



## Nasionale Nuusbrief / National Newsletter

### 08/2019

05/03/2019

#### Nie 'n skeidingspakket nie, maar vervroegde pensioen

Die Departement van Staatsdiens en Administrasie (DSA) het op 26 Februarie 2019 aangekondig dat alle staatsamptenare met die uitsondering van persone met skaars vaardighede, aansoek mag doen vir vervroegde aftrede sonder penalisasie vanaf die ouderdom van 55 tot 60 jaar. Belangstellendes kan aansoek vanaf 01 April 2019, tot en met 30 September 2019 doen. **Om meer te wete te kom van die skrywe [\(Kliek hier\)](#).**

**Die SAOU wil dit egter benadruk dat hierdie nie 'n skeidingspakket is nie** en dat dit nie enige addisionele finansiële vergoeding impliseer nie. Dit is bloot die geleentheid om vrywillig af te tree sonder penalisering. Hierby ook ingesluit is 'n amptelike "FAQ" dokument van DSA wat die spesifieke pensioenverwante vrae aanspreek. **Om meer te wete te kom [\(Kliek hier\)](#).**

Gedurende 1996 het die Staat skeidingspakkette aangebied. Die geleentheid was deur duisende staatsamptenare aangegryp. Ongelukkig moes baie van daardie persone later weer terugkeer na die Staatsdiens weens finansiële nood en is toe op minder gunstig diensvoorwaardes in vergeleke met dié waarop hulle was, aangestel.

Die SAOU is bewus daarvan dat werknemers binne die onderwyssektor onder geweldige druk verkeer en besef dat hierdie aanbod gunstig oorweeg gaan word deur persone wat tans onder hierdie druk gebuk gaan. Voor u egter besluit om van die aanbod gebruik te maak, oorweeg eers die volgende:

- Dit is belangrik om nie 'n emosionele besluit te neem nie.
- Win eers kundige finansiële advies in. U pensioen gaan steeds soos normaal bereken word op die gemiddeld van u laaste twee jaar se salariskerwe.
- Raadpleeg eers die SAOU om duidelikheid te bekom.
- Die vroeë aftrede van opvoeders gaan 'n vakuum van kennis en ondervinding laat wat die onderwysektor 'n geweldige knou kan toedien.

#### Not a severance package but early retirement

On 26 February 2019 the Department of Public Service and Administration announced that public servants in all sectors from ages 55 to 60, with the exception of those with scarce skills, may now apply for early retirement without penalisation from 01 April 2019 to 30 September 2019. **To read more about this, [\(Click here\)](#).**

**The SAOU would like to emphasise that this is in not a severance package** and that it does not imply any additional financial benefit. This is merely an option to voluntarily retire early without penalisation. Attached to this newsletter is an official FAQ document from DPSA addressing related questions. **To read more about this, [\(Click here\)](#).**

During 1996 the Government offered severance packages to public servants. Thousands of employees decided to accept these severance packages. Unfortunately, many of them were later compelled to seek re-employment in the public sector due to financial difficulties. If they managed to get re-appointed, the large majority were appointed on less favourable service conditions.

The SAOU is acutely aware of the immense pressure public servants in the education sector are subjected to and that many may consider early retirement as a result thereof. However, before you decide to exercise this option, please consider the following:

- It is important not to make an emotional decision.
- Obtain sound financial advice prior to making the decision. Remember your pension will still be calculated on the average of the past two years' salary notches.
- Consult the SAOU regarding the above.
- The early retirement of educators from will cause a vacuum of knowledge and experience that will have a negative effect on education in South Africa.
- In the event that an educator may wish to be reemployed in future, previous experience will not be

- Opvoeders wat die onderwyssektor verlaat en op 'n latere stadium weer terugkeer, word aangestel op die begin salariskerf. U gaan dus dieselfde verdien as 'n nuwe toetreders tot die onderwys.
- In kort, neem 'n ingeligte besluit

Die opsie van vroeë aftrede mag baie aantreklik voorkom. Die SAOU wil u egter maan om nie 'n emosionele besluit te neem nie, maar dit eerder te skoei op feite met inagneming van ons huidige ekonomiese klimaat. Die besluit kan 'n langtermyn onomkeerbare gevolge hê.

recognised as he/she will be reappointed on an entry level salary notch.

- In short, take an informed decision.

Even though early retirement without penalisation may appear attractive, the SAOU strongly advises educators not to take a decision based on emotions but on a factual basis. The decision may have a lasting irreversible impact.

**VEILIGHEID IN SKOLE**  
Kontrolelys

**SCHOOL SAFETY**  
Diagnostic Tool

**THE SCHOOL SAFETY DIAGNOSTIC TOOL**

**This tool will help to determine how prepared the school is to implement the Framework. The team responsible for school safety should participate in this activity!**


EMIS NUMBER: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_


Please answer the following questions:

**LEVEL 1- PREVENTION: BE PREPARED**


|  | Response |    |
|--|----------|----|
|  | Yes      | No |
| 1. Our school has a safety officer and or a school safety team   |          |    |
| 2. Our school has a School Safety Policy   |          |    |
| 3. Our Learner Code of Conduct was developed in consultation with learners and other members of the school community   |          |    |
| 4. The Learner Code of Conduct has been explained to and discussed with learners   |          |    |
| 5. Our school has a Disciplinary Procedure   |          |    |
| 6. Our school has Emergency procedures and displays them   |          |    |
| 7. Access into and out of our school is controlled   |          |    |
| 8. Our school has an early release procedure for learners  |          |    |
| 9. Our school has security measures in line with the Regulations for Safety Measures at Public Schools   |          |    |
| 10. Educators adhere to the South African Council of Educators Code of Conduct   |          |    |
| 11. Educators have been trained on these policies and procedures   |          |    |
| 12. Our school has been linked to a police station as part of the Partnership Protocol between the South African Police Service and the Department of Basic Education? |          |    |

**HOW TO INTERPRET:**

*If you answered NO to QUESTION 1  then it is recommended that a school-based safety officer is appointed as prescribed in the Occupational Health and Safety Act (Act 85 of 1993).*

*If you answered NO to ANY of the QUESTIONS FROM 2 TO 9  then it is recommended that you refer to the South African Schools Act (Act 84 of 1996) Regulations for Safety Measures at Public Schools and the Department of Education Schools Management Manual.*

*If you answered NO to QUESTION 10  then refer to the South Africa Council for Educators Act (Act 31 of 2000).*

*If you answered NO to QUESTION 11  then you have the policies and procedures in place, and need to focus on training educators on implementing the policy through training. Move to the next level to help guide you in your training needs.*

*If you answered YES to all of these QUESTIONS  then you are ready to move to Level 2!*

**LEVEL 2- RESPONDING: TAKE ACTION**

|  | Response |
|--|----------|
|  |          |

|   | Yes | No |
|---|-----|----|
| 13. Our educators know what to do if our policies are not followed (e.g. if rules are broken)                       |     |    |
| 14. Our educators know what to do in an emergency (e.g. fire, bomb, disease, weather)                               |     |    |
| 15. We know what to do if there are illegal drugs at school   |     |    |
| 16. We know what to do if dangerous weapons are reported to us  |     |    |
| 17. We know what to do if guns are on the school property   |     |    |
| 18. We know what to do if theft, burglary or robberies occur  |     |    |
| 19. We know how to deal with bullying   |     |    |
| 20. We know what to do after a traumatic event  |     |    |
| 21. We consistently and fairly implement the agreed consequences when the Learner Code of Conduct is not adhered to |     |    |
| 22. We have directory of services in our community that we can refer learners to                                    |     |    |

**If you answered NO to questions 13 to 21 → then refer to the policies and procedures, and run training sessions what to do in the event of these incidents happening.**

**If you answered NO to question 22 → then put together a list of service providers (and their contact numbers) in you can support your learners.**

**And if you answered YES to ALL of questions 13-22 → then you are ready for LEVEL 3!**

### LEVEL 3- CREATING A SAFE LEARNING ENVIRONMENT: TAKE CARE

|   | Response |    |
|---|----------|----|
|   | Yes      | No |
| 23. We have a network of services that come to the school to support us, such as the police, social workers, and district support teams |          |    |
| 24. We know who to contact at our nearest police station if we need their support   |          |    |
| 25. We have established relationships with religious and faith-based community structures that we can call on to provide pastoral care  |          |    |
| 26. We refer troubled learners or learners in need to the appropriate services  |          |    |
| 27. We implement the life orientation curriculum  |          |    |
| 28. We encourage positive relationship building through demonstrating and encouraging appropriate behaviour                             |          |    |

**If you answered NO to questions 23 to 26 → draw up a directory of services if you don't have one and contact the directory of services and meet with them to discuss how they can support you.**

**If you answered NO to questions 27 and 28 → then refer to the Revised National Curriculum Statement Grades R-9. These statements create an awareness of the relationship between social justice, human rights, a healthy environment and support, build and encourage a safer school environment.**

**If you answered YES to all of the questions → then proceed to Level 4.**

### LEVEL 4- EARLY WARNING SYSTEM: BE AWARE

|   | Response |    |
|---|----------|----|
|   | Yes      | No |
| 29. We record serious safety incidents such as gang activity, drugs, thefts, use of weapons, or injuries                        |          |    |
| 30. We record incidents relating to interpersonal violence such as bullying, verbal abuse, physical violence and discrimination |          |    |
| 31. We are able to refer reported incidents to the School Level Support Team  |          |    |
| 32. We are able to refer reported incidents to the District Level Support Team  |          |    |
| 33. Educators and learners know how and where to report threats and safety incidents  |          |    |
| 34. Educators know what to do if learners report incidents of threats to them   |          |    |
| 35. We have established a confidential system for learners to report incidents  |          |    |
| 36. We know what threatens the safety of our educators and learners and prevents our school from teaching and learning          |          |    |

**If you answered NO to questions 29 to 34 → then you need to put these in place before implementing the NSSF.**

**If you answered NO to question 35 → then establish a system of confidential and anonymous reporting in your school.**

**If you answered NO to question 36 → then begin by implementing the Educator Survey (Section B) and the Learner Survey: Safety Spots (Section C).**

**If you answered YES to ALL questions 29-36 → then turn to the relevant learner survey to help you understand why the threat occurs.**

**Action to be taken:**

Principal..... School Safety Officer.....

**School Safety Audit Checklist**

School safety is the responsibility of everyone – staff, learners, parents, and the community. An audit is one tool that, if used effectively, can provide a snapshot of the school’s level of safety and identify those areas that need improvement. This proactive process will help ensure that learners can maximize their learning potential within a safe and secure environment. It is recommended that the SGB and the Safe School Committee and relevant stakeholders conduct the school safety audit.

**CHECKLIST FOR BUILDINGS AND GROUNDS SAFETY AND SECURITY**

Use the following checklist to assess the school’s strengths and weaknesses related to staff development.

- If an element is in place, (Check YES).
- If the element is missing, (Check NO)
- If the school plans to implement this missing criteria or function, give an indication by when the element will be in place.

| Elements of School Safety  | Yes | No | To be developed and in place by when? |
|--|-----|----|---------------------------------------|
| 1. School grounds are fenced.  |     |    |                                       |
| 2. Gates are secured with secure padlocks and chains after-hours   |     |    |                                       |
| 3. Drug-free and dangerous weapon free zone signs are posted.  |     |    |                                       |
| 4. Signs are posted for visitors to report to main office through a designated entrance.   |     |    |                                       |
| 5. Shrubs and foliage are trimmed to allow for good line of sight.   |     |    |                                       |
| 6. All poisonous shrubs, trees, and foliage have been removed.   |     |    |                                       |
| 7. Bus loading and drop-off zones are clearly defined.   |     |    |                                       |
| 8. Access to bus loading area is restricted to other vehicles during loading/unloading.  |     |    |                                       |
| 9. Staff members are assigned to bus loading/drop off areas.   |     |    |                                       |
| 10. Good visual surveillance of play equipment is possible.  |     |    |                                       |
| 11. Vehicle access to play areas is restricted.  |     |    |                                       |
| 12. Playground equipment has been secured.   |     |    |                                       |
| 13. Visual surveillance of parking lots from main office is possible.  |     |    |                                       |
| 14. All areas of school buildings and grounds are accessible to patrolling security vehicles.  |     |    |                                       |
| 15. Learner access to parking area is restricted to arrival and dismissal times.   |     |    |                                       |
| 16. A staff parking procedure is established, with license plates on file.   |     |    |                                       |
| 17. No broken window panes.  |     |    |                                       |
| 18. Burglar proofing at all windows in the administration block.   |     |    |                                       |
| 19. Doors must be locked when classrooms are vacant.   |     |    |                                       |
| 20. There is a central alarm system in the school.   |     |    |                                       |
| 21. High-risk areas (office, computer room, music room, workshops, laboratories, etc.) are protected by high security locks and an alarm system. |     |    |                                       |
| 22. Unused areas of the school can be closed off during after school activities.   |     |    |                                       |

**BUILDING SAFETY AND SECURITY - SCHOOL INTERIOR**

| Elements of School Safety   | Yes | No | To be developed and in place by when? |
|---|-----|----|---------------------------------------|
| 23. If a classroom is vacant, pupils are restricted from entering the room alone.   |     |    |                                       |
| 24. Friends, relatives or non-custodial parents are required to have written permission to pick up a pupil from school.                 |     |    |                                       |
| 25. Pupils are required to have written permission to leave school during school hours.   |     |    |                                       |
| 26. There are written regulations regarding access and control by school personnel using the building after school hours.               |     |    |                                       |
| 27. Staff is required to walk around inside and outside the facility to check that all doors are secure and all windows are closed.     |     |    |                                       |
| 28. Teachers are required to lock classrooms upon leaving after school.   |     |    |                                       |
| 29. A record of fire inspections by the local fire department is maintained.  |     |    |                                       |
| 30. All school staff are trained on the use of fire extinguishers and provided with a map of each hall where extinguishers are located. |     |    |                                       |
| 31. Random searches and seizures are conducted on a regular basis.  |     |    |                                       |
| 32. The entrance lobby is visible from the main office.   |     |    |                                       |
| 33. Multiple entries to the building are controlled and supervised.   |     |    |                                       |
| 34. Visitors are required to sign in.   |     |    |                                       |
| 35. There is only one clearly marked and designated entrance for visitors   |     |    |                                       |
| 36. Proper identification is required of vendors, repairmen, etc.   |     |    |                                       |
| 37. Visitors are issued I.D. cards or badges.   |     |    |                                       |
| 38. The hallways are properly lighted for safety.   |     |    |                                       |
| 39. Toilets properly lighted.   |     |    |                                       |
| 40. Appointed staff supervises toilets – gender specific.   |     |    |                                       |
| 41. The toilet walls are free of graffiti.  |     |    |                                       |
| 42. Doors accessing internal courtyards are securely locked.  |     |    |                                       |
| 43. Stairwells are properly lighted.  |     |    |                                       |
| 44. Exit signs are clearly visible and pointing in the correct direction.   |     |    |                                       |
| 45. Switches and controls are properly located and protected.   |     |    |                                       |
| 46. The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored.           |     |    |                                       |
| 47. Directional lights are aimed at the building.   |     |    |                                       |
| 48. Access to electrical panels is restricted.  |     |    |                                       |
| 49. Mechanical rooms / workshops and other hazardous storage areas are kept locked.   |     |    |                                       |
| 50. School files and records are maintained in locked, vandal-proof, fireproof containers or vaults.                                    |     |    |                                       |
| 51. The school maintains a record of all maintenance on doors, windows, lockers, or other areas of the school.                          |     |    |                                       |