school law enforcement partnerships as well as mere community involvement should be turned around to create safety schools. Quality safety school is important to support the academic success of each child, given each child the opportunity to learn and achieve in a safe and nurturing environment.

Schools and department established policies related to safety schools ignoring community ownership to take responsibilities for drafting and establishing strategies that could assist towards creating safety schools. However community involvement is invited by school hence community itself has to take wholly responsibilities and cascade this to schools. All the stakeholders of the education of learners should have a clear and visible stake to hold.

They should remain accountable and responsible for whatever stake they hold. If community designed safety school plan which is practicable and communicate this to school, it would be a clear step up by the community itself. This model empowers community to establish strategies which are more effective in a particular community to enhance quality safety schools.

Ensuring Quality Safety in Schools: A Participatory Action Research Approach

The school is one of community resources. Community resources are the businesses, public service institutions and charitable organizations that provide assistance and services to local residents. The range of services touches the lives of everyone who lives in that particular community (Hamburger, Basile and Vivoto, 2011).

Community has to plan, execute and assess community events and includes resources for each stage of campaign. Community needs to develop its aspiration and expectation in order to guarantee ownership. All community members have important tasks to do in developing strategies and approaches to create a safe school. Participants for community includes community leaders, health and safety professionals, law enforcement officials, church leaders, business professionals, social service professionals, educators, parents and care givers, youth leaders, recreation professionals. Different stakeholders have to gain by participating and promoting safety school in their community while educators would be more interested in learning about classroom prevention strategies (Hamburger, Basile and Vivoto, 2011).

If young people could ensure quality education for all, they can also ensure quality safety school in their particular community. Just to mention another effort of young people, #FeesMustFall this was successful. They can still play a fundamental role in ensuring that tangible efforts are concertedly channeled through NGO, sustainable businesses, social enterprises and more platforms to deliver quality education for all, in safe and protected school.

Ensuring Quality Safety in Schools: A Participatory Action Research Approach

They can mobilize enough support to build libraries, classrooms and sanitary facilities, provide tables and chairs in classroom and conduct after school mentoring sessions and supplementary

learning classes for students in their schools. Their schools can not be vandalized easily or set alight for they remain responsible for their schools (Olanrewaju, 2018).

In order to ensure quality safety school, community must be given platform to ensure an active engagement around the common principles that would contribute to the improvement of safety in school. The community remains a pillar underpinning mobilization to participate, collaborate and establish partnership to ensure safety school. Schools are provided with minimum standards for safety where they establish safety committee which gets guidance on how to develop school safety plans. Throughout the process, school had been linked with police stations. When all these are in place, schools still are not safe. Therefore community has to show responsibility with all mechanics of intelligence to ensure safety schools. It is important to involve community churches, community leaders and all community structures to ensure that safety prevails in schools (Department of Basic Education, 2015).

Each Community has to introduce mechanics of intelligence and build its capacity to ensure safety in Schools. It is absolutely apparent or crystal clear that an individual education can not reduce this problem hence Community education is sought after. In most instances, the opportunistic criminals appear to be amongst the Community members.

Problem Statement

Although safety in schools is a worldwide problem, this appears to be getting worse. Schools are broken into, vandalized and torched at a day light. Community members seem to have lost ethics and ownership. The researcher planned to empower community and build ownership in order to improve quality safety in schools through community involvement. The researcher planned to establish strategies for protecting schools.

RESEARCH DESIGN AND METHODOLOGY

The researcher adopted a Participatory Action Research Approach within a Critical paradigm for the empowerment of the participants. The purpose for adopting Participatory Action Research Approach was to allow active participation of the participants.

The focus of the critical paradigm is radical change which is also the main focus of this study. The participants were community members selected from communities around four schools, including two policing staff members, two members of civic organization, two educators, two traditional leaders, and two church leaders and two members of youth organization. The participants brought a total of twelve (12). The participants were selected purposively. The purpose for selecting these participants was their experiences on their work environments and the experiences in their community. The participants formed a focus group that had discussions and interviews on the quality safety school. The first meeting was a preparatory. The meetings were held at one of the schools in the community.

The researcher employed qualitative technique for the collection of data.

The qualitative technique includes semi-structured questions for interview. The focus group discussions and interviews were conducted in the same school at half past three. The purpose for conducting interviews in the afternoon was its convenience and accessibility after school. The focus group was also interviewed individually for the confirmation of the findings of the focus

group. The questions used for focus group discussions and interviews were based on three themes. The findings were recorded by audio- tape and then transcribed. The findings were analyzed using data matrix and interpreted as a report for presentation.

FINDINGS

Focus Group's Responses To Interview Questions

The focus group's responses were recorded on audio-tape and then transcribed. The interview questions were based on the different themes. Below are the responses to questions based on the following themes:

Community Resources

The focus group indicated that Community resources are all the institutions that provide special services to that particular community. Community resources differ from one community to another although there are Community resources that provide basic needs. The Government is responsible for the provision of all Community resources. Once a Community resource is handed over to the community, community is obliged to take responsibility. The focus group further identified Community resources in that particular community such as Post office, Health facilities, Schools, Pre-schools and bore-holes for water.

Some Of The Contributing Factors Towards Breaking Into Of Schools

The focus group pointed out that schools are broken into because in each community there are opportunistic and poor people. Communities which are predominated by alcohol and drug abusers are likely to contribute to the vandalizing and breaking into schools.

School development seems to attract criminals including the introduction of feeding scheme and technology in schools hence development that improves the behavior, strengthen and sustain good and quality social order. The perpetrators are also connected to tiny minority of businesses so that they could supply them with stolen goods at an affordable price.

Strategies for protecting schools

The focus group reported that community can not protect schools if it is not properly organized. Community members have to establish a Safety School Committee to operate effectively. The Safety School Committee should be constituted by different expertise to build and develop its capacity. If community believes in comprehensive effort to fight against criminals, community should ensure that there is also a Community Policing Forum Committee. The strategies proposed by Safety School Committee should be communicated succinctly and elegantly to Community Policing Forum Committee. These strategies include the connection of alarm system to all schools which linked to Safety School Committee members and Community Policing Forum. Community members should have whistles to alert one another in case the school is broken into. Community members should keep on monitoring schools during the day and evening as well as during school holidays.

The focus group's responses to the question appeared that community members are willing to protect their schools. They seem to be ready to come with more and effective strategies that could keep schools safe and protected.

Individuals' responses to interview questions

The responses to the interview questions were recorded and then transcribed by the researcher. The respondents used their experiences to respond to the interview questions. The purpose of the interviews was to find out if the respondents have knowledge about community resources and how to ensure their safety more especially the schools. The aim of the research was to inform the reader that safety of each school can be ensured by the community around that particular school. The respondents appeared to have different understanding and views on ensuring safety schools. The interview questions were based on the understanding of community resources and safety schools. Below are the responses to the interview questions:

What Is A Community Resource?

The first respondent defined Community resource as an institution that helps community members to improve their lives. This includes schools, churches, water and electricity. The second respondent indicated that Community resource is the asset of the community that helps to meet certain needs for that particular community. This includes facilities that provide basic needs. The third respondent pointed out that this is the asset of the community that helps community members to solve their problems.

This includes businesses, public institutions and charity organisations. The fourth respondent reported that Community resource is anything that a community can use at its disposal for its own benefit. Non-governmental organisations and businesses are included. The fifth respondent indicated that Community resource is what generates income to the community including natural resources, businesses, health facilities and schools. The respondent further indicated that this provides service to the community. The sixth respondent pointed out that Community resource is an institution that provides service to the community. This includes schools, shops, health facilities and water resource. The seventh respondent showed that this is an institution that belonged to the community, such as schools, business and telecom facilities. The eighth respondent indicated that Community resource is any institution that provides service to a particular community. This includes schools, health facilities and water resource.

The ninth respondent pointed out that this is a group or assets in a community that help community members to meet their needs. The tenth respondent showed that Community resource is an institution of the community. The eleventh respondent indicated that this is an institution that provides service to the community members around, such as schools, health facilities and post offices. The twelfth respondent defined Community resource as an organisation that focuses on the assistance to the community.

The responses to the question appeared that all the respondents know and understand what a Community resource is and its significance in a particular community. The respondents showed to appreciate the assistance from any Community resource. The respondents appeared to understand that School is a Community resource.

Who Should Take Charge Or Responsibility For Community Resources?

The first respondent indicated that community itself should take responsibility to ensure that all the resources are safe and protected because they are used by the community. The second respondent reported that the Government is responsible for the safety of all Community

resources. The third respondent showed that all structures in that particular community are responsible for Community resources. The fourth respondent indicated that it is the responsibility for community to protect all resources in that particular community. The fifth respondent reported that traditional leaders and the sub-councils in a particular community should ensure the safety of Community resources including schools. The sixth respondent indicated that community itself is responsible for its resources. The seventh respondent reported that all community members are responsible for the Community resources.

The eighth respondent showed that community including civic, traditional leaders, educators and business men are responsible for the safety of all Community resources. The ninth respondent indicated that community members are responsible for the safety of Community resources. The tenth respondent reported that it is the responsibility of all community leaders including Civic organisation and traditional leaders. The eleventh respondent showed that community members including traditional leaders, Civic organisation and Community Policing Forum structure should ensure the safety of all Community resources including schools. The twelfth respondent indicated that community is responsible for the resources in that particular community.

The responses to the question indicated that each community is responsible for ensuring safety to all Community resources including schools. The responses to the questions also showed that community leaders can organise their communities to ensure safety schools.

Why Are Schools Broken Into More Often?

The first respondent indicated that schools are broken into because criminals are looking for equipments such as computers, photo copiers, tablets and other Wi-Fi. The second respondent pointed out that schools are broken into more often because community members know all the valuable things in that particular school. These people are looking for computers and school groceries. The respondent further indicated that this problem is caused by poverty in the community. The third respondent showed that schools are broken into more often as a result of drug and alcohol abuse. This is promoted by high unemployment in a particular community. Learners who are always problematic in schools could also organise criminals to break into schools.

The respondent again indicated that educators and school management's practices also contribute to this serious school problem. The fourth respondent pointed out that this is the result of the Government's reluctance to provide schools with trained and armed security guards. The fifth respondent showed that untrained security guards, groceries and computers attract criminals who plan to make business from stolen goods. The sixth respondent indicated that computers and groceries are attracting criminals or perpetrators to schools.

The seventh respondent showed that schools are broken into because of the groceries and school equipments such as computers. Criminals supply this to small businesses in order to get money. The eighth respondent indicated that this is caused by unemployment in a community. Community members break into schools in order to get groceries and computers which are sold to small businesses. There are schools which do not bank in time, so once students happen to get such information, then such a school is likely to be broken into. The ninth respondent pointed out that feeding scheme has promoted this school problem unlike before the introduction of this

scheme or programme and the use of technology in schools is contributing to this school problem. The tenth respondent indicated that schools are broken into more often during a strike or protests time. They steal schools' properties in the pretext of dissatisfaction. The eleventh respondent showed that lack of employment and entertainments and the use of drugs and alcohol in a community result this problem. Criminals need computers, laptops and groceries to sell to small businesses and individuals to get money. The twelfth respondent indicated that criminals are attracted by groceries and computers which are in schools.

The responses to the question indicated that the respondents seem to understand why schools are broken into more often. They appear to believe that schools are broken into in order to steal groceries, computers, laptops and photo copiers.

Who Might Be Perpetrators Or Criminals?

The first respondent indicated that some of the community members are likely to be perpetrators. Community members know almost everything in a particular school. The second respondent pointed out that perpetrators are amongst people from the community around schools. The respondent further indicated that illegal foreigners are some times criminals. Although criminals could happen to be from other community, the organisers are from community around the school. The former learners and school drop-outs are likely to be the perpetrators of the problem. The third respondent showed that perpetrators are the unemployed or poor people and opportunistic community members. The school drop-outs are serious criminals from the same community. The fourth respondent pointed out that people from a particular community are perpetrators of the problem in the same community. The fifth respondent indicated that community members are the perpetrators of the problem. The sixth respondent pointed out that foreigners, drug abusers from the community around the school are the perpetrators of the problem although a very could happen to be from other communities. The seventh respondent indicated that business men are the perpetrators of the problem although they use other people to steal groceries and school equipments to boost their businesses such as tuck shops and spaza shops. The eighth respondent showed that community members are perpetrators of the problem. The people who deliver groceries to schools could happen to be the perpetrators too.

The ninth respondent pointed out those community members who usually come to school for assistance are likely to be criminals because they know everything about the school. These are mostly drug users who are opportunistic.

The tenth respondent showed that teenagers who take drugs are the perpetrators of the problem. The eleventh respondent indicated the youth from the same community is likely to criminals in the same community schools. The twelfth respondent pointed out that people from same community as well as people from the nearby community are the perpetrators of the problem. The responses to the question indicated that community members are the perpetrators of the problem in a particular community school. These are likely to be unemployed and opportunistic community members who know much about a particular school.

What Do You Think Could Be Done To Protect Schools?

The first respondent pointed out that community should develop strategies to protect schools such as connecting alarm system which is also connected to community leaders or structures and

schools. When schools are broken into, the alarm would alert community leaders who would soon blow whistles to alert all community members. In addition, burglar-proofs can also help to protect schools provided they are strong enough. The erection of electric and razor wires can help to protect schools. Community Policing Forum should be organised to unite community to protect schools. Well trained and armed security guards should be appointed to help community to fight against criminals. Although community members will be in the fore front, cameras should be installed in all schools. The second respondent indicated that Government should provide all schools with security guards to ensure safety.

The third respondent showed that all stakeholders should be involved in the fight against crime in schools. Each school should have strong fence, burglar-proofing and alarm system. Community members should be trained on how to protect schools. The fourth respondent pointed out that community, schools and Government should work together to protect schools. The fifth respondent indicated that community members should organise themselves to protect their own schools with the assistance of police men who could keep on monitoring schools once a week. The sixth respondent showed that schools can be protected by tight security guards, well trained and armed security guards. An alarm system should be connected to community leaders including traditional leader who would soon alert community members to respond to alarm system of a school. The seventh respondent indicated that community should be allowed to establish their homes around the school so that whatever could happen in the school community members in the vicinity would promptly respond. The eighth respondent pointed out that Community Education could help community to understand the value of school in a community. Community members working hand in hand with security guards could protect schools. The ninth respondent indicated that private security company should be appointed to protect schools. The Government should include school safety in the schools' budget. The tenth respondent showed that Government should provide security guards to all schools in order to protect schools. Although security guards are provided to schools, community members should also assist towards ensuring safety schools. The eleventh respondent indicated that community and policing staff should help security guards to ensure that schools are protected. Community members should establish their homes around schools for the protection of schools against perpetrators.

An alarm system should also be connected to community leaders to alert all community members. The twelfth respondent showed that community members should be educated to understand their responsibilities for neighbourhood watch. Community should establish Community Policing Forum that could work hand in glove with the police stations. Policing staff could work shop community members on how to protect schools.

The responses to the question indicated that the respondents appear to understand that although security system could be established in schools, community members have serious responsibility for the protection of schools. Community Education seems to be significant towards ensuring safety schools.

Have You Ever Experienced This Problem In This Area Before? If Yes, How Did You Deal With The Problem?

The first respondent indicated that a school in the same community nearly broken into if it were not community members who responded quickly. The criminals attempted four times trying to break into the school. There was alarm system which was connected to some of community leaders. Community members had whistles. When criminals tried to break into, the alarm reported to the community leaders who blew the whistles quickly and community members responded quickly. The criminals ran away with no stolen things. The community ensured the safety of school because it had been attempted four times by the criminals. In addition, security guards identified some of the criminals because they were from the same community. After the last attempt, they were apprehended after Community Policing Forum liaised with the police station. The second respondent pointed out that the school was broken into by criminals.

The issue was dealt with by the school and police only but they could not apprehend the criminals. The third respondent showed that a school was broken into by the criminals in the same community. All stakeholders were invited to assist the school by ensuring safety. Training of community members was done by Community Policing Forum. Community members agreed to become responsible for the safety of school in their community. Community members had several meetings and strategies for protecting schools were discussed. Amongst community members, there were security guards who explained how criminals managed to break into school. Security guards who were not members of the same community were fired and appointed some of community members to strengthen and intensified security guards. In all community meetings, the safety of school was to be reported and strategized. Since then school in this community is safe. The fourth respondent reported that the school in the same community was broken into and the case was reported to police station but nothing happened. Community organised meetings to strategise safety in schools in the community and the problem was stopped. The fifth respondent showed that the school in the community was once broken into and groceries were stolen. Community members were invited at the same time. Community members together with traditional leaders tried to trace foot prints up to a certain house in the same village. The stolen groceries were found in the house of one of the community members. Community members called the police and the culprit was arrested. The sixth respondent indicated that the school in the same community was broken into and groceries and computers were stolen. Community members were invited and agreed to assist the school. One of the criminals happened to leave a cap or hair dress. Community members identified the owner of the cap and ran to the suspect's house.

Groceries and computers were found in the same house in the same community. The suspect was arrested at the same time. The seventh respondent pointed out that the school in the same community was broken into. Groceries and laptops were stolen. There was neither alarm system nor security guards. The case was reported to police station and nothing happened. The eighth respondent showed that the school was broken into and perpetrators were arrested after community members investigated the case and happened to get the stolen groceries and photo copier. Community and policing staff contributed much towards the arrest of perpetrators. Since then school safety is discussed at all community meetings. The ninth respondent indicated that the school was broken into but alarm system helped because community members ran to the school. Nothing was stolen as a result of community's responses. The tenth respondent reported that a school was broken into and groceries were stolen. There were no security guards by then. After

the incidence, security guards were appointed from the same community. The eleventh respondent indicated that the school was broken into and computers and groceries were stolen. Community members were so reluctant to support the school. The case was reported to police station and nothing was found and no arrest. After that incidence, community members started to have several meetings about the safety of schools in their village. The twelfth respondent pointed out that the school was broken into and community was not involved. It was the responsibility of the school management only to report the case to police station. The criminals were never arrested because the community was reluctant.

The responses to the question reported that schools were broken into and criminals were arrested where community members were responsible for the safety of the schools in their communities. Alarm system and security guards together with community members can ensure safety schools.

Community And Policing Staff Should Establish Good Working Relationship To Deal With The Problem. How Can This Happen?

The first respondent indicated that police should establish a Community Policing Forum which serves as a coordinator between the police and community. This forum should have several meetings with policing staff for discussing crime in a particular community. The community should provide policing staff with full information about all criminal activities in that community including schools. Strategies to protect schools should be discussed at all community meetings. Community Policing Forum should in turn discuss these strategies at community meetings. The second respondent reported that there should be a good relationship between the Department of Education and policing staff to ensure safety schools. The third respondent showed that ideas should be communicated succinctly and elegantly between community and policing staff. Both community and policing staff should have clear and implementable plans. They have to sit down and devise ways and means to protect their schools. The fourth respondent indicated that this could happen if community and policing staff work together to address this problem. The fifth respondent reported that social networking can keep good relationship between community and policing staff. Community members should organize themselves to create line of communication. The sixth respondent indicated that Community Policing Forum should be established. Policing staff should conduct Community Education to galvanise community members and develop confidence. Both Community Policing Forum and Policing staff should keep in touch to update each other on matters related to crime including the safety of schools. Policing staff should have a school patrolling plan which should be communicated with community members. The seventh respondent pointed out that social network should be established and Community Policing Forum. When policing staff patrols, this should be accompanied by a member of Community Policing Forum. The eighth respondent showed that policing staff should also attend community meetings to update any security development related to schools. Policing staff should patrol schools once a week to strengthen the relationship between community and policing staff.

The ninth respondent indicated that by visiting schools more often and patrol during the night. The tenth respondent pointed out that community should solve problems including school safety together with policing staff. The eleventh respondent showed that policing staff should attend some of the community meetings. Community Policing Forum established should be more effective to keep the relationship tight. Policing staff should be involved in the planning of community activities and should be on the programme to share their expertise. The twelfth

respondent indicated that Community Policing Forum should have regular meetings with policing staff to update each other on matters related to school safety. They have to strategies for safety schools.

The responses to the question indicated that Community Policing Forum is fundamental in each community and its effectiveness. Where there is Community Policing Forum, there is a good relationship between community and policing staff. Policing staff should also attend some of community meetings to update each other on matters related to crime including in schools. Social network is magnificent towards promoting the relationship between communities and policing staff.

How Community Should Take Responsibility For Ensuring Safety Schools?

The first respondent indicated that community should make neighborhood watch after hours, during the night, during the week-ends and during school holidays. Community members can volunteer as security guards during school holidays. Community should always communicate safety of schools in a particular community. The second respondent reported that community can establish School Safety Committee and support Community Policing Forum. The third respondent showed that community should have regular meetings to discuss strategies to ensure safety schools. Community can organize private security guards companies if it can raise funds. Community should contribute towards setting learners' code of conduct to avoid bullying in schools. The fourth respondent indicated that community should establish community watch dog for the safety of schools.

The fifth respondent pointed out that community should establish School Safety Committee that should update school management team on the development of school safety matter. The committee should liaise with both school and police station. The sixth respondent reported that community should monitor school safety all the times. During the week-ends, community should just walk around the school to check if there is something happening. The seventh respondent indicated that the entire community should serve as the security guards of the school all the times. The eighth respondent showed that community should assist school to establish a strong security fence. All community structures should take responsibilities for ensuring safety schools. Community structures should organize themselves to patrol schools during the night. The entire community should feel ownership of the school in that particular community. The ninth respondent pointed out that community should visit schools more often and also check school fence. The tenth respondent reported that at all community meetings, school safety should be on the agenda to revive the ownership. The eleventh respondent indicated that community should organize itself to communicate any development related to the safety of schools with school management. Submit all reports to the school management with a clear security plan. The twelfth respondent pointed out that community should set the by-laws that are vigorous and rigorous to any perpetrator. If any community member could happen to commit any criminal activity, such a person should be removed from the community.

The responses to the question indicated that the respondents seem to be aware that the safety of schools can be ensured by the community around a particular school. School Safety Committee should be established in each community for the safety of the school.

DISCUSSION

In an effort to ensure quality education, each role player was called upon to make a commitment to a code for quality education which describes the responsibilities and discipline required of them. Community promised to ensure that every school going child will be at a safe and protected school. Community further indicated that it will ensure a safe and crime free environment for schooling and to protect the school and its assets from vandalism and to monitor the performance of schools and report any problems to the relevant authorities (Department of Basic Education, 2009).

In Western Cape, community members introduced initiatives to ensure quality safety school. They introduced Walking Bus initiative to protect their children to school and back home. Members of the broad community and parents volunteered to form groups that accompany children to school and in the afternoon they collect them back. In the afternoon they would move around the school premises to make sure that the whole school is safe including educators. The groups walk with their children along the most convenient and desirable routes leading to school for the safety of their children. The community members meet at certain points and form a big group that discuss their problems related to safety of the school. Community members do this to help their schools to be safe. The initiative takes place the whole month and then evaluated. During school, Safe School Programme was introduced to develop and implement safety plans, introduce security mechanism and mobilize community support for successful teaching and learning. Community members help schools to implement developmental programmes including life skills for learners at risk to prevent possible problems or cope better with existing situations related to teenage pregnancy, sexuality, sexual abuse, drug abuse, gender inequality, gender-based violence, bullying, HIV/AIDs, racism and other community-based problem. The community has in mind that some of the criminals are amongst the community due to drug abuse and all other galvanizing factors (Western Cape Gov, 2019).

Each school has a safety committee responsible for implementing a safety plan, assisted by Safe School District coordinators and Safe Schools field workers in every District. School Safety Committee and School governing bodies receive training in Occupational Health and

Safety including training first aid and firefighting as well as the development of safety and evaluation plans. They also get training in playground monitoring, monitoring of security infrastructure and emergency procedures (Western Cape Gov, 2019).

Youth development programme has been established for youth clubs to address major challenges facing learning sites (schools) and communities including gangsterism, abuse, crime, teenage sexuality, vandalism and burglaries. These programmes are offered on holidays and after school during the week. Identification of hazards and helping to reduce risk by advising and supporting each school's safety school committee in improving and maintaining school safety through emergency preparedness planning, security audits and assessments and special safety programmes of presentations. The school safety committee works closely with law enforcement including SAPS to coordinate effective safe school initiatives and report school crime and violence to the safe schools call centre and district office. The committee also investigates the allegations of truancy through home visits to find out if it is illness or gang intimidation or academic challenge (Western Cape Gov, 2019).

CONCLUSION AND RECOMMENDATIONS

A school is one of community resources that provide services to community members around that Community resource. Most of the schools are broken into by criminals for groceries, laptops, computers, photo copiers and money. Some of the criminals are community members who are opportunistic including school drop-outs.

The behavior of some of school management and educators appears to contribute towards the breaking into of some of the schools. Community members around a particular school should remain responsible for ensuring safety school. School safety should always be on the agenda of all community meetings hence Community Education is paramount important in each community. Community should establish Safety School Committee. The committee should have capacity to operate effectively in a complex situation. The committee should propose strategies for ensuring safety school which have to be discussed at each community meeting. This includes self-regulation strategies. Therefore community should manage its own motivation towards ensuring safety schools. The strategies should be communicated succinctly and elegantly to all community members. Mechanics of intelligence as well as pragmatics of intelligence is a fundamental attribute of a community to ensure safety school.

The relationship between community and policing staff is magnificent for ensuring safety school. Community Policing Forum should be established in each community to add to Safety School Committee for quality school safety. If community and all committees co-operate, every community member and school will be a winner. No community member could remain relentless. Reciprocal relationship between community and school management is significant for updating each other. Community should establish homes around school for ensuring the safety of school. Each school should introduce alarm system which is connected to community leaders. The prevalence of the aspiration in all community members is neither preposterous nor adverse idea to the quality safety school.

References

Department of Basic Education (2015) School Safety/Violence & Bulling in Schools: Quality Learning and Teaching Campaign (QLTC) Implementation: Progress report.

Hamburger M.E, Basile K.C and Vivoto A.M (2011) Measuring Bulling, Victimization, Perpetration and Bystander Experiences. Georgia: National Center for Disease Control and Prevention.

Olanrewaju, (2018) The power of youth in ensuring quality education for all. Global Partnership for Education.

Schneider T, (2002) Guide to creating safer school: Ensuring Quality School Facilities and Security and Technologies. SA: North West Regional Educational Laboratory.

Western Cape. Gov (2019) Making our Schools Safe for every learner. Cape Town: Department of Education.