

# SAFEGUARDING POLICY



## ST ANDREW'S COLLEGE, ST ANDREW'S PREPARATORY, AND THE DIOCESAN SCHOOL FOR GIRLS

### PREAMBLE

#### WHEREAS ST ANDREW'S COLLEGE

- A. Founded in 1855, St Andrew's College and Preparatory School, is an innovative independent school that embraces new frontiers. The school is situated in Makhanda (Grahamstown), in the heart of the Eastern Cape Province in South Africa. This premium Anglican Church full boarding school caters for over 480 learners from across the globe on two separate campuses. From Grade 000 to Grade 12, learners experience individual attention with a focus on fostering individual talent.
- B. The school is passionate about ensuring that each learner is schooled for life, develops character, and strives to reach their full potential. The school motto is *Nec Aspera Terrent* (Difficulties do not dismay us) – this ideal of fearless acceptance of challenge sums up what the school aims to instil in its learners as preparation for future life.
- C. The vision of the school is to nurture the growth of every learner, fostering self-assurance, curiosity, acceptance, optimism, and a holistic development that cultivates independent thinking.

#### MATTHEW 18:12-14

"What do you think? If a farmer owns a hundred sheep, and one of them wanders away, will they not leave the ninety-nine on the hills and go to look for the one that wandered off? And if they find it, truly I tell you, they are happier about that one sheep than about the ninety-nine that did not wander off. In the same way your Father in heaven is not willing that any of these little ones should perish"

#### FURTHERMORE, ST ANDREW'S COLLEGE, ST ANDREW'S PREPARATORY SCHOOL, AND THE DIOCESAN SCHOOL FOR GIRLS (hereafter referred to as 'the schools'):

- D. Endeavour to ensure the safety of learners in their care as their primary dictate. This implies taking reasonable steps to prevent harm to learners and controlling the risks in the school environment that might be detrimental to their development.
- E. Endeavour to put in place safeguarding measures to protect the health, well-being, and human rights of learners, allowing them to live free from abuse, harm, and neglect. The schools have a zero-tolerance stance on any malpractice (physical, sexual, emotional, or neglectful) against learners in its care.
- F. Uphold a framework on safeguarding with four pillars: the Anglican statutes on safe institutions; South African legislature and international conventions on child protection to which RSA is a signatory; compliance with health and safety standards, and lastly, the schools' philosophy based on international norms on child safety.
- G. Undertake to be the flagship in South African schools on how to keep children safe from harm and to allow them to grow in an environment where they feel protected and nurtured so that they can reach their full

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# 1. Policy Statements

- 1.1. St Andrew's College, St Andrew's Preparatory School, and the Diocesan School for Girls (herein after referred to as the schools):
- 1.1.1. subscribe to the duty of care in safeguarding and promoting the welfare of learners and are committed to safeguarding practices that reflect statutory responsibilities and government guidance, complying with international best practice;
  - 1.1.2. recognise that the welfare of learners is central to operations and that safeguarding policies, procedures, and guidelines will be values-based and teacher driven;
  - 1.1.3. acknowledge that learners have a right to be protected from all harm and abuse, irrespective of their sexual orientation, gender identity, age, race, ethnicity, nationality, disability, religion, or beliefs.
  - 1.1.4. recognise that working in partnership with learners, their parents, caregivers, as well as state and law enforcement agencies is essential in promoting learner welfare;
  - 1.1.5. seek to provide a learner-centred approach to safeguarding and child protection, which listens to learners concerns and allows them to be confident in their reporting of abuse, knowing that their concerns will be investigated timeously, expeditiously, and as confidentially as possible within the confines of the law;
  - 1.1.6. pledge to establish systems to identify, refer and monitor vulnerable learners in need of additional care and protection;
  - 1.1.7. engage in educational initiatives that empower learners to have autonomy over their own decisions, enabling them to speak up, and protect themselves from possible abuse;
  - 1.1.8. seek to promote a culture of accountability and transparency amongst all our staff, council members, learners, volunteers, and coaches; and through ongoing education and training, equip all who engage with learners to prevent the occurrence of abuse and create spaces where justice and restoration can take place; and
  - 1.1.9. understands that staff face various risks when dealing with learners and that safeguarding actions taken by staff to mitigate risks should be proportionate to the perceived risks involved.

## 2. Pastoral Standards, Values, and Practices

- 2.1. The schools are founded and grounded in the ethos of the Anglican Church of South Africa (ACSA) to provide a liberal and religious education.
- 2.2. The schools' pastoral framework on safeguarding is provided by the ACSA's Charter for Safe Churches, institutions, and organisations (2012) <https://acscn.anglicancommunion.org/media/99278/Safe-Church-Charter-November-2012.pdf>.
  - 2.2.1. The ACSA recognises that all people embody the spirit of God that needs to be nurtured and brought into the fullness of life. The Church recognises and acknowledges that its places of worship and institutions, including schools, have for many, caused untold pain, hurt and harm, and have left individuals and families deeply scarred.
- 2.3. And, therefore, affirms the following pastoral standards, values and practices:
  - 2.3.1. Jesus is unequivocal, **children are counted as the greatest** in his kingdom. Matthew 18: 4-5 'Therefore, whoever takes the lowly position of this child is the greatest in the kingdom of heaven. And whoever welcomes one such child in my name welcomes me.' There can be no injunction against the care of children in Christian communities.
  - 2.3.2. Jesus' teaching on the care of children supersedes and predates modern law or policy. **Treating children with care is part of the Christian tradition.** Matthew 18:10 'See that you do not despise one of these little ones. For I tell you that their angels in heaven always see the face of my Father in heaven.'
  - 2.3.3. Jesus calls us in Matthew 18:12 to leave the ninety-nine and go after the one lost sheep. As governors, managers, teachers, coaches, and mentors, **we recognise our responsibility as shepherds.** While we are called for, all hundred sheep, our eyes must always be on those who are most vulnerable and at risk, even if there is but only one.

## 3. Statutes and Conventions

- 3.1. This policy is drafted in accordance with the following legislation and regulations in the Republic of South Africa and International Conventions and Protocols to which South Africa is a signatory:
  - 3.1.1 The Constitution of the Republic of South Africa 1996;
  - 3.1.2 South African Schools Act 84 of 1996;
  - 3.1.3 National Education Policy Act 27 of 1996;
  - 3.1.4 The Children's Act 38 of 2005;
  - 3.1.5 Child Justice Act 75 of 2008;
  - 3.1.6 Employment of Educators Act 76 of 1998;
  - 3.1.7 Labour Relations Act 66 of 1995;
  - 3.1.8 The Criminal Law (Sexual Offences and related Matters) Act 32 of 2007; Amendment Act 13 of 2021;
  - 3.1.9 Films and Publications Act 65 of 1996;
  - 3.1.10 Protected Disclosure Act 26 of 2000;

3.1.11 The United Nation Convention on the Rights of the Child 1989;

3.1.12 The African Charter on the Rights and Welfare of the Child 1990;

## **4. Staff and Learner Codes of Conduct**

4.1. This policy must be read in conjunction with the schools' staff and learner codes of conduct which are in line with SACE and ISASA pronouncements, for staff working with learners. <https://www.sace.org.za/pages/the-code-of-professional-ethics>

4.2. The staff code of conduct:

4.2.1 explicitly states what is acceptable behaviour when staff interact with learners;

4.2.2 provides staff with assurance that their behaviours are approved if they align with the code of conduct; and

4.2.3 expects that all staff who are engaged or involved with learners' activities will consistently abide by the code of conduct.

4.3. The learner codes of conduct:

4.3.1 Explain the behaviour that is expected and upheld at the schools and learners are expected to be familiar with the contents of the relevant handbook of their respective school;

4.3.2 are issued at the beginning of each academic year (or at point of entry) to learners, and the contents therein are explained by the Housemaster/House Director and/or tutors; and

4.3.3 contain and explain the ethos, history, rules, and the functioning systems of the respective schools.

## **5. Purpose of the Safeguarding Policy**

5.1. The purpose of the safeguarding policy is to:

5.1.1. put measures and procedures in place to protect learners from harm and prevent abuse;

5.1.2. comply with statutory requirements on learner protection;

5.1.3. respond, without delay, to suspected current and historic acts of abuse and harm;

5.1.4. ensure accountability for the implementation of this policy.

## 6. Scope and Application

- 6.1. The Safeguarding Policy applies to the following persons:
- 6.1.1. learners, Council members, management and staff which includes volunteer, internal and external coaches, contractors, consultants, external tutors, student teachers and student tutors;
  - 6.1.2. all visitors to the schools who have contact with learners.
  - 6.1.3. if an external tutor or coach is retained by a parent, it is the parent's responsibility to alert the tutor or coach to the school's safeguarding policy.
- 6.2. All visitors who do not have contact with learners must be made aware of this policy and the learner protection standards, and must always be supervised by staff members.
- 6.3. Failure to comply with the policy and related procedures may result in dismissal, exclusion, expulsion from the schools and/or reporting to the necessary statutory agencies.

## 7. Relevant Definitions - Refer to Section 3

- 7.1. **A child** is a person under the age of eighteen.
- 7.2. **Abuse**, in relation to a child, means any form of harm or ill-treatment deliberately inflicted on a child and includes:
- 7.2.1 assaulting a child or inflicting any other form of deliberate injury to a child;
  - 7.2.2 sexually abusing a child or allowing a child to be sexually abused;
  - 7.2.3 bullying by another child;
  - 7.2.4 a labour practice that exploits a child; and
  - 7.2.5 exposing or subjecting a child to behaviour that may harm the child psychologically or emotionally.
- 7.3. **Bullying or cyberbullying** refers to unwanted, repeated, intentional, aggressive behaviour, usually among peers, and involves a real or perceived power imbalance. This includes actions such as making threats, spreading rumours and falsehoods, attacking someone verbally or physically, or deliberately excluding someone. This can happen in the real world or cyberworld.
- 7.4. **Care** in relation to a child, includes, where appropriate:
- 7.4.1 within available means, providing the child within reasonable means:
    - 7.4.1.1 a suitable place to live;
    - 7.4.1.2 living conditions that are conducive to the child's health, well-being, and development;
    - 7.4.1.3 the necessary financial support;
  - 7.4.2 safeguarding and promoting the well-being of the child;
  - 7.4.3 protecting the child from maltreatment, abuse, neglect, degradation, discrimination, exploitation and any other physical, emotional, or moral harm or hazards;
  - 7.4.4 respecting, protecting, promoting, and securing the fulfilment of, and guarding against any infringement of, the child's rights as set out in the Bill of Rights;

- 7.4.5 guiding, directing, and securing the child's education and upbringing, including religious and cultural education and upbringing, in a manner appropriate to the child's age, maturity and stage of development;
  - 7.4.6 guiding, advising, and assisting the child in decisions to be taken by the child in a manner appropriate to the child's age, maturity, and stage of development;
  - 7.4.7 guiding the behaviour of the child in a humane manner;
  - 7.4.8 maintaining a sound relationship with the child;
  - 7.4.9 accommodating any special needs that the child may have; and
  - 7.4.10 generally, ensuring that the best interest of the child is the paramount concern in all matters affecting the child.
- 7.5. **Designated Safeguarding Officers (DSOs)** are the designated staff from the schools who are specifically trained in safeguarding promotion, and who ensure compliance with the safeguarding policy across the various departments tasked with implementation.
- 7.6. **Duty of care** is a legal obligation that requires a parent, guardian, educator, or any adult acting in loco parentis to take reasonable steps to reduce the risk of foreseeable harm.
- 7.7. Learner is a person receiving or obliged to receive education.
- 7.8. **Member of staff** is a person employed at a school.
- 7.9. **Negligence** is the failure of an educator or another person with a duty of care towards a learner to provide a minimum level of care to that learner, and which may cause harm, allow harm to be caused, or create an imminent danger of harm.
- 7.10. **Parent** refers to:
- 7.10.1 the parent or guardian of a learner;
  - 7.10.2 the person legally entitled to custody of a learner; or
  - 7.10.3 the person who undertakes to fulfil the obligations of a person referred to in paragraphs (7.10.1) and (7.10.2) towards the learner's education at school.
- 7.11. **Safeguarding** refers to:
- 7.11.1 protecting children from maltreatment;
  - 7.11.2 preventing impairment of children's health or development;
  - 7.11.3 ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
  - 7.11.4 taking action to enable all children to have the best outcomes.
- 7.12. **School** means a public school or an independent school which enrolls learners in one or more grades, between grade zero and grade twelve.

## 8. Implementation of the Policy

- 8.1. For effective implementation of this policy, the relevant departments and teams listed in paragraph 8.3 will create, review and revise guidelines and procedures for compliance with this policy.
- 8.2. The Council:
  - 8.2.1. as the governing body of each school is the custodian of this policy; and
  - 8.2.2. Chair of each Council will ensure that annually Council has amongst its members at least one individual who has the experience, training, and interest to serve as the Safeguarding Lead.
- 8.3. The implementation of the safeguarding policy lies with, but not limited to, the following structures:
  - 8.3.1. The boarding staff
  - 8.3.2. Sports Department;
  - 8.3.3. The Wellness Team;
  - 8.3.4. IT Department;
  - 8.3.5. Transport Department;
  - 8.3.6. Human Resources Department;
  - 8.3.7. Health and Safety Officer; and
  - 8.3.8. Head of Discipline.
- 8.4. Human Resources Department
  - 8.4.1. The schools have committed to safe employment practices, which reduce the risk of harm to children from people who are unsuitable to work with learners.
  - 8.4.2. The schools have policies and procedures that address the recruitment, selection and appointment of Council members, managers, and staff, including volunteers, coaches, contractors, consultants, student teachers, student assistants and student tutors.
  - 8.4.3. The schools will ensure that the staff are equipped with an official role description and a list of specific and generalised expectations upon appointment into any position.
  - 8.4.4. The schools will ensure that staff are appropriately trained for the positions to which they are appointed, and that staff are registered with the SACE.
  - 8.4.5. The schools conduct screening and require police clearance for new and returning staff, including volunteers and coaches, contractors, consultants, student teachers, student assistants and student tutors at least once every two years.
  - 8.4.6. Prior to appointment, the schools will conduct reference checks, from all prospective appointee's former places of employment or education.
  - 8.4.7. Prior to appointment, the schools will ensure that an appointee is not listed on the sexual offences register.
  - 8.4.8. Prior to appointment, the schools will ensure that an appointee is not listed on the child protection register.



## 8.5. Sports Department

8.5.1. The schools recognise that safeguarding extends to the sports programme including practices and matches on the schools' premises, during away games at other schools or while on tour. All aspects of the implementation of the sports programme including travel, assessment of weather or general playing conditions, and managing player engagement with external coaches must be exercised within the directives of the safeguarding policy.

## 8.6. IT Department

8.6.1. Learners depend on technology to do their tasks and assignments. The IT policy provides guidelines on the use of technology and equipment that are in line with the learner code of conduct.

8.6.2. Only computers and devices connected to the schools' networks are bound by the IT policy.

8.6.3. The schools' search and seizure policy applies to mobile devices.

8.6.4. The use of VPN or similar software is piracy and therefore not allowed on the school network.

## 8.7. Transport Department

8.7.1. Transport used for learners should be safe. There are, as per the transport policy, processes, and procedures to check that the schools' vehicles are roadworthy and that learners can be transported safely which includes learners not travelling in open vehicles.

8.7.2. The transport procedures include driver and vehicle inspections, ensuring that the driver is safe for the transporting of the children (the driver does not have convictions which are unsafe for children, such as driving under the influence of alcohol) and that a basic roadworthiness inspection of the vehicle is conducted, including inspection of safety belt functionality.

8.7.3. Learners should be transported under the supervision of an adult. In this case, any employee of the school suffices. In case of children travelling within Makhanda, the Housemaster should sign the learner out and the receiving person at the destination must sign the learner in with an indication of time received.

8.7.4. External transport service providers must be accompanied by at least one staff member.

8.7.5. The responsibility of supervision rests with the schools from the moment learners are released into our care at the point of exchange, this being a drop-off at the school or a collection at the airport, and the responsibility ceases on the earlier of:

8.7.5.1 the learner being signed out from the boarding house; or

8.7.5.2 checked in at an airport on either travel days or at a prearranged date.

## 8.8. Wellness Team

8.8.1. Wellness at the school is managed at the school by the Pastoral Care Team which is comprised of: Deputy Headmaster (Transformation, Diversity and Safeguarding) and the Senior Housemaster, School Psychologist, Academic Support Specialist, Senior San Sister, School Chaplain.

8.8.2. The school recognises that safeguarding and promoting the welfare of children involves protecting of learners' mental health and psychosocial development, promoting holistic personal development, academic best effort, and empowering young people to make healthy decisions that lead to personal and collective wellness.

- 8.8.3. All staff should be aware that mental and emotional health problems can be an indication of abuse, neglect, or exploitation, or of other safeguarding concerns. In addition, staff should also be aware that adverse childhood experiences can have a lasting impact on the mental health, behaviour, education, and wellbeing of young people.
  - 8.8.4. The wellness, pastoral care, boarding and discipline staff are committed to creating a synergy of expertise with transparent communication with the aim of developing a safeguarding philosophy and problem-solving approach (with educationists and school employees' input) for our schools, and to merge best practice into a whole school programme that intentionally promotes the personal development of learners.
  - 8.8.5. To ensure pertinent information regarding vulnerable learners is shared timeously and applied to implement positive case management.
- 8.9. Designated Safeguarding Officers (DSOs)
- 8.9.1. Each school will appoint DSOs whose main responsibility is to manage and oversee the implementation of this policy.
- 8.10. Roles and responsibilities
- 8.10.1. Role of the Safeguarding Lead to Council:
    - 8.10.1.1. keep the Council informed of best practice in safeguarding;
    - 8.10.1.2. keep Council briefed on mandatory reporting requirements in safeguarding, child protection and child abuse;
    - 8.10.1.3. arrange for training on safeguarding for new Council members and refresher training for all Council members every three years;
    - 8.10.1.4. ensure that safeguarding principles and awareness are evident in all Council procedures, practices, and policies;
    - 8.10.1.5. be proactive in ensuring there is a floating agenda item at every Council meeting to ensure awareness is evident and supported; and
    - 8.10.1.6. be proactive in the Council's communication with the schools' communities and key stakeholders on safeguarding.
  - 8.10.2. Role of the Safeguarding Lead with the School leadership:
    - 8.10.2.1. mentor and support the DSOs;
    - 8.10.2.2. support and advise the Heads and the DSOs on their responsibilities and ensure they have the resources, knowledge, and authority to implement the schools' safeguarding policy effectively;
    - 8.10.2.3. help the Heads and DSOs build a culture of vigilance around Safeguarding and Child Protection in all areas of school;
    - 8.10.2.4. help the Heads and DSOs develop feedback and monitoring systems to provide assurance on safeguarding standards regarding staff knowledge and understanding of their roles, systems for reporting, record keeping, systems for the confidential managing of and follow-up on whistleblower reports or complaints with respect to Safeguarding, Child Protection and Child Abuse;

- 8.10.2.5. identify possible risks in the condition of the physical environment at the schools; and
- 8.10.2.6. identify possible risks in the policies, and staffing structures in the boarding houses at the schools.

#### 8.11. The roles of the DSOs

- 8.11.1. take lead responsibility for child protection in the schools, in liaison with the Heads and Council members;
- 8.11.2. meet regularly with the Heads and Council members, working together to ensure child protection is being managed appropriately across the schools;
- 8.11.3. attend training to enable them to respond effectively to safeguarding and child protection concerns;
- 8.11.4. attend any inter-agency training on contextual safeguarding and child protection topics;
- 8.11.5. read and understand the local and national guidance about abuse;
- 8.11.6. raise awareness of all forms of abuse with learners, staff, and volunteers;
- 8.11.7. support staff and volunteers who raise safeguarding and child protection concerns about abuse;
- 8.11.8. provide the Heads and governors with an annual report on safeguarding; and
- 8.11.9. regularly review and update all safeguarding policies and procedures.

### 9. Reporting

- 9.1. Any person who on reasonable grounds suspects that a learner has been abused psychologically, physically, or sexually, or is being neglected, must report that suspicion to a DSO at school, a designated child protection organisation, the provincial department of social development or a police official.

### 10. Training and Awareness

- 10.1. The schools will ensure an appropriate level of safeguarding training is available to Council, staff and any relevant persons linked to the institution who requires it (e.g. contractors, volunteers, external coaches etc).
- 10.2. For all staff who work with learners this requires, at a minimum, awareness training that enables them to:
  - 10.2.1 understand what safeguarding is and their role in safeguarding learners;
  - 10.2.2 recognise a learner potentially in need of safeguarding;
  - 10.2.3 understand how to report a safeguarding concern; and
  - 10.2.4 understand how to maintain the dignity and respect of children when working with possible safeguarding violations.

### 11. Confidentiality and Information Sharing

- 11.1 The schools expect all Council members, staff, and any other relevant persons to maintain confidentiality in line with the POPI Act. Information will only be shared in line with the National Register for Sex Offenders (NRSO), Child protection and SACE guidelines.

- 11.2 However, information should be shared with a Local Authority if a child is deemed to be at risk of harm. If they may be in immediate danger, or a crime has been committed, or they may have been sexually abused, then the police need to be contacted immediately.

## **12. Reporting and Record Keeping**

- 12.3. A termly report must be compiled for Council (through the Council Safeguarding Officer) and where trends are identified, corrective measures put in place to deal with the safeguarding risk identified.
- 12.4. An annual report of all incidents must be filed with Council.

## **13. Whistleblowing**

- 13.1. Whistleblowing occurs when a person raises a concern about inappropriate, dangerous or illegal activity, or any wrongdoing within their organisation. This includes concerns about another employee or volunteer.
- 13.2. The schools' staff have a legal obligation to speak to and act against possible safeguarding transgressions.
- 13.3. The Protected Disclosures Act of 2000 protects a staff member who makes a protected disclosure against any occupational detriment by the employer because of making the disclosure. 'Occupational detriment' includes discipline, dismissal, transfers, refusing promotions, bad references, not appointing the whistleblower to a position, threatening to do any of these, or any other adverse effect on their work security or employment.

## **14. Social Media**

- 14.1. Abuse on social media occurs through online chats and other interactive online media platforms. It can take many forms, including but not limited to, cyberbullying, doxxing, emotional abuse, grooming, sexting, sexual abuse/harassment, and sexual exploitation.
- 14.2. The schools, through their IT department, will strengthen already existing network systems that include firewalls, filtering, and virus control in trying to limit pupil access to inappropriate sites.
- 14.3. Professional communication between staff and pupils is addressed in the code of conduct of staff and pupils respectively.
- 14.4. The Search and Seizure Policy of devices allows for monitoring of computers.

## **15. Use of Mobile Phones and other Digital Technology**

- 15.1. The schools reserve their right to use images it has obtained legally for branding and marketing purposes. Only authorised staff members are permitted to take images of learners and are to do so using the school approved equipment.
- 15.2. Staff interaction with learners is limited to school approved platforms that include Google, Microsoft, and Outlook.

## 16. Substance Misuse

- 16.1 This statement should be read in conjunction with the schools' substance use policies, which can be accessed here: Drug Testing Policy.
- 16.2 Substance misuse refers to the use of psychoactive substances in a way that is harmful or hazardous to health. This includes alcohol and illicit drugs. The use of such substances can lead to dependency where cognitive, behavioural, and physiological problems develop which results in a strong desire to take the drug, difficulties in controlling use, persisting in its use despite harmful consequences, a higher priority given to drug use than to other activities and obligations, increased tolerance, and sometimes a physical withdrawal state.
- 16.3 The schools seek to take reasonable steps to prevent the misuse of substance amongst its learners by:
  - 16.3.1 providing education to learners on the dangers of substance use;
  - 16.3.2 identifying and removing opportunity for learners to use psychoactive substances;
  - 16.3.3 supporting learners who are at risk of addiction; and
  - 16.3.4 providing continued training to staff on how to identify and report stages of substance abuse.
- 16.4 The stages of abuse are:
  - 16.4.1 experimentation— infrequent use, can be as a result of peer pressure, with the ability to stop use by themselves;
  - 16.4.2 regular use — not necessarily every day but can be a predictable pattern or predictable circumstances;
  - 16.4.3 risky use — misuse can lead to suffering physical, psychological and / or social problems;
  - 16.4.4 dependence — users will continue to use substances regularly despite harm that it may be causing; and
  - 16.4.5 addiction – substance misuse is often compulsive and out of control with active craving and seeking out use.
- 16.5 The schools Wellness Teams, made up of the Sanatorium Staff and the Pastoral Care team, have the responsibility to run awareness campaigns termly on substance misuse; prevent potential learners who might misuse substances through early detection; and continually monitor, identify, and record trends in substances that learners might misuse.

## 17. Safe Spaces (campus, buildings, and facilities)

- 17.1. Keeping learners safe while on campus is a priority. The schools will, within reasonable means, monitor and restrict unauthorised access to our properties, and put measures in place to assist with the flow of traffic, and access to the school environment.
- 17.2. The schools undertake to maintain school buildings and facilities in line with the Occupational and Health and Safety Act. The Health and Safety team will:
  - 17.2.1 through its designated lead, ensure that the campus is always safe;
  - 17.2.2 coordinate with the Head of Sport on issues of weather alarms and water safety;

- 17.2.3 ensure that outsourced service providers provide clearances for their employees on Campus;  
and
- 17.2.4 ensure that the kitchen provides proof of certification for a first aid officer, fire warden and a safety health and environmental officer.

## **18. Review of Policy**

- 18.1 This Policy will be reviewed and updated annually in line with developments and changes in legislation and statutes as well as best practice internationally.
- 18.2 The Safeguarding Lead and Team will be responsible for the annual review.
- 18.3 Council will timeously ratify and approve all changes to this Policy.

## **19. Important Contacts:**

### **Council Safeguarding Lead**

James Clucas [james@clucasgray.co.za](mailto:james@clucasgray.co.za)  
Lindy Sutherland [Lindy@kariega.co.za](mailto:Lindy@kariega.co.za)

### **Designated Safeguarding Officer**

Moeketsi Motsepe [m.motsepe@sacschool.com](mailto:m.motsepe@sacschool.com)  
082 461 4602

### **Designated Safeguarding Officer**

Harley Searle [h.searle@sacschool.com](mailto:h.searle@sacschool.com)  
083 525 7011

### **Police**

Emergency – 10111  
SAPS Grahamstown 046 603 9152

### **Childline Helpline**

116 (Free from all networks)

### **Emergency Services**

10177 (from Landline)  
112 (from cell phone)

### **Eastern Cape Social Development**

043 605 5440/1/2

31 July 2023