



# TEACHERS' SAFETY WITHIN THE TEACHER-DIRECTED VIOLENCE: A MODEL FOR ADVANCING TEACHERS' SAFETY IN SOUTH AFRICAN SCHOOLS

MAHOME MICHAEL, MPHABLELE LYDIA KGOMOTSO, KHASHANE STEPHEN MALATJI

Department of Primary Education; School of Education, Faculty of Humanities, Tshwane University of Technology

School of Interdisciplinary Research and Graduate studies, College of Graduate studies, University of South Africa

Mahomemike15@gmail.com; mphahlelelk@tut.ac.za & steve.malax@gmail.com

## Abstract

*The previous decade has shown a great increase in the examination of teachers' victimisation and safety within school systems globally. Considerable research has yielded parallel results, where learners are the common perpetrators of Teacher-Directed Violence (TDV), followed by the co-workers. None has proposed a model that is teacher-centric in promoting teachers' safety. The present paper aimed to address teachers' safety by proposing a model that will assist teachers to deal with the scourge of Teacher-Directed Violence (TDV). Espousing the Grounded Theory as the approach, the proposed model strives to advance the teachers' voices in promoting teachers' safety and school safety in general. Amassed data from literature revealed significant academic work on learners' violence, however first-hand work on TDV is rare. Teachers are also victims of attacks occurring in schools, perpetrated by various role-players, however, slight attention has been accorded to the safety of teachers and the type of protection they need. Hence the model is proposed to prevent any form of TDV from various sources. The results of the study revealed that empowering teachers with skills and knowledge on how to prevent TDV remains paramount for their own protection and for the establishment of favourable schooling environment. Through the implementation of teachers' safety model, a change in behaviour and practice may yield desirable results. Within the proposed model, it is suggested that the Basic Education sector should take the lead in providing policies and guidelines that address teachers' safety at the workplace so as to curtail the phenomenon of teacher-on-teacher violence.*

**Keywords:** *teacher-directed violence, teachers' safety, teachers' safety model, teacher-on-teacher violence, victimisation, South Africa.*

## INTRODUCTION

School safety is recognised as a subject of boundless interest globally, (Le Mottee & Kelly, 2018). In South African schools' setting, the predicament of school violence is constantly unrelenting, and the secure surroundings are still to be realised, (Zwane, 2021). Given the wave of topical vicious altercations in schools, authorities opine that school violence in South Africa is a deep-rooted matter (Mabasa & Mafumo, 2017), and this includes Teacher Directed Violence (TDV), Mahome & Rampa, 2019). Mgijima (2014) confirmed the need to step up safety in schools, and this should also prioritise teachers' safety since there is limited legislation protecting teachers, (McMahon, Peist, Davis, McConnell, Reaves, Reddy, Anderman, & Espelage 2020), owing to the existing policies that are learner-centric (Mahome & Rampa, 2019).

Teachers are also victims of attacks occurring in schools, perpetrated by various role-players, however, slight attention has been accorded to the safety of teachers and the type of protection they need. In an enquiry conducted by (McMahon et al., 2020) numerous teachers described feeling insecure in their ranks, and in their view, better security for both them and the learners was a main concern for teachers. Deplorably, violence against teachers has attracted much less interest than violence against learners (Terzoudi, 2022; Pickroll, Chivers, Farrington, & Rycroft, 2020; Bounds & Jenkins, 2018; Santos & Tin, 2016; Moon, McCluskey, Blurton, & Hwang, 2014). The



deficiency of enquires suggest solitary likely difficulty is that many learning establishments view Teacher Directed Violence (TDV) as a way of life; and consequently, do not recognise it as problematic (Santos & Tin, 2016).

Teachers are among those professional groups at high danger of becoming casualties of violence, South African Council for Educators (SACE, 2020). Within the local milieu, the, Safety and Security handbook (SACE, 2020) attempts to pursue teachers' safety, by advising teachers on how to protect themselves in violent situations in the school environment. Thus far, the handbook put more emphasis on general school violence concerning the learners, it lacks emphasis on TDV, particularly violence carried out by the colleagues and the learners.

Similarly, National School Safety Framework (NSSF, 2015) does not directly address TDV; to some extent it puts emphases on the learners' wellbeing, and their protection (Leoschut & Makota, 2016). Hence the model proposed by this paper, aimed to prioritise teachers' safety by incorporating their voices in discovering solutions. A view that is supported by numerous scholars; (McMahon, Anderman, Astor, Espelage, Martinez, Reddy, & Worrell, 2022a), argued that teacher voice should be included in the regular discussions regarding school safety and practices; (McMahon, Anderman, Astor, Espelage, Martinez, Reddy, & Worrell, 2022b), purported that teachers are voiceless, in spite of being at the receiving end of the mistreatment. Furthermore, McMahon et al., (2020) highlighted the obligation of incorporating teachers' inputs in dealing with school violence, given their close proximity to the subject. The Basic Education sector is also at fault since it is reacting to the elevated heights of learners' victimisation in seclusion to the encounters of teachers (Chetty, 2019).

Currently, very limited models exists (see, Patterson's Coercive model, 1976; Bronfenbrenner's ecological model, 1979) which specifically explains to teachers on how to confront teacher directed violence, in enhancing their own safety, a view that that is uphold by Zwane, (2021). Furthermore, none put the teacher at the centre of the problem solving of the growing and under-reported phenomenon of TDV. However, the proposed model draws heavily on Bronfenbrenner's Socio-ecological model that allows to put any target at the centre, to help understand the multifaceted scourge of teacher-directed violence.

Espousing the Grounded Theory as the approach, the proposed model strives to advance the teachers' voices in promoting teachers' safety and school safety in general. It is the view of the authors, that when teachers feel safe and secured at their workplace, the learners who are under their care will be protected. Teachers cannot guarantee learners safety when themselves are under attack from multiple sources that include the learners, who are the main perpetrators (e.g., Espelage et al., 2013; Mahome, 2017; Mahome & Rampa, 2019; McMahon, Martinez, & Espelage 2014; McMahon, Reaves, McConnell, Peist, Ruiz, & the APA Task Force, 2017; McMahon et al., 2022b).Learner-on-teacher violence literature provides a conduit in understanding, teacher-on-teacher violence, since there is a dearth of data relating to the latter phenomenon.

The operational definition of TDV is derived from (Espelage, Anderman, Brown, Jones, Lane, & McMahon, 2013) who defined TDV as victimisation confined in a school backdrop in which those responsible for aiding in teaching and learning are the targets. Hence, for the purpose of this paper, TDV is conceptualised as school violence perpetrated by teachers toward their fellow colleagues, in the form of victimisation, bullying and harassment, taking place within a school setting. Again, teacher safety is defined by (Gerberich, Nachreiner, Ryan, Church, McGovern, & Geisser, 2014) as a notion that recounts to the teachers' ability to discharge their responsibilities in a tenable situation. Hence, (Montouro & Mainhard, 2017) argued for the promotion of teachers 'safety since it is in the best advantage of learners and the community at large because it influences the excellence of teaching they deliver. Therefore, for the purpose of this paper the two concepts are operationalised as such. However, the authors alerted that these are not the sole definitions, the view that is sustained by (Terzoudi, 2022; Ngidi, 2018), who purported that, ascribing a singular meaning to TDV is a very multifaceted undertaking given that the phrase is aligned to numerous descriptions and periphery problems. Therefore, TDV within the confines of this paper, exclusively refers to teacher-on-teacher violence.



In South African institutions of learning, safety is an acute problem (Mabasa & Mafumo, 2017), and it incorporates teachers' safety. Empowering teachers with skills and knowledge on how to prevent TDV remains paramount for their own protection and for the *establishment of favourable schooling environment*. More above, TDV can result in strivings with teaching space supervision and exhaustion (Kauppi & Porhola, 2012), and others sensed compelled to walk out as a result of being alarmed for their individual wellbeing (Santos & Tin, 2016). The current paper thus endeavours to tackle teachers' safety by proposing a model that will assist teachers to deal with the scourge of TDV.

### **Aggression and Violence Theories**

Literature revealed significant academic work on learners' violence, however first-hand work on TDV is rare. Quite a few researchers participated in advancing models of superior mistreatment of juniors. To exemplify, Hornstein, Michela, Van Eron, Cohen, Heckelman, Sachse-Skidd and Spencer (1995) put together a model of managerial disregard that appeals intensely on structural fairness, and strain writings. Likewise, Baillien, Neyens, De Witte and De Cuyper (2009) established a three-way model of the procedures that could be part of the cause to the expansion of aggression amongst co-workers. The strained -constructed model of susceptibility to occupation- connected aggression put forward by Cox and Leather (1994) stipulates ways of examining the nature of TDV.

Baron and Neuman's (1998) three-factor model comprises utterances of anger, disruption, and explicit violence. Additionally, McLaughlin and Muncie (2001: 293-294) emphasised the usage of Agnew's general strain theory, as the suitable model for the elucidation of TDV. The theory explains how anger may develop because of incapability to accomplish encouragingly treasured aims, (Agnew, 1992).

Teachers are part of the community and prone to attacks from within the community and the school, thus Martinez, McMahon, Espelage, Anderman, Reddy, and Sanchez (2016) suggested teachers' safety and violence is addressed largely as a communal impediment. Accordingly, teachers' safety model incorporates various stakeholders in addressing teachers' safety. Besides, TDV is complex, and in unearthing the answers to the phenomenon, multiple theories may be used (Kgosimore, 2004). In the same vein, Kennedy (2003) postulated that because the circumstances, targets, types of violent incidents and the motivations of the perpetrators of TDV vary widely, no single theory will be universally applicable to the field of TDV. Henceforth the proposal of the teachers' safety model, to add on the existence of models that seek to explain and address aggressive and violent behaviours.

### **Teacher-Directed Violence**

The previous decade has shown a great increase in the examination of teachers' victimisation and safety within school systems globally, see, (Mgijima, 2014; Moon, McCluskey, Blurton, & Hwang, 2014; Santos & Ting, 2016; McMahon et al., 2017; Orange, 2018; Bounds & Jenkins, 2018; Pickroll, Chivers, Farrington, & Rycroft, 2020; Sitoyi, 2020; Prpic, 2021; McMahon et al., 2022a, De Wet, 2021). Much of the research has yielded parallel results, where learners are the common perpetrators of TDV, followed by the co-workers and none has proposed a model that is teacher-centric in promoting teachers' safety.

To succinctly illustrate the attempts being made to expose the susceptibility of the teachers, the following appraisal is conferred. In an enquiry steered by (Pickroll et al., 2020) on primary and secondary school teachers in Western Australia, the findings revealed that 8500 learners were suspended in 2017 for committing TDV. Additionally, an investigation of principals' safety and well-being by Riley (2018), from Australia revealed intimidations from the learners against administrators has swelled from 17% in 2011 to 32 % in 2017. The similar findings were observed by (Turkum, 2011) after examining TDV with 360 participants from Turkish schools, and (Kauppi & Porhola, 2012) study in Finnish schools. Followed by Prpic (2021), with the sample of 457 learners in their final year of secondary schools in Zagreb, and (Berlanda, Fraizzoli, De Cordova, & Pedrazza, 2021) in Italian schools.

From the United States of America, McMahon et al., (2022b) reported that, various forms of violence levelled at the teaching personnel perchance aggravated accounts of elevated strain,



relocations and vacating the career. Furthermore, teaching personnel expressed very disturbing events where they were apprehensive for their lives or the wellbeing of their students (McMahon, 2017). Linda, Daniels, Fakude, & Marie, (2015) unearthed the pervasiveness of student-on- teacher victimisation. The recent local enquiries by De wet (2021) reported on the effects of violence on the mistreated teachers' personal welfare and careers. Additionally, (Zwane, 2021; Botha & Zwane, 2021; Qwabe, Maluleke, & Olutola, 2022;) also highlighted on the victimisation of teachers in South African schools. Furthermore, (Sitoyi, 2020; Mgijima, 2014) elaborated on the teachers' experiences of TDV. The aforementioned literature predominantly outlines TDV carried out by learners, however, as elucidated in the introductory part it remains relevant in exposing the lack of teachers' safety.

### **METHODOLOGY**

This paper has espoused Grounded Theory as a research methodology. Strauss and Corbin (2008) describe Grounded Theory as a world-wide approach in which the researcher strive to expand a model that is based in data. In this paper, data has been sourced from peer reviewed journals, articles in scholarly journals, theses, and dissertations. Sources that speaks to TDV were considered, specifically, teacher-on-teacher violence. Due to insufficiency of inquiries on the phenomenon, sources speaking to victimisation by committed by learners were also considered to close the theoretical lacuna identified. The supreme suitable usage of Grounded Theory is when prevailing theories are inappropriate or insufficient, as is the situation with the victimisation directed toward teachers by colleagues (Charmz, 2015). Grounded Theory approach mainly allowed investigators comprehend and explicate teachers' safety during the expansion of procedures steering to the conception of a novel budding model that may be beneficial to the teachers in schools (Zwane, 2021).

About teacher-on-teacher violence, Harkonen (2007: 8) suggested that researchers should scrutinise a person's micro-system relationships and depict them in the investigator's personal exemplars. For example, centred on the Socio-ecological framework, Sage (1998) has created a household arrangement framework, where the baby is the focus. In this paper the teacher is the focus, and the rationale is to demonstrate the teachers' interactions with their colleagues on the same level, departmental heads, deputy principals, principals, and the learners with the main aim of introducing a model that is teacher-centric in addressing teachers' safety.

### **TEACHERS' SAFETY MODEL**

The authors submit that the model would contribute to creating new understanding of emerging issues in TDV. The authors wishes to indicate that this model is not the only framework that could resolve a long standing and under-reported challenge of TDV that is complex in nature. However, the model may furnish initial a foundation with well-informed findings to think about when designing models that will help teachers to resist being victims or perpetrators of TDV. This model advocates for change in behaviour and practice as a basis to prevent TDV and serves as frame to provide social support in matters relating to teachers' wellbeing and essentially create a peaceful school culture and climate. Basing on the aforementioned, the proposed model is illustrated below:

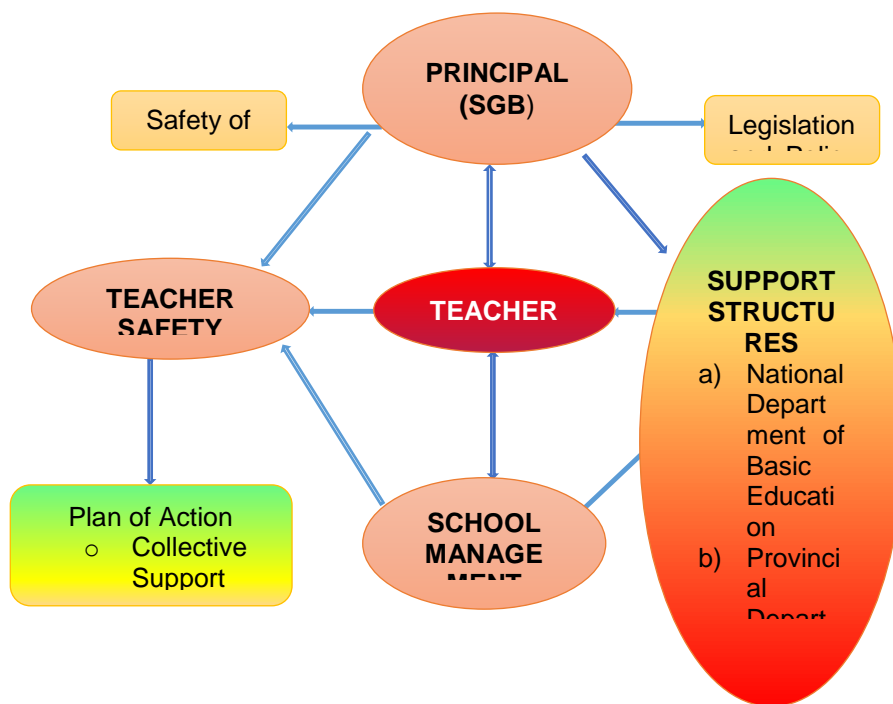


Figure 1.1 Teachers' Safety Model (Mahome, 2021).

### Key Elements of the Model

The accomplishment of preventing teachers' victimisation rests to a certain extent on each element being in cognisance of its roles and responsibilities. Figure 1.1 depicts the key elements of the model, and these are elucidated upon below.

#### Principal

The principal is the central point of accountability. It is the responsibility of the principal to curtail and minimise teacher-on-teacher violence. As the leader of the school, the principal has the responsibility of ensuring that the school community is justified to a harmless, secure, and orderly learning atmosphere which includes the safety and the security of the teachers. It is, however, important for the DBE to periodically instruct the principal on subjects such as peaceful resolution strategies, human relations, and conflict management in order to cascade this to the SMT and PL1 teachers.

At the school level, the principal should uphold and implement departmental policies and guidelines in collaboration with the SGB. In the absence of the principal, the SMT should oversee such processes. The principal in partnership with the SGB should set up a Teachers' Safety Committee, (TSC), operating as a sub-committee under the mandated School Safety Policy. The TSC should comprise PL1 teachers, (representing the bulk of the TSC membership), deputy, departmental head, and teachers' trade union site stewards, led by a member of the SGB. The school cannot operate as a detached and disconnected organisation; therefore, the principal should make possible the setting-up of support structures within broader school community.

The principal should make sure that all the teaching staff members are treated fairly and with respect and dignity. Victimisation in its all forms should be prohibited. Verbal threats, physical and sexual victimisation should be denounced. Teachers should be aware of the cost of such conduct, and it rests upon the principal to conscientise teachers with the behaviour that need to be upheld as stipulated by SACE Act 31 of 2000 and the Employment of Educators Act 76 of 1998.

#### School management team

The Centre for Justice and Crime Prevention (CJCP) (2016) urged SMTs to promote democratic management and decision-making at all levels, which includes decisions that incorporate distributive, procedural and interactional justice. The SMT should be consultative and transparent



in all matters relating to the teachers, and always practise fairness in rewarding and punishing respectively.

In contemplation of promoting democracy, the SMT should function within the policy framework that is consistent with the South African statute and regulations and protect and promote respect for human rights (CJCP, 2016). In inculcating the encouraging ethos and environment, the SMT should also play a role in early identification of predictors of teacher victimisation with the aim that early intervention is put into operation by the TSC. The bulk of the teachers are unwilling to report their experiences of victimisation; therefore, teachers need to be assured by the SMT of their safety when reporting, and that their reports would be acted upon.

In order to reduce the phenomenon of TDV, the SMT should conduct proper vetting to keep prospective perpetrators from entering the school, in what the researcher coined a “Proper Vetting Programme.” This entails a thorough background check and verification of qualifications before offering employment. This could also include screening of job applicants and investigating as to why applicants left their previous jobs (Smit, 2014). Upon appointment, the new incumbents should undergo a three-day programme where the values and the ethos of the school are illuminated upon, and particularly what steps to take when confronted with any form of TDV.

#### **The teachers**

Permanently employed PL1 teachers, temporarily appointed teachers (i.e., SGB appointees and those in relief positions), and newly appointed teachers remain vulnerable groups, particularly the women; hence, the teacher element remains at the centre of the model bounded by its microcosms.

Teachers need to be watchful of their surroundings and monitor the behaviour of those around them to identify if there are any signs of anti-social and intimidating behaviour. If the situation is threatening and overwhelming, the targeted teacher should report to the avenues that have been suggested by the model.

Supporting each other as immediate colleagues and sharing their daily challenges may create a strong mechanism to avert teacher-on-teacher victimisation.

#### **Teachers’ safety committee**

The TSC should create a platform where teachers can voice their concerns at the school level, pertaining to the abuse they encounter on a daily basis.

The committee should operate along the lines of the School Safety Policy (SSP), with the SGB overseeing all the operations and processes. The committee should be transparent and function with impartiality in the interest of preventing TDV.

Cowan (2009) suggested an improvement in human resource management guidelines and traditions since they are moderately incapable to defend teachers in opposition to mistreatment, since they are unclear or not saying anything about teacher-on-teacher victimisation. Alertness around the phenomenon of bullying has to be created by the TSC; in this regard, a school-based teachers’ safety policy that speaks to the teachers has to be formulated. The current measures to support victims of workplace bullying are ineffective because of bureaucratic red tape and the public nature of disciplinary hearings held in terms of the Code of Conduct for Teachers (SACE, s. a.; De Wet, (2010).

Amongst other things, the suggested policy should require administrators to adapt their reaction times when teacher-on-teacher violence is reported. Additionally, the policy should take account of the communication etiquette between the teachers, which may also include a guiding principle on social media, to guard against online violence and participating in further kinds of aggressive behaviour by means of the cyberspace and to provide rewards for treating colleagues with respect. Other aspects to be included in the policy should be guided by the nature of victimisation encountered by the teaching staff.

For policy to be functional, at the school level, overlooked teachers should have a voice in developing such a policy which should move towards improving teachers’ ability to cope with TDV. The policy would then inform the drafting and implementation of the teachers’ safety plan.



The TSC should develop a safety plan that is teacher-centric, and in the main, the plan must prevent violence before it could transpire. It remains the responsibility of the principal to monitor and evaluate the safety plan implemented to prevent teacher-on-teacher violence. The plan must be informed by the teachers' outlived knowledges within the setting of their workplace and should prepare and train teachers around the following preventive and supportive measures.

*a) Collective support*

Organisational communication scholars, Lutgen-Sandvik and Tracy (2012), argued that workplace victimisation is essentially a communicative phenomenon. That being the case, this paper posits that, at the individual level, acknowledging the prevalence of teacher-on-teacher victimisation and naming and shaming abusers on daily basis may encourage a shared expression, particularly with spared teachers (Lutgen-Sandvik, 2006) to eliminate the phenomenon. The naming of the perpetrators may happen when there is collective support for the targeted teacher.

When teachers are able to speak out to an array of people that include sympathetic colleagues, family, close relatives, and friends, TDV may be prevented. For this to happen, the study theorises that an enabling environment should be created where targeted individuals are able to narrate either form of ill-treatment, with the purpose that the perpetrator is brought to book.

The social-ecological theory fortifies this assertion that the setting has the supreme effect on the individual at the micro-systematic level, and has a major influence on school aggression, predominantly teacher-on-teacher violence.

To realise the goal of minimising the victimisation of teachers by their colleagues, the TSC should develop reporting mechanisms that exclude the principals and union representatives. A proper way of reporting perpetrators has to be established, and as a consequence, targeted teachers are prudently guided to state a narrative with the succeeding features as put forward by Tracy, Alberts, and Rivera (2007):

- A pure commencement, intermediate and conclusion.
- A plainly recognised tormenter.
- Emphasis on the tormenter's damaging behaviour, not the person.
- Precise specifics concerning the victimisation involvements, not minor grievances.
- Vivid portrayal of the cost of abuse, without being overly emotional.
- Reliability and addition of thorough extracts, periods, locations, and persons.
- Facts regarding the undesirable weights of victimisation on colleagues and institution's output, and.
- Description of recipient as a stayer not a prey.

The targets are habitually labelled, classified, and ostracised, and their narratives are usually labelled as untrue, and for this reason the bullied teacher needs collective support to authenticate the story. Hence, Lutgen-Sandvik and Tracy (2012) maintain that in breaking the victimisation cycle, when colleagues back up the account, a concerted voice increases believability. Depending on supportive colleagues and administrators is regarded as an effective preventive strategy.

*b) Constant training*

Research has revealed that training on the importance of language and teaching constructive communication skills can minimise workplace bullying (Lutgen-Sandvik, Namie & Namie, 2009). This assertion is aligned with the purpose of the proposed model, which seeks to eliminate teacher-on-teacher violence by transforming behaviour and practice for the reason that school-based policies on their own are lacking for altering behaviour. The claim sustained by Tracy and Rivera (2010) that policies and other formalised communiqués must be accompanied by transformations in teachers' and managers' manners, daily conversation, and habits in addition to organisational incentives.

From the amassed data, can be inferred that at the school level, providing training may equip teachers with skills and mechanisms to prevent TDV, for example, training on the importance of communicating with courtesy and the ability to identify the types of language that are unkind and provocative. The training should be facilitated by the SMT and union site stewards and should be aligned with some of the DBE and SACE provisions that speak to teachers' ethical conduct.



Research has shown that coaching of teaching personnel may well lend a hand to recipients of bullying (Smit, 2014). For this purpose, coaching on the morals, for instance, honour, self-discipline, and reliability for all the teaching staff members may create a healthy environment with zero tolerance for workplace victimisation. The principal has to be the embodiment of mutual respect.

In the interest of maintaining teacher-on-teacher harmony, teachers need to exhibit tolerance, listen to each other, and desist from disruption. These slight alterations in talking styles may net vast ethos alterations in due course, plummeting destructive relations amongst colleagues together with manager-junior relationships (Lutgen-Sandvik & Tracy, 2012).

#### *c) Cultural transformation*

The school should build an all-encompassing, considerate culture that advances and defends admiration for teachers' dignity. Schools need to develop a culture that is intolerant of teacher victimisation and change the state of affairs because refusing to acknowledge it and avoiding the challenge may exacerbate the phenomenon.

This may be attained when teachers and administrators set up and uphold good relationships that may create a foundation for the prevention of teacher-on-teacher violence. Furthermore, demonstrating tolerance to individuals of different gender, ethnicity, and age, is essential because traditionally the three characteristics are indicators of victimisation.

#### **Support structures**

The Teacher Safety Model (TSM) is based on a multipronged approach in preventing teacher-on-teacher violence; hence the TSM takes into cognisance that schools are connected to communities within which various structures are embedded. As a consequence, there is a role that can be played by various structures in preventing teacher-on-teacher violence.

As previous research suggested; solid relationships with the police, community, and government, both at provincial and district level, are an important primary prevention measure (Masitsa, 2008). The role of the support structures is explained below.

#### *a) National Department of Basic Education*

The DBE is answerable for a) advancing national procedures and rules regarding school safety and b) checking and assessing school safety mediations throughout the republic (CJCP, 2016).

Within the proposed model, the DBE should take the lead in providing policies and guidelines that address teachers' safety at the workplace to curtail the phenomenon of teacher-on-teacher victimisation. The DBE should also take the responsibility of urgently providing well-trained security personnel to curb the escalation of teacher-on-teacher violence to teacher attacks committed by strangers.

#### *b) Provincial department of education*

To provide training to the SMT and TSC on how to identify and intervene in situations where teachers at all levels are under the threat of any form of violence.

#### *c) Provincial district*

The district has the responsibility of ensuring that the policies and guidelines provided by the national department are implemented at the school level, particularly the teachers' safety policy. The district officials through the District Based Support Team should work closely with the TSC, in ensuring that the teachers' safety plan is operational. The provincial department should make resources available, such as posters and manuals that denounce teacher-on-teacher violence that should be placed in staff rooms and teachers' workspaces.

The district should conduct public campaigns for promoting awareness on the prevalence of teacher-on-teacher violence and its psychosocial and emotional effects. Advice should be provided to teachers on the recently established Wellness Management Policy by the Department of Public Service Administration, (DPSA, 2019) that makes provision for counselling to individual employees and their immediate family members, illustrating that TDV not only affects the teacher but also their micro-systems.

#### *d) South African Council for Educators*





The South African Council for Educators as the nation-wide statutory organisation for teachers in South Africa (SACE, 2017) needs to deal with matters pertaining to teacher-on-teacher violence as and when such matters are reported.

The workshops held by the body for teachers on the Code of Professional Ethics, should incorporate guidelines on dealing with the abuse teachers suffer at the hands of their colleagues. The body should establish a toll-free number where victims could report victimisation particularly where the senior members of the school or teachers' union members are involved. The proposed line should be publicised and be operational at all times.

*e) Teachers' trade unions*

Teachers' trade unions in cooperation with the provincial district (through the labour unit) should give support to the TSC by organising quarterly workshops in educating teachers about their rights when it comes to their safety, particularly when it is inflicted by individuals with whom they should be working for a common cause.

*f) Police*

Police should have a representative serving as a liaison officer within the School's Safety Committee and work closely with the principal and the chairperson of the TSC, guided by Safety in Education Partnership Protocol between the DBE and the South African Police Service (DBE, RSA, & SAPS, 2011). This multi-stakeholder collaboration should assist in quick response when violent attacks of criminal nature are encountered.

*g) Security personnel*

Research has established that schools have insufficient protective resources all over the school buildings; and/or entree regulation is feebly kept an eye on (Equal Education, 2016). In strengthening access control, at the minimum, two security guards should be stationed at the entrance of the school gate at all times, arriving before everyone and leaving after everyone has left. Their main function would be to control access to the school's premises and protect the population of the school.

Visitors from the district office should produce name tags for verification and subsequently accompanied to the office by the security guards. Strangers should not be granted access to the premises until such time as their identity is ascertained by the person expecting them.

**Implementation of the Model**

The model is context-based and can be customised for a new use or purpose; hence, it is important for the school to review and evaluate its current state of affairs on how teachers are treating one another at the workplace, re-examine its strengths and weaknesses and apply the elements of the model individually or as a collective. The model can be put into practice to prevent any form of TDV from various sources. It can be used even before predictors of violence are identified because it is designed to be applied to prevent violence before it can happen. Fundamental to its success are the joint efforts of every element of the model; hence, the elements need to draw from one another's strengths in creating a sense of teamwork between themselves as drivers of the implementation task. The training and all the support provided to targets and victims need to be constantly monitored to observe their efficacy; hence, the more the elements are connected and complementary to one another, the more teacher-on-teacher victimisation and TDV in all its forms may be curtailed.

**CONCLUSION**


Teacher-directed violence has detrimental effects on the teachers, their families, and the teaching profession as a whole. Through the implementation of the teachers' safety model, a change in behaviour and practice may yield desirable results. It is, therefore, expected that all identified elements within the suggested model play their role in preventing the scourge of TDV, more specifically teacher-on-teacher violence, thereby ensuring the safety and the wellbeing of the teachers. The national DBE must put into operation regulations and policies that purposely deal with the scourge of teacher-on-teacher violence. In the absence of such regulations at that level, schools should formulate "Teacher Safety Policies" that address violence amongst teachers. Despite



the fact that the model has been developed particularly for teacher-on-teacher violence within a South African context, it is suitable to be tested in other settings on a national scale and globally, and even in other occupations that are prone to workplace violence.

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