

**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 5835. [1036]**

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**5835. [1036] Mr S T D Louw (ANC) to ask the Minister of Basic Education:**

**[Question submitted for oral reply now placed for written reply because it is more than quota (Rule 137(8))]**

With reference to the concerns raised about the effectiveness and consistency in practice of the Safe Schools Protocol, which are related to irregular police presence in schools, limited police training for dealing with children during school incidents, among other measures, to ensure real improvements in student safety, what (a) has been the impact of the specified intervention and (b) implementation challenges have been identified?

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##### **Response**

(a) Since the signing of the revised Implementation Protocol between the Department of Basic Education (DBE) and the South African Police Service (SAPS) on 24 June 2025, there has been a marked positive impact on school safety interventions and stakeholder collaboration.

In the months following its revision, the Protocol has been activated in high-risk districts across KwaZulu-Natal (Pinetown and uMgungundlovu), the Free State (Motho), and the Eastern Cape (Buffalo City and Nelson Mandela Bay). These activations were co-led by DBE and SAPS, with the participation of teacher unions, School Governing Bodies (SGBs) and local government representatives.

Feedback from school communities and stakeholders has been overwhelmingly positive. SAPS-led school safety talks have focused on discouraging crime and violence, addressing bullying and raising awareness about the dangers of weapons and illegal substances. The professionalism demonstrated by SAPS members and their commitment to maintaining a visible, consistent presence in schools has been widely commended.

Furthermore, the Protocol has strengthened intersectoral collaboration at district and provincial levels. Many schools report improved relationships with local police stations and better coordination in responding to incidents of violence, vandalism or threats to learner safety.

(b) There are currently no recorded challenges about the support work done by SAPS in schools since the revision of the Implementation Protocol.

The National School Safety Framework (NSSF) continues to serve as the overarching policy guide for these interventions. In addition, the DBE and SAPS are developing a joint monitoring and reporting mechanism to track progress and ensure accountability across all districts.

The DBE remains committed to ensuring that every learner and educator is safe at school. However, as schools are an extension of their surrounding communities, sustaining safety requires a whole-of-government and whole-of-society approach, bringing together parents, community policing forums, educators and civil society to create safe, violence-free environments that are conducive for quality teaching and learning to take place.