

THE ROLE OF THE SCHOOL SOCIAL WORKER WITH REGARD TO MANAGEMENT OF VIOLENCE IN SCHOOLS



PRESENTED BY

Mollie Kemp

Consultant: School Social Work & Social issues in education

CONTACT: 082 63 1968

molliekemp@yahoo.com



INTRODUCTION & BACKGROUND

- REGISTRATION IN TERMS OF SOCIAL SERVICE PROFESSIONS ACT, 1978 AS "SOCIAL WORKER" - identified as specialist area, not regularised yet
- School Social Workers in SA Education system - need established - Some Provinces - No post at NDBE
- Situation in USA and other countries - School Social Work a specialist area.

INTERNATIONAL DEFINITION:

SOCIAL WORK

- “The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.”

DEFINITION:

SCHOOL SOCIAL WORK

- **School social work** is a discipline that differs from generic or clinical social work. In other words, it's focus is to enable learners to make maximum use of the academic, developmental and social opportunities afforded to them in the school setting. School social work therefore promotes a) a culture of care, support, learning, and b) developing human potential to cater for the needs of all learners. The school social worker forms part of the multi-disciplinary support team that renders support services to schools.

School Social Work FUNCTIONS

- Consultant with regard to social issues - SIAS
- School Social Work support to learners, including crisis intervention
- School Social Work support (capacity building) to educators – early identification of learners with social barriers
- Screening, development and implementation of programmes and projects
- Developing, assisting and supporting infrastructure within schools
- To network with other relevant stakeholders – referral agent
- Keeping abreast of Social Work and educational policy changes and new trends
- Multi-disciplinary team member for implementation of programmes and projects

LEGAL FRAMEWORK

1. UNCRC
2. ACRWC
3. SA Constitution Sect 28
4. National Education Policy Act
 - Admission Policy
 - National Policy in HIV/AIDS
 - National policy on Drug Abuse
5. South African Schools Act
 - Guidelines for SGB's - code of conduct
 - Regulations for Safety Matters
 - Regulations to Prohibit initiation practices
6. Employment of Educators Act
7. SA Council of Educators Act.
8. Child Care Act 74/1983 & Children's Act 38/2005
9. Domestic Violence Act 116/1998
10. Criminal Law (Sexual Offences and Related Matters) Amendment Act 32/2007
11. General Policy Documents
 - RNCS / CAPS
 - Education WP5
 - **Education WP6**
 - Girls Education Movement
 - KZN Strategy for Inclusive Education
 - Framework for SIAS
 - Victim's Charter
 - **Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools**
12. Provincial Guidelines for Management of Child Abuse in Schools
13. National Prevention and management of Teenage Pregnancy

EDUCATION WHITE PAPER 6: Special Needs Education - Building an Inclusive Education and Training System

PROVISION OF EDUCATIONAL OPPORTUNITIES

in particular for those learners who
experience barriers to learning and
development

“Education for all”

Principle of Inclusion

- Processes by which educational institutions are made accessible to all learners who are vulnerable to educational marginalization and exclusion on all levels of organization, pedagogy and culture within DOE.

The **FOCUS** of the Education White Paper 6 is

- To build caring and supportive school environments
- Diminish barriers to teaching, learning and development
- effective teaching and learning can take place
- restructuring of educational institutions into three types of facilities: *ordinary schools, ordinary schools with full service school programme, special school as resource centres*
- Infusion of a continuum of support in these facilities for learners that are vulnerable to marginalization or exclusion

Barriers to Learning and Development

- **Systemic** e.g. overcrowded classrooms, policy & curriculum issues, inaccessible environment
- **Societal** e.g. poverty, negative and harmful attitudes, late admissions, violence & crime, impact of HIV/AIDS
- **Pedagogic** e.g. inappropriate teaching & assessment methods, insufficient support to educators
- **Intrinsic** e.g. neurological, physical, sensory and cognitive barriers

NATIONAL GUIDELINES FOR THE PREVENTION AND MANAGEMENT OF SEXUAL VIOLENCE & HARASSMENT IN PUBLIC SCHOOLS

PURPOSE:

- To assist schools in maintaining minimum standard procedures
- To assist the victims
- To create a safe, caring and enabling environment

PREVENTION ACTIVITIES

- To train all stakeholders & officials with regard to the Guidelines – prevention, identification & support
- Training on basic concepts, roles and responsibilities
- Strengthening of networks for referral
- Codes of Conduct at schools – displayed in every classroom
- Development of educational programmes and material

SUPPORT

- SMT in place
- Reporting and Monitoring

SPECIFIC SCHOOL SOCIAL WORK ROLE WITH REGARD TO VIOLENCE IN SCHOOLS

- Provide consultation and guidance w.r.t. available care and support services, such as welfare facilities, drop-in centres, access to related services
- Consult and Assist with the development of programmes to address issues such as dealing with issues such as bullying, victimisation and incident of violence
- Be part of an inter-sectoral team to address and assist with specific issues, e.g. strategies to manage violence in schools, code of conduct
- Participate in community programmes
- Participate in Care and Support programmes for educators and learners

School Social Work RESPONSIBILITY:

**To ensure effective support
to victims of violence as well as offenders**

OFFICIALS

**Advocacy –
HR Development
HR Provisioning
Infra-Structure and
Learner/Teacher Support Material**

PREVENTION SERVICES

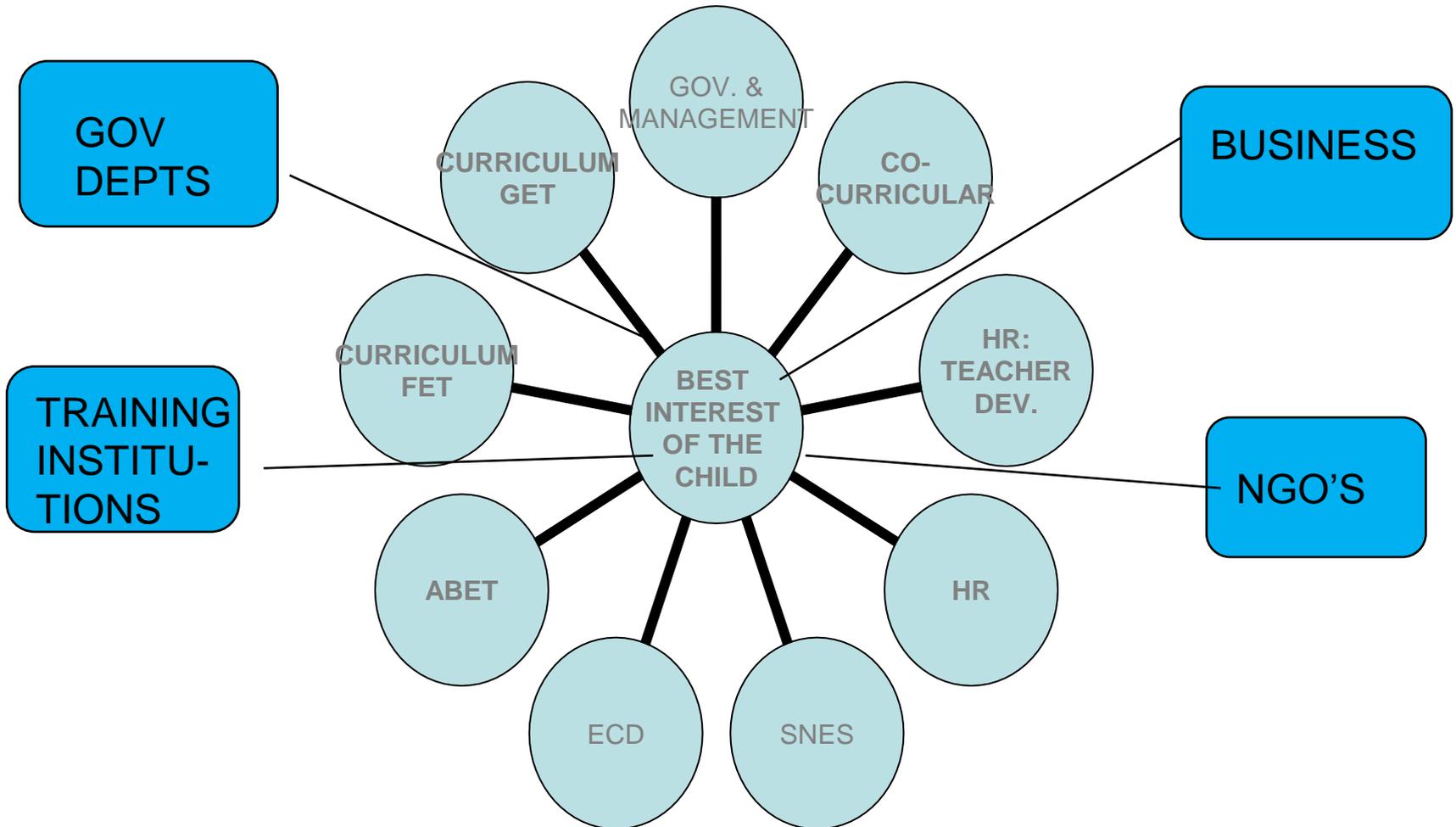
**Curriculum Based
Life Skills Programmes**

SERVICES TO LEARNERS

**Identification
Assessment
Support : Officials
Learners**

SECTORS RESPONSIBLE FOR CHILD PROTECTION SERVICES :

MULTI-SECTORAL & INTERGRATED APPROACH



ROLE OF SCHOOL

- Implementation of developing schools as centres of learning, care and support
- Knowledge of Community Resources
- Identification of social problems that impact on the learner - SIAS
- Capacity Building of staff members
- Consultation with Education Management and Support Sections
- Refer to Dept of Social Welfare / Relevant Welfare Agencies, ie. NICRO, Khulisa, Childline
- Support to learner

PARTNERSHIPS

- OFFICE OF THE PREMIER
- GOVERNMENT DEPTS: DOJ, DOSD, DOH, DOHA, SAPS
- NGO'S: Childline, MiET, FAMSA, NICRO, SANCA, CRC, LHR, Khulisa

Conclusion

- School Social Workers are professionally equipped with specific knowledge and skills with regard to the education system as well as social barriers in education and the community.
- School social workers form an important link between the education system and the community, they have excellent networking skills, and as agents of change, they are important role players in the development of strategies as well as programmes to address social issues, such as violence in education.

Recommendations

- Provision for School Social Work as specialist area at NDBE as well as in Provincial structures.
- Inclusion of Sswrs and Swrs as team members with regard to strategising on all social issues





**LET US PROTECT AND SUPPORT OUR CHILDREN
AND THEY WILL HAVE THE WORLD IN THEIR HANDS!!**