education

Department of Education
REPUBLIC OF SOUTH AFRICA

BOOK 3 [of 4]
HLAYISEKA EARLY WARNING SYSTEM: LEARNER SURVEYS AND ANALYSIS FRAMEWORK

HLAYISEKA EARLY WARNING SYSTEM: BE AWARE – TAKE ACTION

GUIDELINES FOR MONITORING SCHOOL SAFETY: TOWARDS CREATING A SAFE LEARNING ENVIRONMENT

SEPTEMBER 2006

CJCP
CENTRE FOR JUSTICE AND CRIME PREVENTION
Safety has no boundaries

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FOREWORD

The Hlayiseka Early Warning System was developed with the intention of assisting schools and communities to join hands in the fight against school-based crime and violence. Over the years, various initiatives driven by government, civil society and business have been directed at addressing this complex phenomenon - each with varying degrees of success. As the Department of Education, we have relentlessly pursued strategies to make our schools safer for all our educators and learners as well as those in support services.

We do this because education can be regarded as the single most important ingredient in combating poverty and in fostering development among the various sectors of our society.

This project draws on many years of local work in the youth crime and violence sectors, ranging from tried and tested community-based initiatives to fairly sophisticated research projects which have helped us understand the nature and scale of the problem better. As a result, schools will now be able to devise strategies that are well-informed and sustainable.

The Department would like to thank the schools and communities who participated in the project during the pilot phases, and we urge all our schools to make use of this instrument. With Hlayiseka, school managers, educators, learners and community members now have the opportunity to work together in a strategic manner to address barriers to education such as crime and violence, and transform our schools into centres of learning, where every learner is able to realize their full potential.

The Department is confident that, with the cooperation and dedication of all concerned, we will stem the tide against crime and violence in our schools and, ultimately, in our communities as well.

Finally, the Department wishes to thank the Centre for Justice and Crime Prevention for this partnership.

Director General
Department of Education

HOW TO USE THIS MANUAL

The *Hlayiseka Early Warning System: Be Aware – Take Action* is designed so that it compliments normal schooling duties and activities. It aims to integrate school safety into the daily activities of the school and contribute to the development of the school community. Therefore, this manual makes the links to existing policy but does not provide detailed guidelines in terms of how to implement the *policies, regulations and procedures.*

While every care has been taken to consult broadly and to verify the accuracy of information (i.e. legislation, policies etc), no guarantee can be given that this is the case. The reader is encouraged to use these references purely as a guide and to note that policies and regulations evolve continuously and is often subject to individual interpretation.

The manual was originally structured as one composite document but due to its size, it was decided for practical reasons that it should be compartmentalized into four different modules. These modules are interdependent of each other and should therefore not be separated or regarded as independent modules. Great care has been taken to ensure that the manual is an easy to read and understandable tool that can be used by schools without much formal training. However, due to the technical nature of the application of the different tools, an understanding of the systems, procedures and issues underlying school-based crime and violence are necessary. Therefore, schools who have not undergone any formal training in the use of the manual should contact their district or provincial office for assistance before attempting to introduce the Hlayiseka system.

The layout of the different books is briefly outlined below. This book, Book 3, is highlighted.

Book 1: Hlayiseka Early Warning System: How it Works

Book 1 covers a brief history of the partnership and how the Hlayiseka project was developed. It contextualizes and defines school safety within the national Department of Education and the South African legal and policy framework. Various aides such as templates, posters and checklists are provided to give the reader a step by step guide as to how to use the system which includes identifying safety issues working all the way through to developing an action plan for the school.

Book 2: Hlayiseka Early Warning System: Educator Survey and Analysis Framework

The educator survey recognizes that educators are also affected by school-based crime and violence and provides educators with clear strategies on how to engage educators in identifying, responding and evaluating interventions aimed at improving school safety.

Book 3: Hlayiseka Early Warning System: Learner Survey and Analysis Framework

The learner survey provides learners the opportunity to inform the school of how they experience and suggest crime and violence should be dealt with at school. Several survey categories have been created for ease of use and these should by no means be regarded as absolute. The importance of understanding that crime and violence affects boys and girls very differently is highlighted and emphasis is placed on ensuring that interventions should be well informed. Lastly, guidelines on how to create a climate of "openness" in order to foster trust in the school setting is also provided.

Book 4: Hlayiseka Early Warning System: Incident Assessment and Monitoring Progress

The Hlayiseka project is informed by local evidence-based projects and research. Because the Department of Education and communities regard school-based crime and violence as a serious matter, it is important not only to see and feel change but to able to measure progress and take corrective action in good time. Book four guides the school and districts on how to measure whether their efforts are reaping rewards and how these could be overcome. Over time this data will also enable the Education Department to have a more accurate picture of the state of affairs in schools as far as crime and violence are concerned.

SECTION 1 THE HLAYISEKA EARLY WARNING SYSTEM: PROCEDURES FOR ADMINISTERING THE LEARNER SURVEYS

SECTION 1: THE HLAYISEKA EARLY WARNING SYSTEM: PROCEDURES FOR ADMINISTERING THE LEARNER SURVEY'S

1.1 Purpose of the learner surveys

The purpose of the Learner Surveys is to gather information, assess feelings and understand experiences about specific safety incidents that happen at school and on the way to and from school. These safety incidents often act as barriers to effective teaching and learning experiences. Using the surveys will provide information from learners that can help to improve safety at the school, and make the environment safer for teachers to teach and learners to learn.

There are a number of learner surveys that can be used.

The manual does not suggest that your school should administer all of them!
You can select the one that focuses on your safety problems or threats!

It is suggested that you **start with "Safety Spots!"** as this will provide information on where learners feel safe or unsafe at school, what is happening at your school, what the priority concerns are for the learners and how they feel about reporting incidents.

Based on what the results are of this survey, it will help guide you to:

Be Aware of safety problems or threats to your school and guide you on using another learner survey to provide an understanding of the problem, so that you can
Take Action to prevent and manage school safety

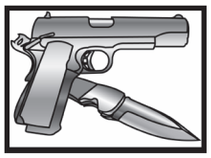
The purpose of each of the Learner Survey's is stated below:

Learner survey: Safety Spots!

The Safety Spots! Identifies specific safety threats to the school, and identifies areas on the school where learners feel safe and unsafe. It will also provide information on how confident learners are to report incidents.

Once you have this information, you will be able to prioritise the safety threats or concerns relevant to the school. Based on the priority, select the most appropriate learner survey to understand the problem in more detail to be able to respond to problems at school.

> ***"It opened our eyes about places where children do not feel safe!"***
> *Eastern Cape School 2006*



Learner survey: Dangerous Objects

The weapons survey will provide information on the exposure of learners to weapons on the school property, use of weapons and the reasons why learners carry weapons. Use this survey if it is known that Dangerous Objects are found in the school, or if there are reported incidents of weapons being used or seen in the school. Dangerous objects could also include commonly used items such as pens, scissors, etc. which are not designed to be weapons but can be used to cause harm to others. This survey will provide an understanding of why learners carry weapons, and what action can be taken to manage and prevent dangerous objects being used or brought onto the school.

> ***"It helped us to confiscate guns and report them to the police station"***
> *Limpopo School 2006*

Learner survey: Drugs and Alcohol

The drugs and alcohol survey will provide information on the exposure of learners to drugs and alcohol on the school property, the use of drugs and alcohol and the reasons why learners use drugs and alcohol. This survey will guide you in what action can be taken to address the situation.

> ***"Some of our children in our communities use drugs and they are addicted to drugs and alcohol. So we invite social workers and care workers to rehabilitate them."***
> *Eastern Cape School 2006*

Learner survey: Bullying

Bullying can create a sense of lack of safety amongst learners, make coming to school an unpleasant experience and have a devastating effect on the self-esteem and self-worth of learners. If the school authorities fail to manage bullying at school, learners could potentially escalate a cycle of violence in the school.

This survey helps you to identify who bullies and how often bullying occurs. It helps you to gauge what sort of impact bullying is having on the emotional well-being of learners, their school attendance and capacity to perform at school. The coping scale helps you to become aware of the types of behaviours you might see if bullying is happening so that educators can intervene. Finally, the survey helps you to identify gaps in your prevention and response plans so that you can start to plug these gaps. By using this survey periodically during the year, once you have intervened in some way, you will be able to see what sort of impact your interventions are having in terms of bullying.

Learner survey: Verbal abuse

By responding early to incidents of a lower order of seriousness, a school can make sure that incidents do not spiral out of control and become increasingly more violent and more difficult to manage.

This survey helps you to identify whether verbal abuse between learners and educators, and how frequently this happens. Verbal abuse can damage relationships between learners and educators.

The survey helps you gauge the impact that this is having on the well-being of learners, their willingness to come to school as a result of such abuse, and its potential interference with their capacity to learn.

The survey helps you to gauge any gaps in your school's response and prevention strategy which can direct your action to plug these gaps.

By re-administering this survey periodically when you have intervened in some way, the survey results can help you to see what impact the intervention is having.

Learner survey: Physical violence

Physical violence at school is of great concern given the harm that may come to learners and the lack of a sense of safety this creates even for learners not directly involved in the fights.

The physical violence survey helps you to know why fights are happening at school. This obviously helps to direct your intervention efforts. Should you find that fights are often linked to drugs or alcohol use, discrimination or bullying, or involve weapons you may also want to get more detailed information about each of these aspects by asking learners to complete some of these other surveys as well.

The frequency questions will help you to know how often fights are taking place or how often physical abuse is occurring between learners and educators with either party being the victim.

The survey helps to assess the kind of impact this is having on school avoidance, attendance or the capacity to pay attention and concentrate whilst at school.

The prevention and response section flags some of the gaps in how your school is currently dealing with physical violence and abuse which can help you refine your strategy.

Once you have intervened, repeating the administration of the surveys with learners will help you to know if what has been put in place has made a difference.

> ***"It helped solve many problems at school including fighting, bullying, vandalism, and sexual harassment"***
>
> *Limpopo School 2006*

Learner survey: Discrimination

Besides being in opposition to the tolerance for and appreciation of our differences written into our constitution, discrimination can damage relationships, cause shame and embarrassment, spark physical violence and a desire for revenge. It is therefore essential that schools foster a culture of tolerance for diversity and intervene quickly and effectively to eliminate elements of discrimination.

This survey highlights the types of discriminating that learners face at the school and how often this is part of their experiences at school.

As with all the other learner surveys, the information from the survey will help you identify the impact that discrimination is having at your school. If learners are reporting that the discrimination is frequent and

that this is evoking a great deal of pain especially in the form of shame and anger, there is a high likelihood that this is resulting in physical conflict. You can check this out by asking learners to also complete the physical violence learner survey.

The survey helps to direct your intervention by identifying whether there are things in place to prevent and respond to discrimination.

> ***"It assists educators to get to the reasons behind conflict or misconduct and this is useful for conferencing with the child or parent"***
>
> *Eastern Cape School 2006*

Learner survey: Sexual violence and Harassment

Sexual violence at schools is an issue of grave concern and one that besides causing untold trauma and distress can be an enormous barrier to learners obtaining the education to which the Constitution refers.

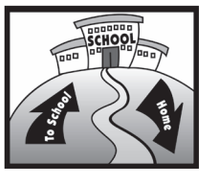
The administration of this survey calls for special attention. These are documented in Section 7.8.

This survey MUST NOT be used until these aspects have been put in place.

The survey has the potential to reveal the extent of sexual violence occurring at the school, identify the groups most likely to be the victims and the offenders, and the impact this is having on learners and their attendance and capacity to cope with school.

The coping scale which is part of the survey helps to draw attention to behaviours that might signal that learners are distressed possibly as a result of sexual violence at school. This matter requires immediate attention, professional input and a great deal of care and respect in terms of the response to such incidents having occurred.

The prevention and response scale helps you to put components in place to try and curb sexual violence and offer the necessary support to learners and potentially educators as well.



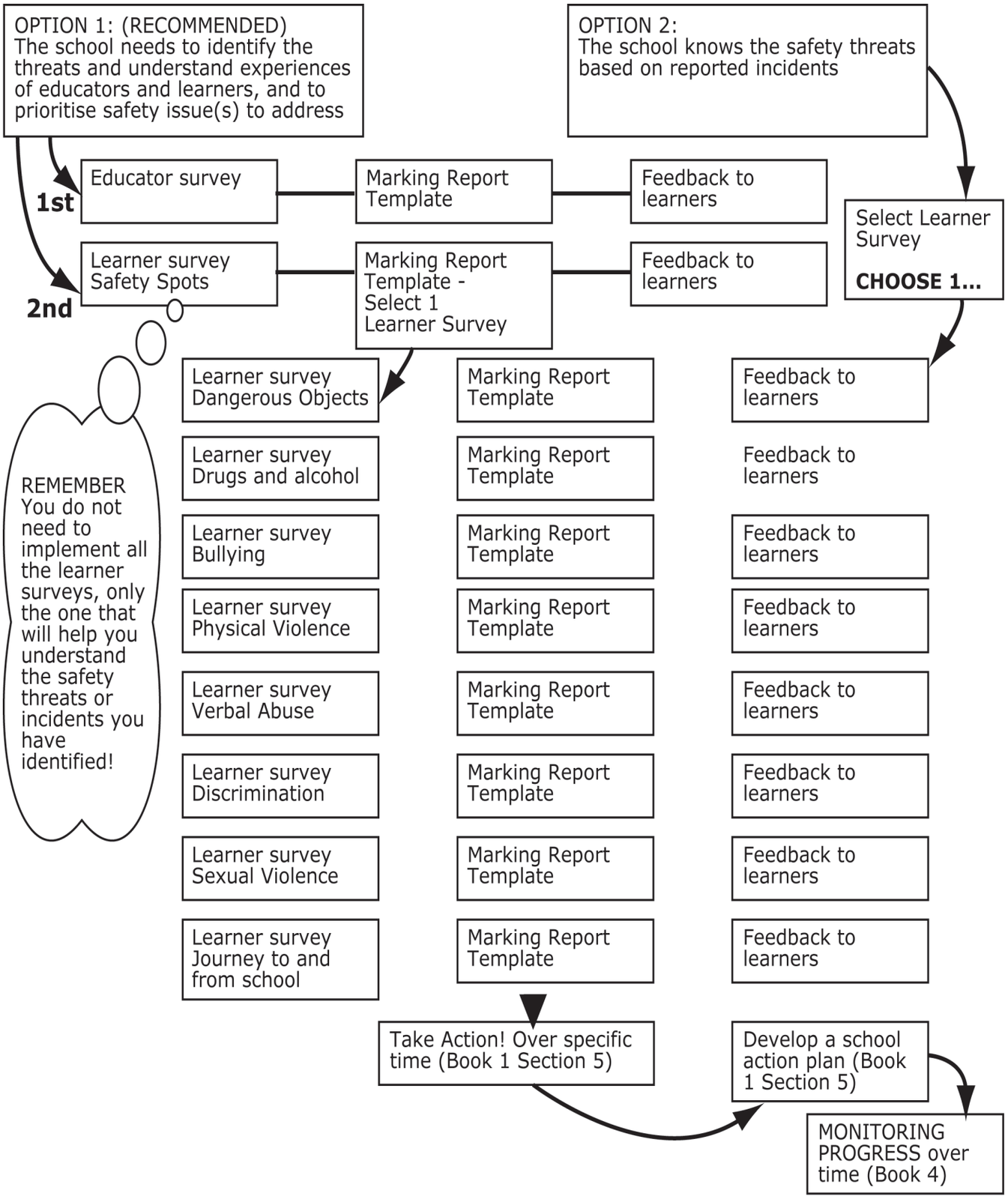
Learner survey: The journey to and from school

The journey to and from school can be a dangerous event for learners and one which has the potential to serve as a barrier to education.

The survey provides a generalised threat scale which informs you about how significant the journey to and from school might be to learning and school attendance at your school. The survey also highlights types of violence or danger to which learners are exposed. Given that the dangers may differ on the route to and from school and depending on how learners actually get to and from school, the survey allows you to differentiate between mode of transport and the two trips made by the learner.

The learner recommendation section provides learners with an opportunity to generate possible solutions about how to increase their safety to or from school.

1.2 Selecting the learner survey to use



"It will help to identify the signs of risk and potential danger"

Eastern Cape School 2006

1.3 Procedures For Implementing The Learner Surveys

A step by step procedure is stated below on how to implement the learner survey.

IT IS RECOMMENDED THAT THE PRINCIPAL OR SCHOOL SAFETY OFFICER FACILITATES THE PROCESS FOR THE LEARNERS TO COMPLETE THE SURVEY'S. THIS WILL HELP TO BUILD TRUST AND ENCOURAGE LEARNERS TO BE HONEST IN THEIR REPORTING.

1.3.1 Instructions to the facilitator

Preparation

1. Decide which learner survey you are using. If you do not know what the safety problem is or where to begin, start with Safety Spots!
2. Decide which class or grade you are going to ask to complete the survey:

How to select a grade to implement the learner survey?

- Δ Select a grade;
- Δ Select a particular class in that grade;
- Δ Try and ensure that the class has boys and girls;
- Δ Ideally 35 – 50 learners need to be surveyed;
- Δ Remember not to single out learners, rather include the whole class.

3. Arrange a time for the learners to complete the survey while in class. The survey will take approximately 30 minutes for secondary school learners and 45 minutes for primary school learners.
4. Photostat one copy for each learner

Upon entering the classroom:

1. Prepare seating arrangements
2. Write on the blackboard the purpose of the learner survey or be ready to share this with the learners.
3. Write on the blackboard or put the poster stating the learner guidelines on the wall. See page 12.

Preparing learners to complete the survey:

1. Thoroughly explain the purpose of the learners surveys and how the information will be used by the school to improve school safety.
2. Explain the learner guidelines which are written up or put the poster on the wall.
3. Hand out the surveys. Make sure everyone has a pen.
4. In the primary school, read through each question and give the options for the learners to answer. Remember not to tell them what box to tick. Move to the next question. You may need to translate the questions into the mother tongue or provide examples for a better understanding
   For the High school, learners should be able to answer the questions on their own. If necessary, read each question and allow learners to answer this before moving to the next question.

Learners complete the survey:

1. While learners complete the survey, your role is to:

- Ensure that learners are not looking at each other's answers
- Check that learners understand the questions.
- Remain at the front of the classroom while learners are completing the survey.

Collecting the completed surveys:

1. When you collect them do not put them in the order of where learners sit – mix them up as you get them. It is recommended that learners fold them and place them directly into a box or a plastic bag.

Closure:

1. Thank the learners for completing the survey.
2. Tell them when you will be giving them feedback on the results.
3. Remind them that they can come and talk to you if they want to. It is very important that these conversations are private, this means that you talk to them alone or with a friend they have brought along with them, and that you go into a place where they are comfortable.
4. Ask the learners whether there is anything that they would like to comment on or ask, before you leave the classroom

1.3.2 Instructions to the learners to complete the survey

Copy these instructions onto the classroom board or Photostat a few copies and put them on the wall for learners to read.

PLEASE SEE SURVEY IMPLEMENTATION GUIDELINES ON PAGE 12 (Also available as a poster.)

Facilitator explains the following to the learners:

'Your knowledge about what is happening in this school is very important, as it will help school management to build a safer and better school. We need your help to find out what the safety threats are, and therefore want you to all complete this survey. It's very important that this information is accurate, so please be honest. Maybe you fear that by sharing this information you will be in danger or punished, for this reason this survey is anonymous, this means that your name must not go on the survey and there is no way that we can identify you.

> ***"The Early Warning System guides the school as to how to handle different kinds of safety issues"***
>
> *Limpopo School 2006*

1.4 How do I mark the learner surveys?

Each of the learner surveys comes with a *"Marking Report Template"* (this forms the data analysis sheet). This template allows you to write in the results of the survey and will guide you in making sense of the findings. It will help guide you in knowing what ACTION to take as a result of this information.

Use the following procedure to mark the learner surveys:

Step 1: Print out three copies of the marking template. One copy is for the girls, one for the boys and one for the total group.

Step 2: **Set aside three hours to complete all three marking templates.** You will find out VERY important and interesting information and so you need the time to do justice to this process. You will need a quiet place where you will not be interrupted.

Step 3: Look through the completed learner surveys and discard those surveys which have been **"spoiled."** "Spoiled" does not mean the learner made a mess or did something wrong, rather it suggests that we have doubts about the procedure that was followed and therefore cannot use the results with any sense of confidence.
The spoiled surveys are those which have several answers to several or most of the items. The child might for example have ticked off "Yes", "No" and "Sometimes" to a number of questions. If this has happened only once or twice on the survey, then retain the survey, simply do not add in the spoiled items. Remember that some questions allow the learner to give more than one answer for example the emotional reaction question enables the learners to endorse as many emotions as are true for him or her. This would not spoil the survey.

Step 4: **Separate the surveys into boys and girls.** You will score the groups separately initially. Work with the one group (boys or girls) first and then work with the second group of surveys.

Step 5: **Review the guidelines questions.** Add up all of the "Yes" and then all of the "No" responses to the questions "Have you seen the guidelines for taking part in this survey?" and "Have these guidelines been discussed with you?". Write these totals into the first table found on the marking template. If a learner has not ticked "Yes" of "No" to the question/s, then mark that learner in the "Did Not Answer" box.

If half or more of either group of learners marked "No" to either or both the questions, the survey will need to be re-administered as it seems that the protocol was not followed. You can stop your marking and organise another time for the learners to complete the survey making sure that the person that facilitates the completion of the surveys follows the protocol outlined in Section 6.1. If only a few learners did not complete these questions, continue to mark and include their surveys in your marking.

Step 6: **Turn to the last question of the marking template.** This question asks you to mark whether learners felt free to be honest when completing the survey. Count up the "Yes" and "No" responses and enter the totals in the relevant boxes. We need to be at least reasonably sure that learners have been honest on the survey. If they state they did not feel free, we fear that they may not have been honest for some reason – possibly that protocol was not followed, perhaps they were singled out and asked to complete the survey individually or in very small groups and they feel afraid that they will be identified and there will be a negative consequence for having been honest. If more than a third of the group stated that they did not feel free to be honest, the information may be suspect. It is important that you find out what is making learners feel unsafe and take action to ensure their sense of safety in completing the surveys. Set up a time to talk to the learners and find out from them what they fear so that some action can be taken. This should be done before any other surveys are completed. Do not use the surveys of those learners that did not feel free. If more than a third of the group felt this way, do not continue marking, address the problem and re-administer the surveys when learners feel safe enough to be honest.

Step 7: **Add up the total number of boy and girl surveys you can use.** Write in the totals of all the learners in each group who completed the survey and then all the surveys that you can use (that have not been "spoiled") at the top of the marking template as specified.

Step 8: **Work through each of the tables on the scoring template, making sure that you enter the totals of the various responses into the relevant boxes.**

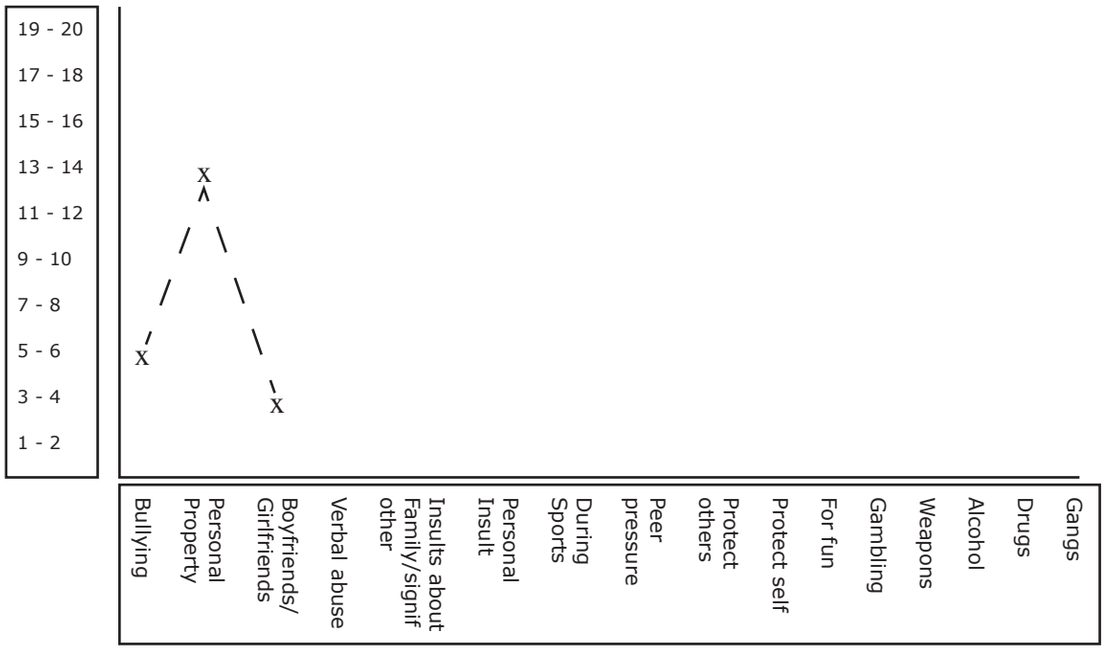
Step 9: Once you have completed all the tables, **highlight or circle in red pen the highest scores** throughout the marking template. If you decide you would like to see the information in graph form, please proceed to Step 10. If not proceed to Step 11.

Step 10: At various places in the marking template you will see a **graph.** It may for example look like the one below. At the bottom on the horizontal or y-axis of the graph, you will see that it lists the various scales or options for the learners responses.
The vertical or x-axis is empty. You will need to write in interval scales.

- If the group of boys or girls include 1-20 learners use an interval scale of 2.
  In other words, make the first point on the x-axis 1-2, the point above it 3-4, the next point 5-6 etc. See the example below.
- If your group size is between 21-50 use and interval scale of 5. This means 1-5, 6-10, 11-15 and so on.
- If your group size is between 61 -100, use an interval scale of 10. This would mean 1-10, 11-20 etc.

Work only with your "Yes" totals. Let's imagine that you have 20 people in your group, and 5 learners said "Yes" to bullying as reasons why they got into fights; and 14 answered "Yes" to getting into fights over personal property like cell phones. You would then plot these scores on the graph as shown below. You would plot all the "Yes" totals on this graph and link the line up as shown below. The last column has been left blank. If learners have given other reasons why they have got into fights, write what the reason is on the line and plot the total in the same way as you have done before.

Your graph helps you see the high scores very easily.



Step 11: One of the last tables on the marking template provides space for you to list some of the suggestions that learners have about making the school safer. Write down these different responses and the total number of learners who made this recommendation. If learners make similar comments, for example, one says call in the police, one says have security guards – these are similar recommendations that you can group together.

Some of the types of recommendations learners might make include the following:

- *Stop drugs and weapons on school property*
- *Call in police, have security guards around the perimeter*
- *Put the rules up where everybody can see them*
- *Offer anger management courses*
- *Punish, discipline, suspend, arrest those who break the rules*
- *Call in parents*

These are listed simply to help you. You will need to identify the categories that make sense of the recommendations your learners have made.

Step 12: **Marker Commentary.** You have now found out a lot about this threat/danger at the school. The last text box on the marking template asks you to review what you have found out and to list the things that stand out most for you. This basically summarises the results.
The types of comments you can make here include the following:

- What is happening most often that is of concern and requires attention?
- What are some of the reasons for this danger or threat?
- What kind of impact is this having on learners and on their school attendance and learning?
- How is the school responding - .e.g. rules, discipline etc? Which of these are positive responses and which if any are concerning e.g. educators not stopping fights quickly, corporal punishment being used etc.

Step 13: Once you have completed the boy and girl learner surveys, add up the totals for each item and write these into the final marking template that simply includes scores from both the boys and girls. You will see on the graph that you are prompted to plot the boys and girls scores in separate colours – this will help you compare the results across the genders.

Step 14: On this sheet in the **"Marker Commentary"** box just comment on what is similar and different between the boys and the girls and what the issues are that impact on both boys and girls.

Step 15: Prepare to **give feedback** on the results at the meeting which has been set up for this purpose.

Step 16: Give the results so that these can stimulate discussion and a plan of action at your school.

1.5 Procedure On Giving Feedback To The Learners

To build a system that respects the information that learners, or educators provide, it is important to give feedback about two things:

1. **The results or findings of the survey**
2. **What is being done to improve the situation**

When giving feedback, it is important to remember the following principles:

Principle 1: Be non judgemental about the results

For example, instead of saying "you stupid learners for carrying weapons" say: "of concern to us is that so many learners feel they need to protect themselves by carrying weapons".

Principle 2: Do not cause greater fear because of the results, particularly if the results indicate high levels of fear amongst the learners.

Procedure for giving learners feedback:

STEP 1 Remind the learners about the survey they completed.

STEP 2 Present the findings of the survey by using the "Marking Report Template". Perhaps put the results onto a big piece of paper and make a poster of them.

STEP 3 Indicate what is going to happen now, in other words what action is now going to be taken as a result of the information.

STEP 4 Facilitate a discussion about the safety issues to raise awareness with learners about the rules and procedures in place in the school, the consequences of breaking these procedures, and about how incidents can be reported and managed. Encourage learners to become involved in school safety. For example, if the problem being explored is about dangerous weapons or bullying, encourage the learners to develop a learner based campaign at the school to raise awareness to prevent such incidents from occurring.

> ***"It helps the entire community to be able to apply measures that are accepted by the department in combating crime in our schools"***
>
> *Eastern Cape School 2006*

1.6 How do I use the information that comes out of the learner surveys?

Once the learner surveys have been "marked", turn to Book 1 Section 5 of this manual which will guide you in using the information that you have recorded in the marking template.

1.7 Guidelines for learners:
how we are going to implement the survey:

1. You can only be asked to complete this as a whole class and not called out as an individual to fill it in.

2. This can only be completed in the classroom, right now and I will collect them when you are finished.

3. I will not walk around the classroom while you are filling the survey in, and therefore ask you to be quiet during the time that we need to complete the survey.

4. Make sure there is space between you and the person sitting next to you so that they cannot see what you write.

5. I will go through the survey first and read each question. You must choose which box to tick.

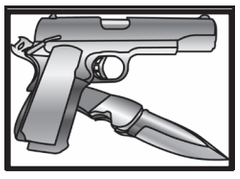
6. You cannot pass or fail this, and there is no right or wrong answer. What is important is that you are being honest. You cannot get into trouble for giving us the information.

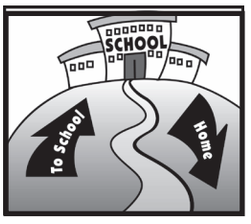
7. Please complete this in pen.

8. If you make a mistake, you can put a cross through what you have written and mark the correct one.

9. We will give you the results of this survey.

10. If after completing the survey you feel you need to talk to someone, please talk to me or an educator that you trust.





CJCP CENTRE FOR JUSTICE AND CRIME PREVENTION
Safety has no boundaries

OPEN SOCIETY FOUNDATION FOR SOUTH AFRICA

education
Department of Education
REPUBLIC OF SOUTH AFRICA

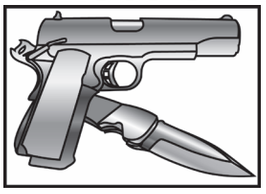
SECTION 2. THE LEARNER SURVEYS

SECTION 2. THE LEARNER SURVEYS

Make sure you have read the previous section and understand how to administer the survey before you proceed. Remember you do not need to implement every one of these surveys, use the one that is most relevant to the safety threats or challenges your school faces. If you do not know which one to use, start with Safety Spots!

SAFETY SPOTS

DANGEROUS OBJECTS

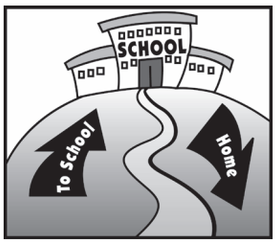


DRUGS AND ALCOHOL

INTERPERSONAL BEHAVIOUR

BULLYING
VERBAL ABUSE
PHYSICAL VIOLENCE
DISCRIMINATION
SEXUAL VIOLENCE

THE JOURNEY TO AND FROM SCHOOL



2.1 SAFETY SPOTS

HLAYISEKA LEARNER SURVEY:

SAFETY SPOTS

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET. *This will give us* ***confidential information****. There is no right or wrong answer. Please be* ***honest*** *and tell us about your* ***experience*** *at school!* ***USE A PEN, NOT A PENCIL.***

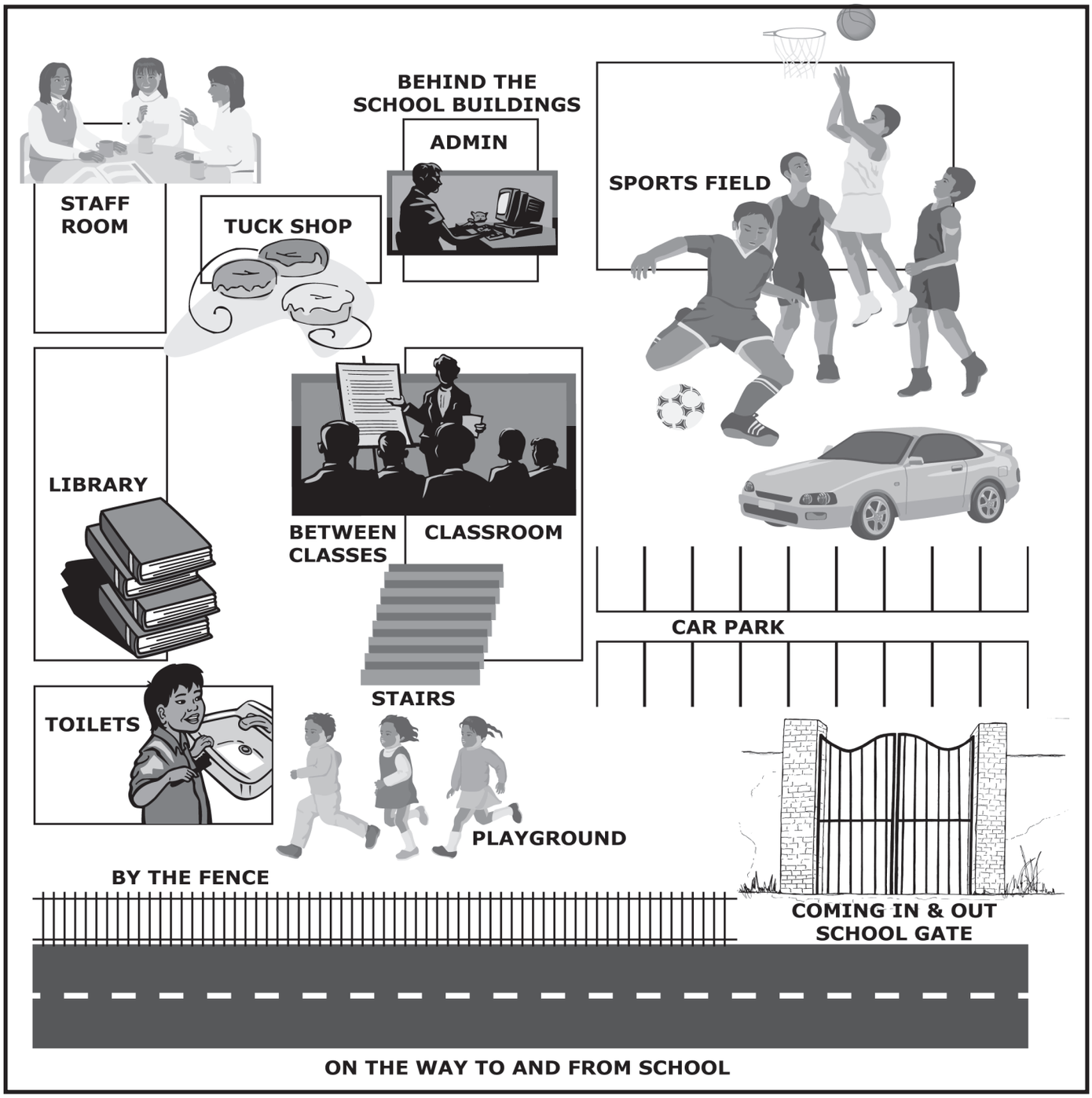
Please tell us about yourself ☐ *I am a boy* ☐ *I am a girl* *Date: _____*

I am in Grade _____

Have you seen the guidelines for taking part in this survey? [Yes] [No]

Have these guidelines been discussed with you? [Yes] [No]

PLACES IN OUR SCHOOL … During this term, how do you feel about these place.
Please mark in X for UNSAFE; ? (questionmark) for SOMETIMES SAFE; √ for SAFE



SAFETY SPOTS

PLACES IN OUR SCHOOL … This is what happens in this place
Please tick the box.

	Tresspassers walk in this area	Weapons are used here	Drugs and alcohol	Swearing and hate words	Fights happen here	Sex and kissing	Bullying	Corporal punishment	Get hurt or injured	Threatened	Theft	Vandalism	Discrimination	Witchcraft	Gambling	Gangs
1. In class	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Toilets	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Behind the school buildings	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Admin and staff room	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Specialised classrooms (libraries, music rooms, etc.)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Walking between classes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Stairs	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Tuck shop	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. Parking lot	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. On sports field	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. On the play ground	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. By the school fence	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. Coming in and out of school gate	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. In the neighborhood	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. On the way to or from school	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. Which are the **three** most important things you think we need to address in our school?	***Put a tick in the three boxes***															
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Yes	No
17. We have rules in our school	☐	☐
18. We can report (tell the teacher) what happens at our school	☐	☐

	Better	Worse	Makes no difference	Don't know
19. a) Telling the teacher makes the situation …	☐	☐	☐	☐

b) Why do you say so? _____

	Yes	No
20. Have you reported something that happened at your school this term?	☐	☐
21. Do you think that our school could be a safer place?	☐	☐
22. Did you feel free to answer these questions?	☐	☐

Thank you for completing this survey!

HLAYISEKA LEARNER SURVEY: SAFETY SPOTS!
MARKING REPORT TEMPLATE

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Survey Results For: ***Grade: _____***

Whose Results are Recorded Here? ***Boys ____ Girls _____ Boys and Girls _____***
How Many Surveys Are Being Scored? ***____ _____ _____***

Which Survey is This? ***Baseline (Pre) ____ Follow-Up (Post) ____***

Date Survey was Conducted: _____
Date Scoring was Done: _____

Was Procedure Followed?

	Yes	*No*	*Did not answer*
Were shown guidelines			
Guidelines were discussed with them			
Q22. Feeling free to answer the questions			

Take Note!
If one third or more of the learners state that they were not shown the guidelines or did not have these discussed with them, the survey will need to be re-administered. The same applies if at least one third of the learners did not feel free to answer the questions. Do not continue with the scoring if this is the case here.

PLACES IN OUR SCHOOL
Using the map, count up how many learners have put a tick, question mark or cross in each of the places on the map:

Learners feeling of safety in each of the following places:	*Cross UNSAFE*	*Question mark ? SOMETIMES SAFE*	*Tick SAFE*
Staff room			
Specialised classrooms (library, etc.)			
Toilets			
Tuck shop			
Behind the school buildings			
Administration			
Car park			
Sports field			
Between classes			
Classrooms			
Stairs			
Playground			
By the fence			
Coming in and out of gate			
On the way to and from school			

Highlight using a red highlighter the top three areas where learners feel UNSAFE.
Highlight using a green highlighter the top three areas where learners feel SAFE.
Compare the responses between the male and female learners: do they feel SAFE or UNSAFE in the same areas? Where do most girls feel UNSAFE? Where do most boys feel UNSAFE?

THIS IS WHAT HAPPENS IN THESE PLACES AT OUR SCHOOL:

	Tresspasser	*Weapons*	*Drugs / Alcohol*	*Swearing*	*Fights*	*Sex / kissing*	*Bullying*	*Corporal punishment*	*Injured*	*Threatened*	*Theft*	*Vandalism*	*Discrimination*	*Witchcraft*	*Gambling*	*Gangs*
Q1. In class																
Q2. toilets																
Q3. behind the school																
Q4. Admin and staff room																
Q5. Specialised classrooms (library, etc.)																
Q6. Walking between classes																
Q7. Stairs																
Q8. Tuck shop																
Q9. Parking lot																
Q10. on sports field																
Q11. on the play ground																
Q12. school fence																
Q13. coming in and out of school gate																
Q14. in the neighbourhood																
Q15. on the way to or from school																
TOTAL																

Highlight with a red marker the highest score for each question of what happens in that area.
Add up the score for each of the threat or incidents that occur. Highlight in red the three highest scores.

Count up the total number of ticks for each safety threat.	*Tresspasser*	*Weapons*	*Drugs*	*Swearing*	*Fights*	*Sex / kissing*	*Bullying*	*Corporal punishment*	*Injured*	*Threatened*	*Theft*	*Vandalism*	*Discrimination*	*Witchcraft*	*Gambling*	*Gangs*
Q16. The 3 most important things the learners think needs to be addressed in the school																

Highlight in red the 3 highest scoring safety threats. These are the top three priorities that the school needs to TAKE ACTION on!

	YES	*NO*
Q17. We have rules in our school		
Q18. We can report what happens		

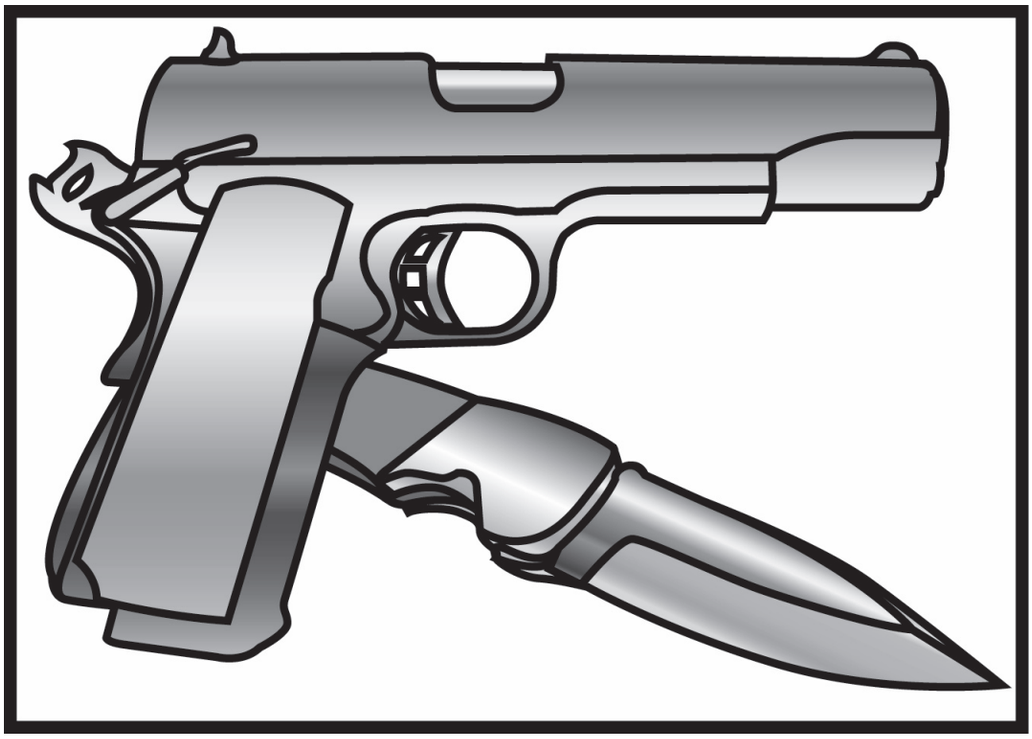
	BETTER	*WORSE*	*MAKES NO DIFFERENCE*	*DON'T KNOW*
Q19. Reporting makes the situation:				

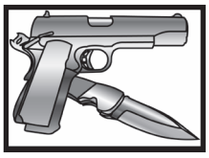
	YES	*NO*
Q20. Have you reported something this term?		
Q21. Do you think your school could be a safer place?		

Scorer Commentary:

What are the aspects of these scores that strike you most (seem most important to note)?

2.2 DANGEROUS OBJECTS





HLAYISEKA LEARNER SURVEY:

DANGEROUS OBJECTS

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET. *This will give us* ***confidential information****. There is no right or wrong answer. Please be* ***honest*** *and tell us about your* ***experience*** *at school!* ***USE A PEN, NOT A PENCIL.***

Please tell us about yourself ☐ *I am a boy* ☐ *I am a girl* *Date: _____*

I am in Grade _____

Have you seen the guidelines for taking part in this survey? ☐ *Yes* ☐ *No*

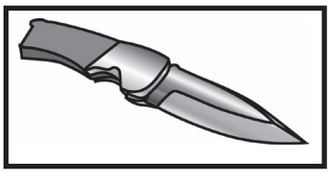
Have these guidelines been discussed with you? ☐ *Yes* ☐ *No*

PLEASE ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BOX THAT IS TRUE FOR YOU: ☑

	Yes	No
1. Are there rules about dangerous objects at your school?	☐	☐
2. Are dangerous objects allowed on your school premises?	☐	☐
3. Have you ever **seen** a dangerous object at your school?	☐	☐
4. Have you ever **seen someone using** a dangerous object in your school?	☐	☐

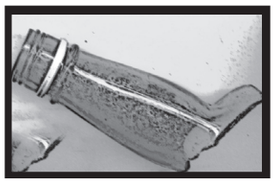
5. Which dangerous objects have you **seen in your school this term**? (There is also space for you to fill in the local name of the dangerous object.) What other objects are used to harm others at school? For example, ruler, scissors, mathematical instruments.

Knife/blade



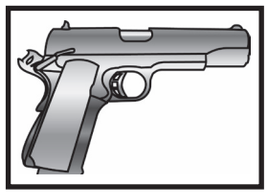
_____

Bottlekop / Broken bottle



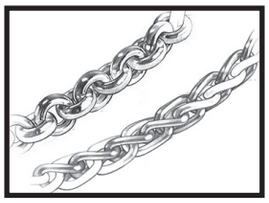
_____

Gun



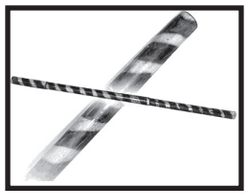
_____

Chain (dog chain, bicycle chain)



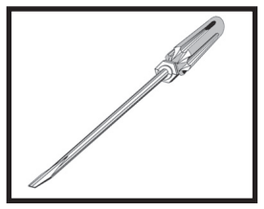
_____

Stick



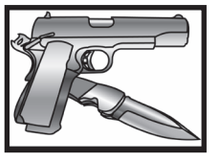
_____

Screw driver



_____

	Yes	No	Sometimes
6. Do dangerous objects get used during fights between learners in your school?	☐	☐	☐
7. Do learners who use dangerous objects in your school get disciplined?	☐	☐	☐
8. Are you afraid that dangerous objects will be used to harm or hurt you at school?	☐	☐	☐
9. Do you feel you need to have a dangerous object to protect yourself at school?	☐	☐	☐



DANGEROUS OBJECTS

	Yes	No
10. Have you been injured by a dangerous object at school?	☐	☐
11. Have you been injured by a dangerous object on the way to or from school?	☐	☐
12. Have you ever stayed away from school because you were afraid of dangerous objects?	☐	☐
13. Have you ever wanted to stay away from school because of dangerous objects?	☐	☐
14. Dangerous objects have made it hard for me to pay attention or concentrate at school	☐	☐
15. Would you feel safer if there were no dangerous objects at your school?	☐	☐

16. Why do learners bring or use dangerous objects at school? (tick the box or boxes)

- ☐ They bring dangerous objects because they are afraid
- ☐ They bring dangerous objects because of gangs
- ☐ They bring dangerous objects because it is cool
- ☐ They bring dangerous objects because of peer pressure
- ☐ They bring dangerous objects because of threats made to them
- ☐ They bring dangerous objects because they are bullied
- ☐ They bring dangerous objects because they are bullies
- ☐ They bring dangerous objects because they are discriminated against
- ☐ They bring dangerous objects because of sexual violence
- ☐ If there are other reasons, what are these reasons _____

---

17. How do guns make you feel? Please underline the feeling. You can underline more than one word.

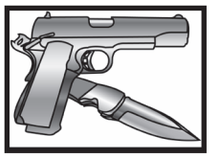
☹	😐	☺	
Angry	Ashamed	Okay	Happy	This has not
Sad	Embarrassed		Relaxed	happened
Afraid	Guilty		Cool/Safe	this term
Unsafe	Weak		Excited	

	Yes	No
18. Have you seen a gun at home?	☐	☐
19. We can tell the educator (teacher) if there is a dangerous object at school	☐	☐

	Better	Worse	Makes no difference	Don't know
20. Telling educators (teachers) or principals makes the situation	☐	☐	☐	☐

	Yes	No
21. We are taught life skills lessons about finding peaceful ways to solve our arguments or conflicts	☐	☐
22. Did you feel free to answer these questions?	☐	☐

Thank you for completing this survey!



HLAYISEKA LEARNER SURVEY: DANGEROUS OBJECTS
MARKING REPORT TEMPLATE

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Survey Results For: ***Grade: _____***

Whose Results Are Recorded Here? ***Boys _____ Girls _____ Girls and Boys _____***
How Many Surveys Are Being Scored? ***_____ _____ _____***

Which Survey Is This? ***Baseline (Pre) _____ Follow-Up (Post) _____***

Date Survey was Conducted: ***_____***
Date Scoring was Done: ***_____***

	Yes	*No*	*Did not answer*
Were shown guidelines			
Guidelines were discussed with them			
Q22. Feeling free to answer the questions			
Total			

If one third or more of the learners state that they were not shown the guidelines or did not have these discussed with them, or didn't feel free to answer the questions, the survey will need to be re-administered.

1. Knowledge of rules and practice

	Yes	*No*
Q1. Rules about dangerous objects?		
Q2. Are dangerous objects allowed on the school premises?		
Q3. Have you seen a dangerous object at your school?		
Q4. Have you ever seen someone using a dangerous object in your school?		

2. Which dangerous objects have been seen in school this term?

	Number of learners who have seen this weapon?
a. Knife/blade	
b. Bottlekop/broken bottle	
c. Gun	
d. Chain	
e. Stick	
f. Screw driver	

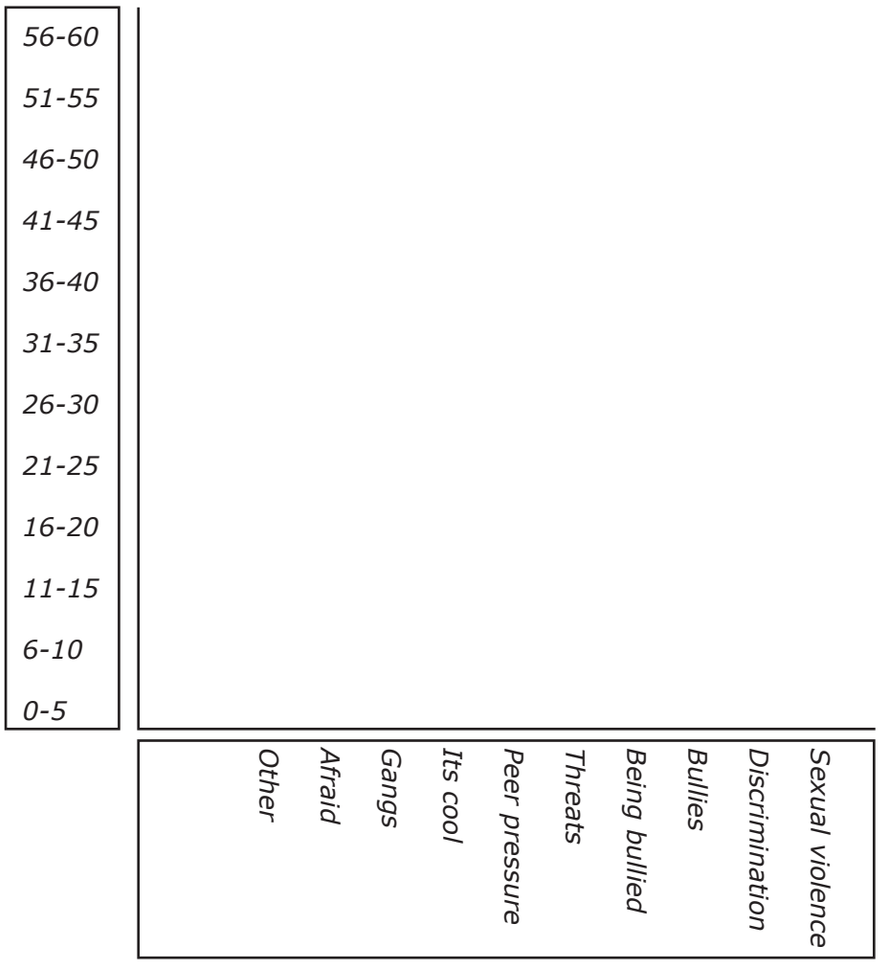
3. Learners experience of dangerous objects at school

	Yes	*No*	*Sometimes*
Q6. Do dangerous objects get used during fights between learners?			
Q7. Do learners who use dangerous objects get disciplined?			
Q8. Are you afraid that dangerous objects will be used to harm you at school?			
Q9. Do you feel you need a dangerous object to protect yourself?			
Q10. Have you been injured by a dangerous object at school?			
Q11. Have you been injured by a dangerous object to and from school?			
Q12. Have you ever stayed away from school because you were afraid of dangerous objects?			
Q13. Have you ever wanted to stay away from school because of dangerous objects?			
Q14. Dangerous objects have made it hard to concentrate/pay attention at school			
Q15. Would you feel safer if there were no dangerous objects at your school?			

4. Why learners bring or use dangerous objects at school

Q16	*Number of learners who answered this question*
Being afraid	
Due to gangs	
Because it is perceived to be cool	
Due to peer pressure	
Due to threats being made	
Because of being bullied	
Due to being a bully	
Due to discrimination	
Sexual violence	
Other	

Circle the highest scores which indicate the reasons why weapons are used at and brought to school. If you want to represent this table visually, use the graph below.



Highlight the highest numbers to see how frequently such incidents are occurring.

5. How do learners feel about dangerous objects?

Q17. How do guns make you feel?	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*		*This has not happened*
	Angry		*Okay*	*Happy*		
	Sad			*Relaxed*		
	Afraid			*Cool*		
	Unsafe			*Safe*		
	Ashamed			*Excited*		
	Embarrassed					
	Guilty					
	Weak					

6. Reporting and dealing with dangerous objects.

	Yes	*No*
Q18. Have you seen a gun at home?		
Q19. We can tell the teacher if there is a weapon at school.		

Q20. Telling an educator	*Makes it better*	*Makes it worse*	*Makes no difference*	*Don't know*
Q21. We are taught life skills lessons on discrimination, tolerance, or diversity	*Yes*		*No*	

Scorer Commentary:

What are the aspects of these scores that strike you most (seem most important to note)?

2.3 DRUGS AND ALCOHOL

HLAYISEKA LEARNER SURVEY:

DRUGS AND ALCOHOL

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET. *This will give us* ***confidential information****. There is no right or wrong answer. Please be* ***honest*** *and tell us about your* ***experience*** *at school!* ***USE A PEN, NOT A PENCIL.***

Please tell us about yourself ☐ *I am a boy* ☐ *I am a girl* *Date: _____*

I am in Grade _____

Have you seen the guidelines for taking part in this survey? Yes ☐ No ☐

Have these guidelines been discussed with you? Yes ☐ No ☐

PLEASE ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BOX THAT IS TRUE FOR YOU: ☑

DRUGS AND ALCOHOL AND MY SCHOOL

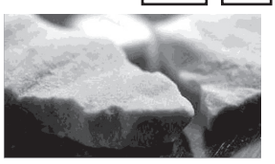
	Yes	No	Don't Know	Sometimes
1. Is alcohol allowed on your school property?	☐	☐	☐	☐
2. Are illegal **drugs, such as dagga** allowed on your school property?	☐	☐	☐	☐
3. Do learners who use illegal drugs in your school get disciplined?	☐	☐	☐	☐
4. Have you seen alcohol on the school property?	☐	☐	☐	☐
5. Have you seen learners smoking cigarettes on the school property?	☐	☐	☐	☐
6. Have you seen illegal drugs on the school property?	☐	☐	☐	☐
7. Can you buy illegal drugs on the school property?	☐	☐	☐	☐
8. Has anyone ever asked you to sell illegal drugs on the school property?	☐	☐	☐	☐

DRUGS AND ME

9. **I have tried the following drugs this term:** I don't take drugs ☐

If you do not take drugs then move to Question 12.

Cocaine/ Crack/ Coke/ Snow Yes ☐ No ☐



Rohypnol/ Rochies/ Roofies Yes ☐ No ☐

Dagga/Zoll/Weed/Ganja/Joint Yes ☐ No ☐

Mandrax/Buttons/Mandies Yes ☐ No ☐

Heroin/Dope/Skag Yes ☐ No ☐

Ecstasy/E/Love Drug Yes ☐ No ☐

DRUGS AND ALCOHOL (continued)

Glue/Petrol/Poppers/Benzine
Yes No

LSD/Acid/Caps
Yes No

Speed/Obies Nobies
Yes No

Poppers
Yes No

Crystalmeth/Tik/Tuk-Tuk
Yes No

Cigarettes
Yes No

Downers/Sleeping Pills
Yes No

Special K/KET
Yes No

Alcohol
Yes No

10. If you have tried alcohol, how old were you when you tried it the first time? _____
11. If you have tried drugs, how old were you when you tried it the first time? _____

Drugs and my life

I use drugs because _____
I do not use drugs because _____

	Yes	No	Sometimes	I Don't Use Drugs
12. Drugs help me cope with my life	☐	☐	☐	☐
13. It is cool to use drugs	☐	☐	☐	☐
14. At my school there is a lot of pressure to use drugs	☐	☐	☐	☐
15. It is difficult to say no to drugs	☐	☐	☐	☐
16. Drugs make it difficult for me to learn	☐	☐	☐	☐
17. Do drugs lead people to steal or harm others?	☐	☐	☐	☐

18. There have been days when I did not come to school because of: (you can tick more than 1 box)

☐ Drugs being sold
☐ Drugs being used by other learners
☐ I was using drugs
☐ Being forced to use drugs
☐ This has not happened to me

19. Do you report drugs — Yes ☐ No ☐

20. Reporting drugs makes the situation — Better ☐ Worse ☐ Makes no difference ☐ Don't know ☐

21. We are taught about the dangers of drugs and alcohol — Yes ☐ No ☐

22. What can be done to stop drugs and alcohol abuse at our school?_____
_____
_____

23. Did you feel free to answer these questions? — Yes ☐ No ☐

Thank you for completing this survey!

HLAYISEKA SCORING TEMPLATE: DRUGS AND ALCOHOL LEARNER SURVEY MARKING REPORT TEMPLATE

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Survey Results For: ***Grade: _____***

Whose Results Are Recorded Here? ***Boys _____*** ***Girls _____*** ***Girls and Boys _____***
How Many Surveys Are Being Scored? ***_____*** ***_____*** ***_____***

Which Survey Is This? ***Baseline (Pre) _____*** ***Follow-Up (Post) _____***

Date Survey was Conducted: ***_____***
Date Scoring was Done: ***_____***

Was Procedure Followed?

	Yes	*No*	*Did not answer*
Were shown guidelines			
Guidelines were discussed with them			
Q23. Feeling free to answer the questions			

Take Note!
If one third or more of the learners state that they were not shown the guidelines or did not have these discussed with them, the survey will need to be re-administered. The same applies if learners did not feel free to answer the questions. Do not continue scoring if this is the case!

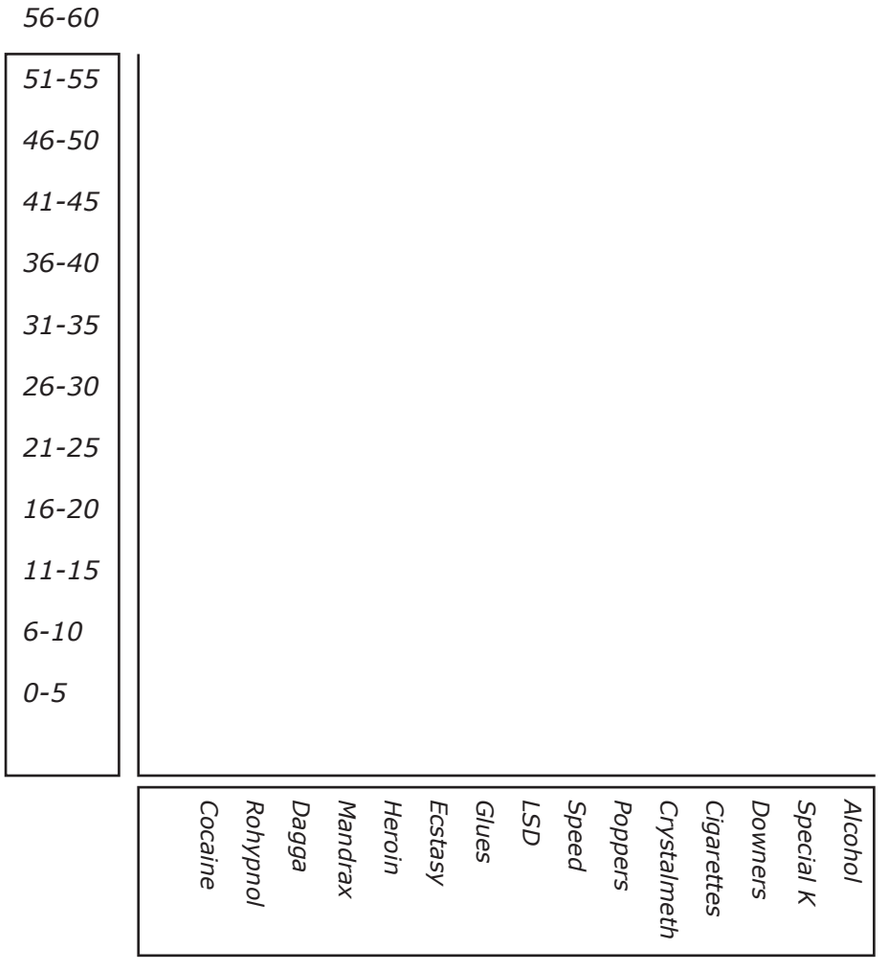
1. How prevalent are drugs and alcohol at our school?

	Yes	*No*	*Don't Know*	*Sometimes*
Q1. Is alcohol allowed on the school property?				
Q2. Are illegal drugs allowed on the school property?				
Q3. Do learners who use illegal drugs get disciplined?				
Q4. Is there alcohol on the property?				
Q5. Has someone been seen smoking cigarettes on the school property?				
Q6. Are there illegal drugs on the school property?				
Q7. Can illegal drugs be bought at school?				
Q8. People approaching learners to sell drugs for them.				

2. What drugs are our learners currently using?

Q9. I have used the following drug this term:	*Yes*	*No*
Cocaine/Crack/Coke/Snow		
Rohypnol/Rochies/Roofies		
Dagga/Zoll/Weed/Ganja/Joint		
Mandrax/Buttons/Mandies		
Heroin/Dope/Skag		
Ecstasy/E/Love Drug		
Glue/Petrol/Poppers/Benzine		
LSD/Acid/Caps		
Speed/Obies Nobies		
Poppers		
Crystalmeth/Tik/Tuk-Tuk		
Cigarettes		
Downers/Sleeping Pills		
Special K/KET		
Alcohol		

Highlight the highest scores. If you wish to depict the information visually use the graph below. You can now tell which types of drugs or alcohol are most common in your school.
Step 1: *Write in the interval scale in the empty box alongside the graph.*
Step 2: *Plot the Yes scores in the graph below.*



3. When does drug and alcohol use start?

Q10. Age when first tried drugs	*7 – 10*	*11 – 13*	*13 – 16*	*16 – 19*	*19 – 21*	*21 – 25*
Q11. Age when first tried alcohol						

Write down the total numbers for each age group.

4. Why do our learners use drugs?

	Yes	*No*	*Sometimes*	*Don't use*
Q12. Drugs help me cope with my life				
Q13. It is cool to use drugs				
Q14. There is a lot of pressure to use drugs at school				
Q15. It is difficult to say no to drugs				
Q16. Drugs make it difficult for me to learn				
Q17. Drugs lead people to steal or harm others				

The greater the numbers of yes responses versus the no responses, the more negative the impact drugs and alcohol is having on learners in the above-mentioned ways.

5. Have drugs impacted on school attendance and if so, how?

Q18. There have been days I did not come to school because of ……	*Write in Yes Totals*
Drugs being sold	
Drugs being used by other learners	
I was using drugs	
Being forced to use drugs	
This has not happened to me	

6. How our school responds to this safety threat

	Yes		*No*	
Q19. We report drugs				
Q20.Telling an educator	*Makes it better*	*Makes it worse*	*Makes no difference*	*Don't know*
Q21.We are taught about the dangers of drugs and alcohol	*Yes*		*No*	*Sometimes*

Concern should be sparked by learners stating that there are no rules or that these rules are only in place occasionally (sometimes), that they cannot report to the educators as a matter of course or if

reporting is deemed to make things worse or make no difference.

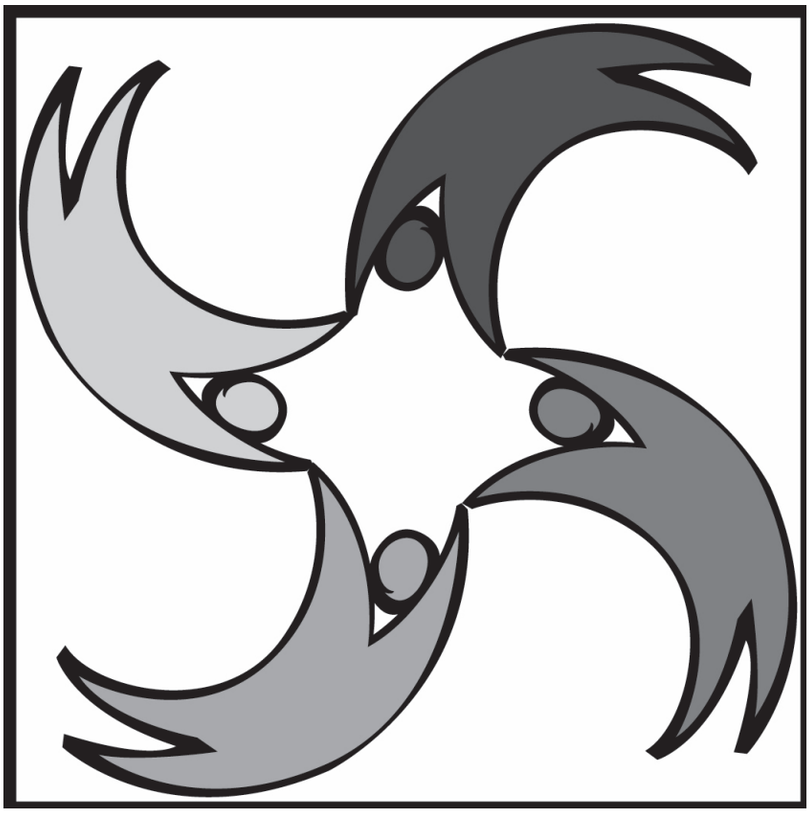
7. What our learners think should be done about this safety threat

Q22. Learner Recommendations:	*Total number who recommended this:*
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8	

Scorer Commentary:

What are the aspects of these scores that strike you most (seem most important to note)?

2.4 to 2.8
INTERPERSONAL BEHAVIOUR



HLAYISEKA LEARNER SURVEY:

INTERPERSONAL BEHAVIOUR
- BULLYING -

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET. *This will give us* ***confidential information****. There is no right or wrong answer. Please be* ***honest*** *and tell us about your* ***experience*** *at school!* ***USE A PEN, NOT A PENCIL.***

Please tell us about yourself

☐ *I am a boy*

☐ *I am a girl*

Date: _____

I am in Grade _____

Have you seen the guidelines for taking part in this survey? ☐ *Yes* ☐ *No*

Have these guidelines been discussed with you? ☐ *Yes* ☐ *No*

Please think about your experiences ***at school this term.***

PLEASE ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BOX THAT IS TRUE FOR YOU: ☑

BULLYING

	Everyday/ Most days	Once a week	Once a month	Once this term	This has not happened
1. I have been bullied by learners in the **SAME GRADE** as me	☐	☐	☐	☐	☐
2. I have been bullied by learners from a **HIGHER GRADE** than me (older learners)	☐	☐	☐	☐	☐
3. I have been bullied by **BOYS**	☐	☐	☐	☐	☐
4. I have been bullied by **GIRLS**	☐	☐	☐	☐	☐
5. I have bullied other learners	☐	☐	☐	☐	☐

How I feel about bullying … Underline all the feelings you have. You can underline more than one word.

	☹	😐	☺	
6. When **I** bully **other** people I feel	Angry Sad Afraid Unsafe Ashamed Embarrassed Guilty Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term
7. When **I am bullied** I feel	Angry Sad Afraid Unsafe Ashamed Embarrassed Guilty Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term

Please tick the box.

	Yes	No
8. There have been days when **I did not want to** come to school because I was scared of being bullied.	☐	☐
9. There have been days when **I did not come** to school because I was scared of being bullied.	☐	☐

I try to cope with bullying by …

	Yes	No	Sometimes
10. I cope by telling an educator (teacher)	☐	☐	☐
11. I cope by telling my friends	☐	☐	☐
12. I cope by running away	☐	☐	☐
13. I cope by fighting with the bully	☐	☐	☐

INTERPERSONAL BEHAVIOUR - BULLYING - (continued)

	Yes	No	Sometimes
14. I cope by carrying a weapon	☐	☐	☐
15. I cope by getting someone to scare the bully	☐	☐	☐
16. I cope by **not going** to the same places as the bully	☐	☐	☐
17. I cope by **not coming** to school	☐	☐	☐
18. I cope by telling the bully not to do this	☐	☐	☐
19. I cope by laughing at the bully	☐	☐	☐
20. I cope by crying	☐	☐	☐
21. I cope by getting sick or having pains in my body	☐	☐	☐
22. I cope by talking about it to someone I trust	☐	☐	☐
23. I cope by not doing anything about bullying	☐	☐	☐
24. I cope by getting quiet	☐	☐	☐
25. I cope by doing drugs or alcohol	☐	☐	☐

26. Other _____

_____

How our school responds to bullying...

	Yes	No
27. We have rules about bullying at our school	☐	☐
28. We can report bullying to the educator (teacher)	☐	☐

	Better	Worse	Makes no difference	Don't know
29. Reporting makes the situation	☐	☐	☐	☐

	Yes	No	Don't know
30. We are taught life skills lessons on bullying	☐	☐	☐
31. Those that bully get disciplined	☐	☐	☐
32. Educators are kind and supportive to those that get bullied	☐	☐	☐
33. People at our school help bullies to change their behaviour	☐	☐	☐

34. What could be done to stop bullying at our school? _____

_____

_____

	Yes	No
35. I felt free to answer this survey honestly	☐	☐

Thank you for completing this survey!

HLAYISEKA LEARNER SURVEY: BULLYING
MARKING REPORT TEMPLATE

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Survey Results For: ***Grade: _____***

Whose Results Are Recorded Here? ***Boys _____ Girls _____ Girls and Boys _____***
How Many Surveys Are Being Scored? ***_____ _____ _____***

Which Survey Is This? ***Baseline (Pre) _____ Follow-Up (Post) _____***

Date Survey was Conducted: ***_____***
Date Scoring was Done: ***_____***

Was Procedure Followed?

	Yes	*No*	*Did not answer*
Were shown guidelines			
Guidelines were discussed with them			
Q35. Feeling free to answer the questions			
Total			

Take Note!
If one third or more of the learners state that they were not shown the guidelines or did not have these discussed with them, the survey will need to be re-administered.
The same applies if at least one third of the learners did not feel free to answer the questions.
Do not continue with the scoring if this is the case here.

1. How common is bullying at our school this term?

Frequency	*Everyday/ Most days*	*Once a week*	*Once a month*	*Once a term*	*Has not happened*
Q1. I have been bullied by learners in the same grade as me					
Q2. I have been bullied by learners in a higher grade than me					
Q3. I have been bullied by boys					
Q4. I have been bullied by girls					
Q 5. I have bullied other learners					

Highlight the highest numbers. This tells you how much bullying is happening and who is doing the bullying.

2. Is the danger or threat of bullying affecting our learners emotionally?

A. How our learners feel when they BULLY	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*		*Has not happened*
	Angry		*Okay*	*Happy*		
	Sad			*Relaxed*		
	Afraid			*Cool*		
	Unsafe			*Safe*		
	Ashamed			*Excited*		
	Embarrassed					
	Guilty					
	Weak					
Total Scores						

B. How our learners feel when they are BULLIED	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*	
	Angry		*Okay*	*Happy*	
	Sad			*Relaxed*	
	Afraid			*Cool*	
	Unsafe			*Safe*	
	Ashamed			*Excited*	
	Embarrassed				
	Guilty				
	Weak				
Total Scores					

3. Is bullying getting in the way of school attendance or learners' capacity to learn?

Impact of bullying	*Yes*	*No*
Q8. Not wanting to come to school		
Q9. Staying away from school		

The greater the number of yes responses versus the numbers of no responses, the more negative the impact bullying is having on learners in the above-mentioned ways.

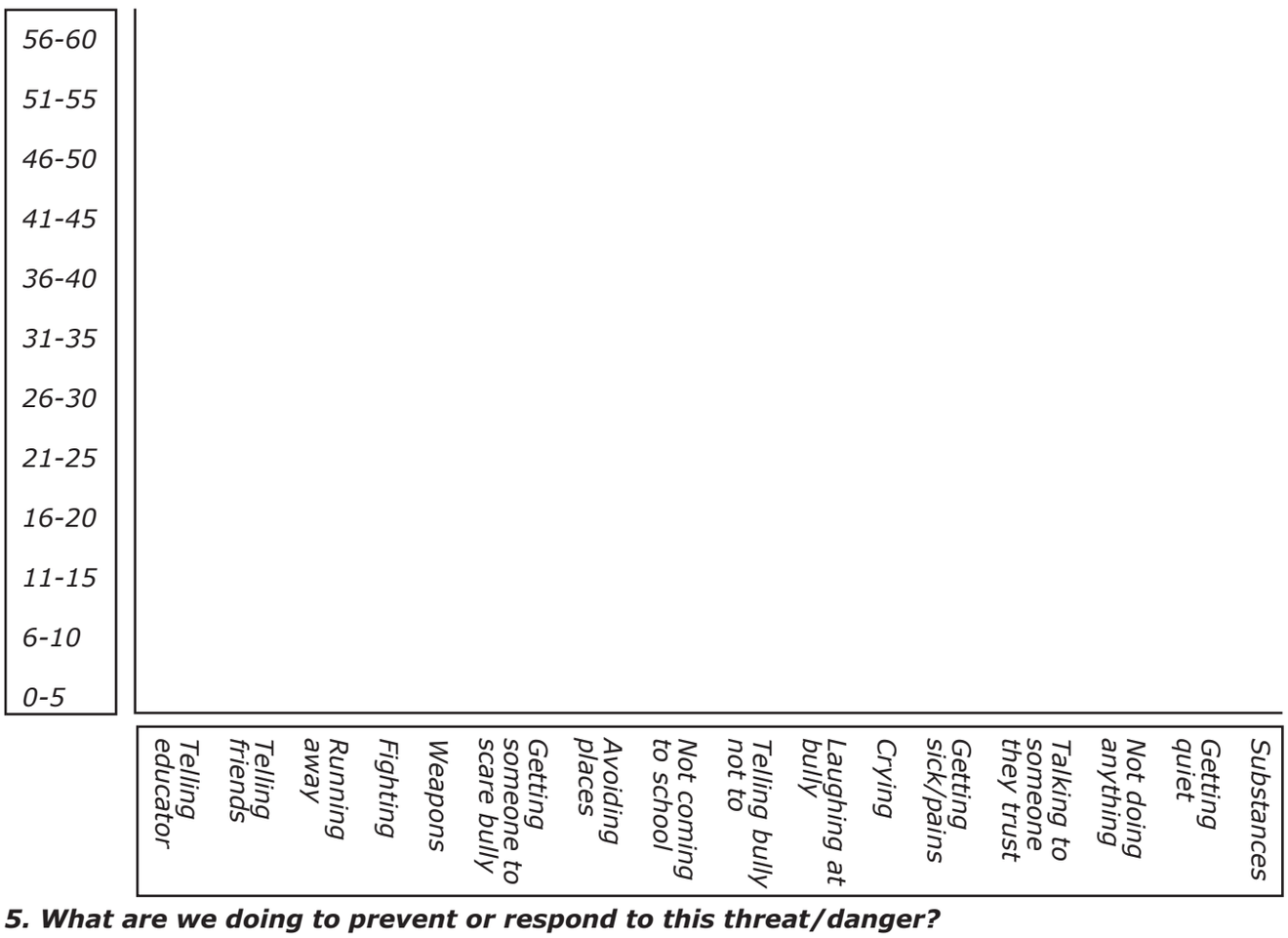
4. How are our learners trying to cope with bullying?

Coping Styles	*Yes*	*No*	*Sometimes*
Q10. Telling a teacher			
Q11. Telling my friends			
Q12. Running away			
Q13. Fighting with the bully			

	Yes	*No*	*Sometimes*
Q14. Carrying a weapon			
Q15. Getting someone to scare the bully			
Q16. By avoiding the places where the bully is			
Q17. Not coming to school			
Q18. Telling the bully not to do this			
Q19. Laughing at the bully			
Q20. Crying			
Q21. Getting sick or having pains in my body			
Q22. Talking to someone I trust			
Q23. Not doing anything			
Q24. By getting quiet			
Q25. Smoking, Doing Drugs or using alcohol			
Q26. Other			

Take Note: *If learners share that they use substances, weapons, or get into fights to cope with bullying, you may want to use some of the other learner surveys to explore these issues further.*

If you would like to see these results graphically, you can transfer the totals into the graph below.
Step 1: *Enter a suitable interval scale (2 point scale for up to 20 scores, 5 point scale for 21-50, a 10 point scale for up to 100 learners) in the empty vertical box on the side of the graph.*
Step 2: *Simply graph the Yes totals.*



5. What are we doing to prevent or respond to this threat/danger?

	Yes	*No*	*Sometimes*	*Don't Know*
Q27. We have rules about bullying				
Q28. We can report to educator				
Q29. Reporting makes the situation	*Write Yes totals below…*			
Better				
Worse				
Makes no difference				
Don't know				
	Yes	*No*	*Sometimes*	*Don't Know*
Q30.We are taught life skills on bullying				
Q31. Those that bully get disciplined				
Q32. Educators are kind and supportive with those that get bullied				
Q33. People at our school help bullies to change their behaviour by talking to them				

Take Note!
Concern should be sparked by learners stating that there are no rules, that there are no repercussions to bullying and no intervention or response to either the bullies or the victims of bullying. It is also very worrying if children are reporting that they cannot report incidents to educators and worse still that reporting makes things worse of makes no difference.

6. What do the learners think could be done?

Q34. Learner Recommendations:	*Total number who recommended this:*
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8	

Scorer Commentary:

What are the aspects of these scores that strike you most (seem most important to note)?

HLAYISEKA LEARNER SURVEY:

INTERPERSONAL BEHAVIOUR - VERBAL ABUSE -

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET. *This will give us* ***confidential information****. There is no right or wrong answer. Please be* ***honest*** *and tell us about your* ***experience*** *at school!* ***USE A PEN, NOT A PENCIL.***

Please tell us about yourself

☐ *I am a boy*

☐ *I am a girl*

Date: _____

I am in Grade _____

Have you seen the guidelines for taking part in this survey? ☐ *Yes* ☐ *No*

Have these guidelines been discussed with you? ☐ *Yes* ☐ *No*

We want to know about verbal abuse at your school. Verbal abuse is when people shout at one another, insult or make others feel bad by what they say about them, or use hate speech, for example saying something nasty about their religion, their race, their culture and so on.

Please think about your experiences ***at school this term.***
Types and amount of verbal abuse at our school

PLEASE ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BOX THAT IS TRUE FOR YOU: ☑

	Everyday/ most days	Once a week	Once a month	Once this term	This has not happened
1. In the last term **I** have sworn (swear) **at a learner**	☐	☐	☐	☐	☐
2. In the last term **I** have sworn (swear) **at an educator (teacher)**	☐	☐	☐	☐	☐
3. In the last term **a learner** has sworn (swear) **at me**	☐	☐	☐	☐	☐
4. In the last term an **educator (teacher)** has sworn **at me**	☐	☐	☐	☐	☐
5. In the last term **I** have shouted **at a learner**	☐	☐	☐	☐	☐
6. In the last term **I** have shouted **at an educator (teacher)**	☐	☐	☐	☐	☐
7. In the last term **a learner** has shouted **at me**	☐	☐	☐	☐	☐
8. In the last term **an educator (teacher)** has shouted **at me**	☐	☐	☐	☐	☐
9. In the last term **I** have insulted (e.g. you are stupid) or used hate speech with **a learner**	☐	☐	☐	☐	☐
10. In the last term **I** have insulted or used hate speech with an **educator (teacher)**	☐	☐	☐	☐	☐
11. In the last term **a learner** has insulted or used hate speech with **me**	☐	☐	☐	☐	☐
12. In the last term **an educator (teacher)** has insulted or used hate speech with **me**	☐	☐	☐	☐	☐

INTERPERSONAL BEHAVIOUR - VERBAL ABUSE - (continued)

How I feel about verbal violence at our school... Please underline the feelings. You can underline more than one word.

	☹	😐	☺	
13. When **learners** shout at, swear at, insult or use hate speech with me I feel	Angry Sad Afraid Unsafe Ashamed Embarassed Guilty Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term
14. When **teachers** shout at, swear at, insult or use hate speech with me I feel	Angry Sad Afraid Unsafe Ashamed Embarassed Guilty Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term
15. When **I** shout at, swear at or insult other **learners** I feel	Angry Sad Afraid Unsafe Ashamed Embarassed Guilty Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term
16. When **I** shout at, swear at or insult **teachers** I feel	Angry Sad Afraid Unsafe Ashamed Embarassed Guilty Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term

Please tick the box.

	Yes	No	This has not happened
17. There have been days when **I did not want to** come to school because I was scared of being shouted at, insulted or sworn at	☐	☐	
18. There have been days when **I did not come to school** because I was scared of being shouted at, insulted or sworn at	☐	☐	
19. Verbal violence at school has made it hard for me to pay attention and concentrate at school.	☐	☐	☐

How our school responds to verbal violence...

	Yes	No	Sometimes
20. We have rules about verbal violence at our school	☐	☐	
21. We can report (tell the teacher) if someone shouts at, insults or uses hate speech.	☐	☐	☐

	Better	Worse	It makes no difference	I don't know
22. Telling the teacher makes the situation	☐	☐	☐	☐
23. We are taught life skills lessons on respecting others and communication skills		☐	☐	☐

24. What could be done to stop verbal violence at our school?

_____

_____

	Yes	No
25. I felt free to answer this survey honestly	☐	☐

Thank you for completing this survey!

HLAYISEKA LEARNER SURVEY: VERBAL ABUSE
MARKING REPORT TEMPLATE

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Survey Results For: ***Grade: _____***

Whose Results Are Recorded Here? ***Boys _____ Girls _____ Girls and Boys _____***
How Many Surveys Are Being Scored? ***_____ _____ _____***

Which Survey Is This? ***Baseline (Pre) _____ Follow-Up (Post) _____***

Date Survey was Conducted: ***_____***
Date Scoring was Done: ***_____***

Was Procedure Followed?

	Yes	*No*	*Did not answer*
Were shown guidelines			
Guidelines were discussed with them			
Q25. Feeling free to answer the questions			

Take Note!
If one third or more of the learners state that they were not shown the guidelines or did not have these discussed with them, the survey will need to be re-administered.
The same applies if at least one third of the learners did not feel free to answer the questions.
Do not continue with the scoring if this is the case here.

1. How much verbal violence do we have at our school?

Types and Frequency of Verbal Abuse	*Everyday/ Most days*	*Once a week*	*Once a month*	*Once a term*	*Has not happened*
A. Amongst Learners					
Q1. I have sworn at a learner					
Q3. A learner has sworn at me.					
Q5, In the last term I have shouted at a learner					
Q7. In the last term a learner has shouted at me.					
Q9. I have insulted or used hate speech with a learner.					
Q10. A learner has insulted or used hate speech with me.					

Frequency:	*Everyday/ Most days*	*Once a week*	*Once a month*	*Once a term*	*Has not happened*
B. Verbal Abuse of Educators by Learners					
Q2. I have sworn at a teacher					
Q6. In the last term I have shouted at an educator					
Q10. I have insulted or used hate speech with an educator.					
C. Verbal abuse of learners by educators					
Q4. An educator has sworn at me.					
Q8. In the last term an educator has shouted at me.					
Q12. An educator has insulted or used hate speech with me.					

Highlight the highest numbers. This tells you how much verbal abuse exists and who act in this way and who most experiences this.

2. Is verbal violence having an emotional impact on our learners?

Emotional Reactions	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*	
A. How being verbally abused by learners makes learners feel Q. 13	*Angry*		*Okay*	*Happy*	
	Sad			*Relaxed*	
	Afraid			*Cool*	
	Unsafe			*Safe*	
	Ashamed			*Excited*	
	Embarrassed				
	Guilty				
	Weak				
Total					

B. How being verbally abused by educators makes learners feel. Q14	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*	
	Angry		*Okay*	*Happy*	
	Sad			*Relaxed*	
	Afraid			*Cool*	
	Unsafe			*Safe*	
	Ashamed			*Excited*	
	Embarrassed				
	Guilty				
	Weak				
Total					

C. How learners feel when they verbally abuse others Q15	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*	
	Angry		*Okay*	*Happy*	
	Sad			*Relaxed*	
	Afraid			*Cool*	
	Unsafe			*Safe*	
	Ashamed			*Excited*	
	Embarrassed				
	Guilty				
	Weak				
Total					

D. How learners feel when they verbally abuse educators Q16.	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*	
	Angry		*Okay*	*Happy*	
	Sad			*Relaxed*	
	Afraid			*Cool*	
	Unsafe			*Safe*	
	Ashamed			*Excited*	
	Embarrassed				
	Guilty				
	Weak				
Total					

3. What other types of impact is this danger or threat having?

Impact of verbal abuse	*Yes*	*No*	*Has not happened*
Q17. Not wanting to come to school			
Q18. Staying away from school			
Q19. Interfering with attention and/or concentration			

The greater the numbers of yes responses versus the no responses, the more negative the impact verbal abuse is having on learners in the above-mentioned ways.

4. What are we doing to prevent or respond to this threat or danger?

Prevention and Response	*Yes*	*No*	*Sometimes*
Q20. We have rules about verbal violence			
Q21. We can report if someone shouts, insults or uses hate speech with us.			
Q22. Telling an educator …	*Enter Yes totals below*		
Makes it better			
Makes it worse			
Makes no difference			
Don't know			
	Yes	*No*	*Don't Know*
Q23. We are taught life skills on communication skills and respecting others	*Yes*	*No*	

Concern should be sparked by learners stating that there are no rules or that these rules are only in place occasionally (sometimes), that they cannot report to the educators as a matter of course or if reporting is deemed to make things worse or make no difference.

5. What do our learners think should happen?

Q24. Learner Recommendations	*Total number who recommended this:*
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8	

Scorer Commentary:

What are the aspects of these scores that strike you most (seem most important to note)?

HLAYISEKA LEARNER SURVEY:

INTERPERSONAL BEHAVIOUR
- PHYSICAL VIOLENCE -

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET. *This will give us* ***confidential information****. There is no right or wrong answer. Please be* ***honest*** *and tell us about your* ***experience*** *at school!* ***USE A PEN, NOT A PENCIL.***

Please tell us about yourself ☐ *I am a boy* ☐ *I am a girl* *Date:* _____

I am in Grade _____

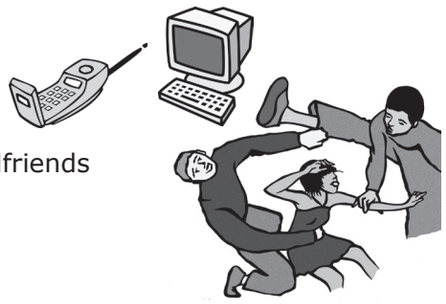
Have you seen the guidelines for taking part in this survey? Yes | No

Have these guidelines been discussed with you? Yes | No

Please think about your experiences ***at school this term.***

PLEASE ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BOX THAT IS TRUE FOR YOU: ☑

Why there are fights at our school ...



		Yes	No
1.	I have been in a fight after being bullied	☐	☐
2.	I have been in a fight over books, pens, cell phones, lunch or other things of mine	☐	☐
3.	I have been in a fight over boyfriends or girlfriends	☐	☐
4.	I have been in fights because of insults, swearing or hate speech	☐	☐
5.	I have been in a fight because someone said something bad about my mother, father or **people important to me**	☐	☐
6.	I have been in a fight because someone said something bad **about me**	☐	☐
7.	I have been in a fight during sport	☐	☐
8.	I have been in a fight because of peer pressure	☐	☐
9.	I have been in a fight to **protect someone else** who was being hurt in some way	☐	☐
10.	I have been in a fight because **someone was trying to hurt me** in some way	☐	☐
11.	I have been in a fight just for fun	☐	☐
12.	I have been in a fight because of gambling	☐	☐
13.	I got into a fight over dangerous objects	☐	☐
14.	I got into a fight because I was drunk	☐	☐
15.	I got into a fight because I was on drugs	☐	☐
16.	I have been in gang related fights	☐	☐
17.	I have been in a fight for another reason (space to write your reason) _____		

_____

_____

INTERPERSONAL BEHAVIOUR - PHYSICAL VIOLENCE - (continued)

How much physical violence there is at our school...

	Everyday/ Most days	Once a week	Once a month	Once this term	This has not happened
18. During this term **I have been** kicked, hit, pinched or punched **by a learner**	☐	☐	☐	☐	☐
19. **I have** kicked, hit, pinched or punched **a learner**	☐	☐	☐	☐	☐
20. **I have been** kicked, hit, pinched or punched by an **educator (teacher)**	☐	☐	☐	☐	☐
21. **I have** kicked, hit, pinched or punched **an educator (teacher)**	☐	☐	☐	☐	☐
22. I have been in a fight involving weapons	☐	☐	☐	☐	☐

How I feel about physical violence ... Please underline the feeling. You can underline more than one word.

	☹	😐	☺	
23. Fights and physical violence at school makes me feel	Angry Sad Afraid Unsafe	Ashamed Embarassed Guilty Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term

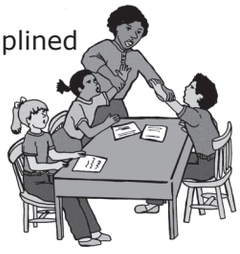
	Yes	No
24. There have been days when **I did not want to** come to school because I was scared of fights and physical violence	☐	☐
25. There have been days when **I did not come to school** because I was scared of fights or physical violence	☐	☐
26. Fights and physical violence at school has made it hard for me to pay attention and concentrate at school.	☐	☐

How our school responds to physical violence...

	Yes	No
27. We have rules about physical violence and fighting at our school	☐	☐
28. We can tell the educator (teacher) about fights at our school	☐	☐

	Better	Worse	Makes no difference	Don't know
29. Telling the educator (teacher) makes the situation	☐	☐	☐	☐

	Yes	No
30. At our school educators (teachers) stop fights quickly	☐	☐
31. Learners who fight or physically hurt other learners get disciplined	☐	☐
32. People at our school try to help those who get into fights	☐	☐
33. We are taught life skills lessons about physical violence	☐	☐



34. What could be done to stop physical violence at our school?

_____

_____

	Yes	No
35. I felt free to answer this survey honestly	☐	☐

Thank you for completing this survey!

HLAYISEKA LEARNER SURVEY: PHYSICAL VIOLENCE
MARKING REPORT TEMPLATE

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Survey Results For: ***Grade: _____***

Whose Results Are Recorded Here? ***Boys _____ Girls _____ Girls and Boys _____***
How Many Surveys Are Being Scored? ***_____ _____ _____***

Which Survey Is This? ***Baseline (Pre) _____ Follow-Up (Post) _____***

Date Survey was Conducted: ***_____***
Date Scoring was Done: ***_____***

Was Procedure Followed?

	Yes	*No*	*Did not answer*
Were shown guidelines			
Guidelines were discussed with them			
Q35. Feeling free to answer the questions			

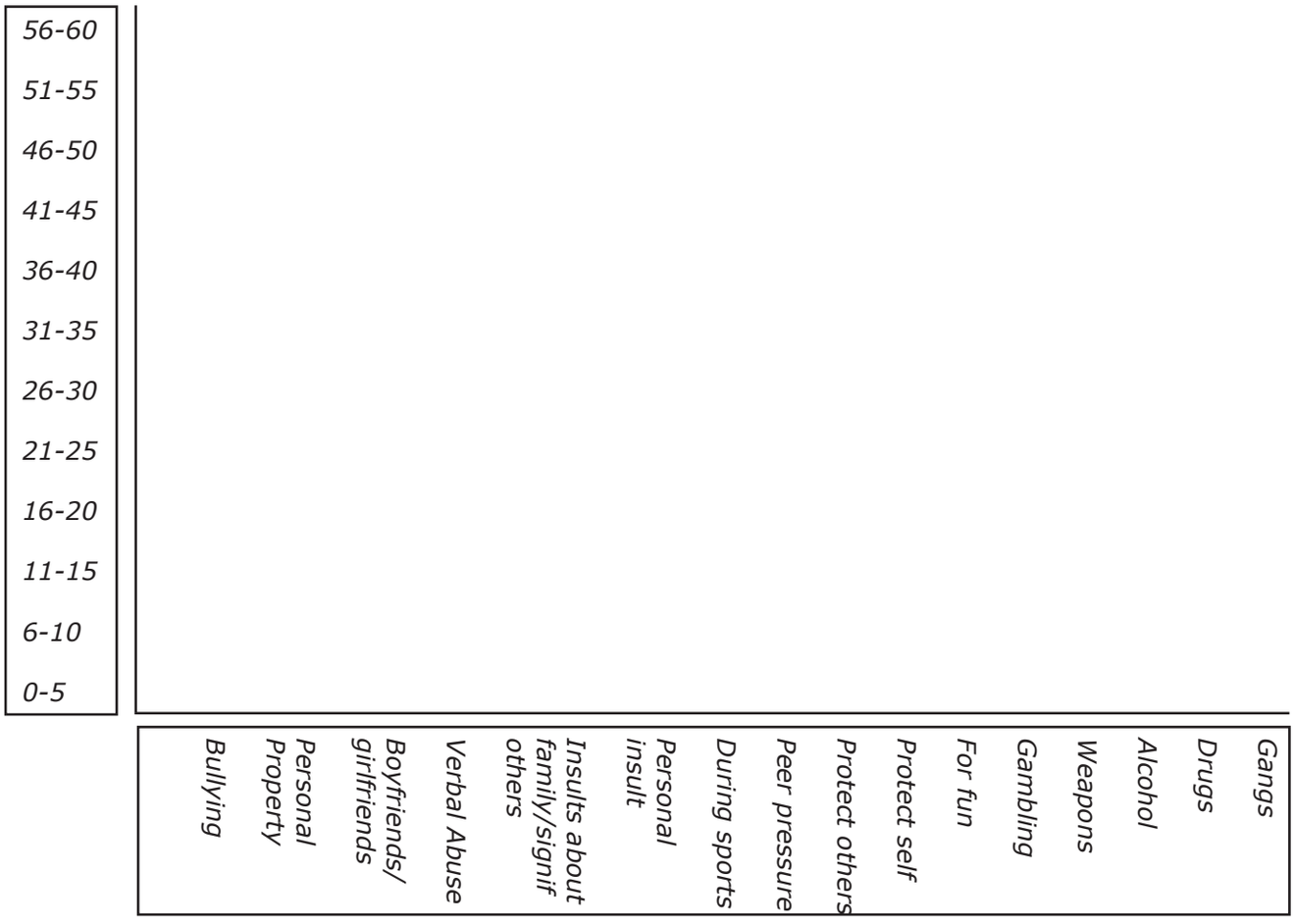
Take Note!
If one third or more of the learners state that they were not shown the guidelines or did not have these discussed with them, the survey will need to be re-administered.
The same applies if at least one third of the learners did not feel free to answer the questions.
Do not continue with the scoring if this is the case here.

1. Do we have physical violence at our school?

Why there are fights at our school	*Yes*	*No*
Q1. I have been in a fight after being bullied		
Q2. I have been in a fight over books, pens, cell phones, lunches or other things of mine		
Q3. I have been in a fight over boyfriends or girlfriends		
Q4. I have been in fights because of insults, swearing or hate speech		
Q5. I have been in a fight because someone said something bad about my mother, father or other people who are important to me		
Q6 I have been in a fight because someone has said something bad about me		
Q7. I have been in a fight during sports		
Q8. I have been in a fight because of peer pressure		
Q9. I have been in a fight to protect someone else who was being hurt		
Q10. I have been in a fight because someone was trying to hurt me		
Q11. I have been in a fight just for fun		
Q12. I have been in a fight because of gambling		
Q13. I get into fights over weapons		
Q14. I get into fights when I am drunk		
Q15. I get into fights when I am using drugs		
Q16. I have been in gang-related fights		

Highlight the highest scores.
If drugs, weapons, discrimination or verbal abuse is playing a part in physical violence you may want to also use the other relevant learner surveys to explore the extent of this behaviour in more detail.

If you wish to depict the information visually use the graph below.



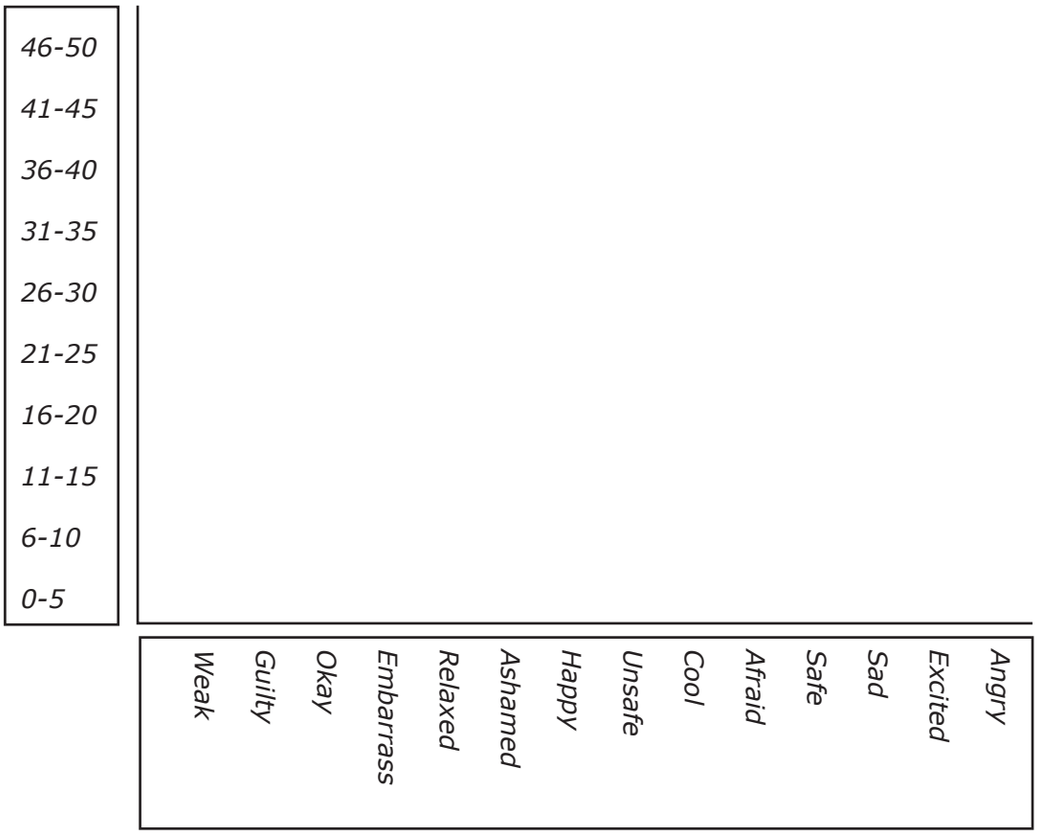
2. How often is the danger or threat around at our school?

Frequency	*Everyday/ Most days*	*Once a week*	*Once a month*	*Once a term*	*Has not happened*
Q18. I have been kicked, hit, punched by a learner					
Q19. I have kicked, hit, punched a learner					
Q20. I have been kicked, hit, punched by an educator					
Q21. I have kicked, hit, punched an educator					
Q22. I have been in a fight with weapons					

Highlight the highest numbers.
You can now tell which types of physical violence are happening most often at our school.

3. Is physical violence having an emotional impact on our learners?

Q23. How physical violence makes our learners feel	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*	
	Angry		*Okay*	*Happy*	
	Sad			*Relaxed*	
	Afraid			*Cool*	
	Unsafe			*Safe*	
	Ashamed			*Excited*	
	Embarrassed				
	Guilty				
	Weak				
Total					



4. Is physical violence having another kind of impact?

4. Impact of physical violence	*Yes*	*No*
Q24. Not wanting to come to school		
Q25. Staying away from school		
Q26. Interfering with attention and/or concentration		
Total		

The greater the numbers of yes responses versus the no responses, the more negative the impact physical abuse is having on learners in the above-mentioned ways.

5. What are we doing to prevent or respond to this threat?

Prevention and Response	*Yes*		*No*	
Q27. Our school has rules about physical violence and fighting at school				
Q28. We can tell the educator				
Q29. Telling an educator …	*Fill in Yes totals below*			
Makes it better				
Makes it worse				
Makes no difference				
Don't know				
	Yes	*No*	*Sometimes*	*Don't know*
Q30. At our school educators stop fights quickly				
Q31. Learners who fight or hurt other learners get disciplined				
Q32. People at our school try to help those learners who are always getting into fights				
Q33.We are taught life skills lessons about respecting others and dealing with conflicts non-violently				

Concern should be sparked by learners stating that there are no rules or that these rules are only in place occasionally (sometimes), that they cannot report to the educators as a matter of course or if reporting is deemed to make things worse or make no difference.

6. What do our learners think could be done?

Q34. Learner Recommendations:	*Total number who recommended this:*
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8	

Scorer Commentary:

What are the aspects of these scores that strike you most (seem most important to note)?

HLAYISEKA LEARNER SURVEY:

INTERPERSONAL BEHAVIOUR - DISCRIMINATION -

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET. *This will give us* ***confidential information****. There is no right or wrong answer. Please be* ***honest*** *and tell us about your* ***experience*** *at school!* ***USE A PEN, NOT A PENCIL.***

Please tell us about yourself

☐ *I am a boy*

☐ *I am a girl*

Date: _____

I am in Grade _____

Have you seen the guidelines for taking part in this survey? ☐ *Yes* ☐ *No*

Have these guidelines been discussed with you? ☐ *Yes* ☐ *No*

Discrimination is when people treat others as if they are inferior (less than them), make them feel bad about themselves or do not want to be with them for some reason.

Please think about your experiences ***at school this term****.*

What kind of discrimination exists at our school ….

PLEASE ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BOX THAT IS TRUE FOR YOU: ☑

In the last term I have been discriminated against because of

	Yes	No
1. My race	☐	☐
2. My culture or religion	☐	☐
3. My gender (male / female)	☐	☐
4. My sexual orientation (straight, gay, bi-sexual)	☐	☐
5. My family circumstances	☐	☐
6. Poverty or wealth	☐	☐
7. Illness	☐	☐
8. My Age	☐	☐
9. My Physical Disability	☐	☐
10. My learning problems	☐	☐
11. My Appearance	☐	☐
12. The way I dress	☐	☐
13. The food I bring to school	☐	☐
14. Other reasons	☐	☐

If you answered question 14, please tell us the reasons: _____

_____

How often have I experienced discrimination at our school this term…	Everyday/ Most days	Once a week	Once a month	Once this term	This has not happened
15. My race	☐	☐	☐	☐	☐
16. My culture or religion	☐	☐	☐	☐	☐
17. My gender (male or female)	☐	☐	☐	☐	☐

INTERPERSONAL BEHAVIOUR - DISCRIMINATION - (continued)

How often have I experienced discrimination at our school this term...

	Everyday/ Most days	Once a week	Once a month	Once this term	This has not happened
18. My sexual orientation (straight, homosexual, lesbian, bi-sexual)	☐	☐	☐	☐	☐
19. My family	☐	☐	☐	☐	☐
20. Poverty	☐	☐	☐	☐	☐
21. Illness	☐	☐	☐	☐	☐
22. My Age	☐	☐	☐	☐	☐
23. My Physical Disability	☐	☐	☐	☐	☐
24. My learning problems	☐	☐	☐	☐	☐
25. My Appearance	☐	☐	☐	☐	☐
26. The way I dress	☐	☐	☐	☐	☐
27. The food I bring to school	☐	☐	☐	☐	☐
28. Other	☐	☐	☐	☐	☐

How I feel about discrimination at school... Underline all the feelings you have. You can underline more than one word.

	☹	😐	☺	
29. When I am discriminated against I feel.	Angry Sad Afraid Unsafe	Ashamed Embarrassed Guilty Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term

	Yes	No
30. There have been days **when I did not want to come to school** because I was scared of discrimination	☐	☐
31. There have been days **when I did not come to school** because I was scared of discrimination	☐	☐
32. Discrimination has made it hard for me to pay attention or concentrate at school	☐	☐

How my school responds to discrimination...

	Yes	No
33. Our school has rules against discrimination	☐	☐
34. We can tell the teacher if there is discrimination	☐	☐
35. We can tell the principal if teachers discriminate against us	☐	☐

	Better	Worse	Makes no difference	Don't know
36. Telling teachers or principals makes the situation	☐	☐	☐	☐

	Yes	No
37. We are taught life skills lessons about discrimination, tolerance and diversity	☐	☐

38. What could be done to stop discrimination at our school? _____

_____

	Yes	No
39. I felt free to answer this survey honestly	☐	☐

Thank you for completing this survey!

HLAYISEKA LEARNER SURVEY: DISCRIMINATION
MARKING REPORT TEMPLATE

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Survey Results For: ***Grade: _____***

Whose Results Are Recorded Here? ***Boys _____ Girls _____ Girls and Boys _____***
How Many Surveys Are Being Scored? ***_____ _____ _____***

Which Survey Is This? ***Baseline (Pre) _____ Follow-Up (Post) _____***

Date Survey was Conducted: ***_____***
Date Scoring was Done: ***_____***

Was Procedure Followed?

	Yes	*No*	*Did not answer*
Were shown guidelines			
Guidelines were discussed with them			
Q39. Feeling free to answer the questions			
Total			

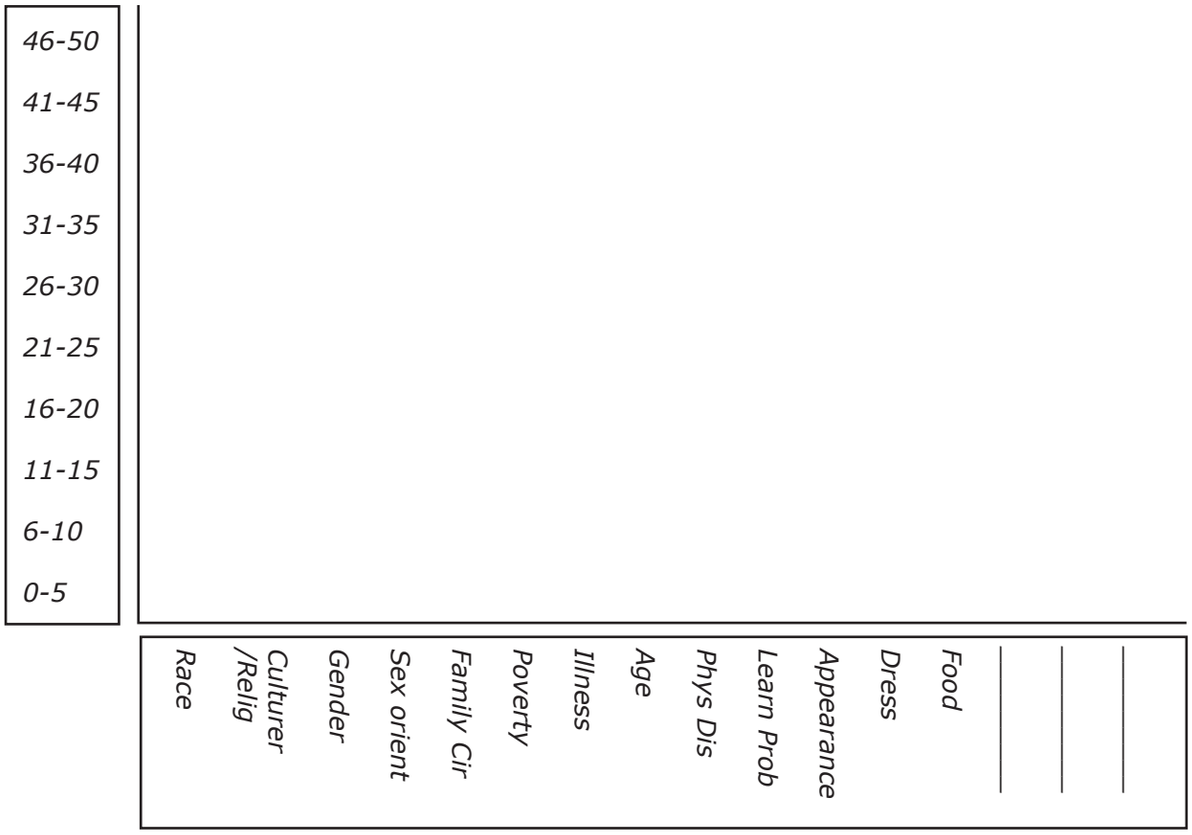
Take Note!
If one third or more of the learners state that they were not shown the guidelines or did not have these discussed with them, the survey will need to be re-administered.
The same applies if at least one third of the learners did not feel free to answer the questions.
Do not continue with the scoring if this is the case here.

1. Do we have discrimination at our school?

Types of discrimination present at our school	*Yes*	*No*
1. Racist		
2. Cultural/Religious		
3. Sexist/Gender		
4. Sexual Orientation		
5. Family Circumstances		
6. Poverty or wealth		
7. Illness		
8. Age		
9. Physically disabled		
10. Learning disabled		
11. Appearance		
12. Manner of dress		
13. Food brought to school		

Circle the highest scores which will help you indicate what types of discrimination occur most often. If you want to represent this table visually, use the graph below.

Step 1: *Write in a suitable interval scale as suggested in the instructions.*
Step 2: *Plot each of the Yes totals in the relevant place on the graph*



2. How often are our learners faced with discrimination?

Frequency	*Everyday/ Most days*	*Once a week*	*Once a month*	*Once a term*	*Has not happened*
Racist					
Cultural/Religious					
Sexist/Gender					
Sexual Orientation					
Family Circumstances					
Economic (poverty)					
Illness					
Age					
Physically disabled					
Learning disabled					
Appearance					
Manner of dress					

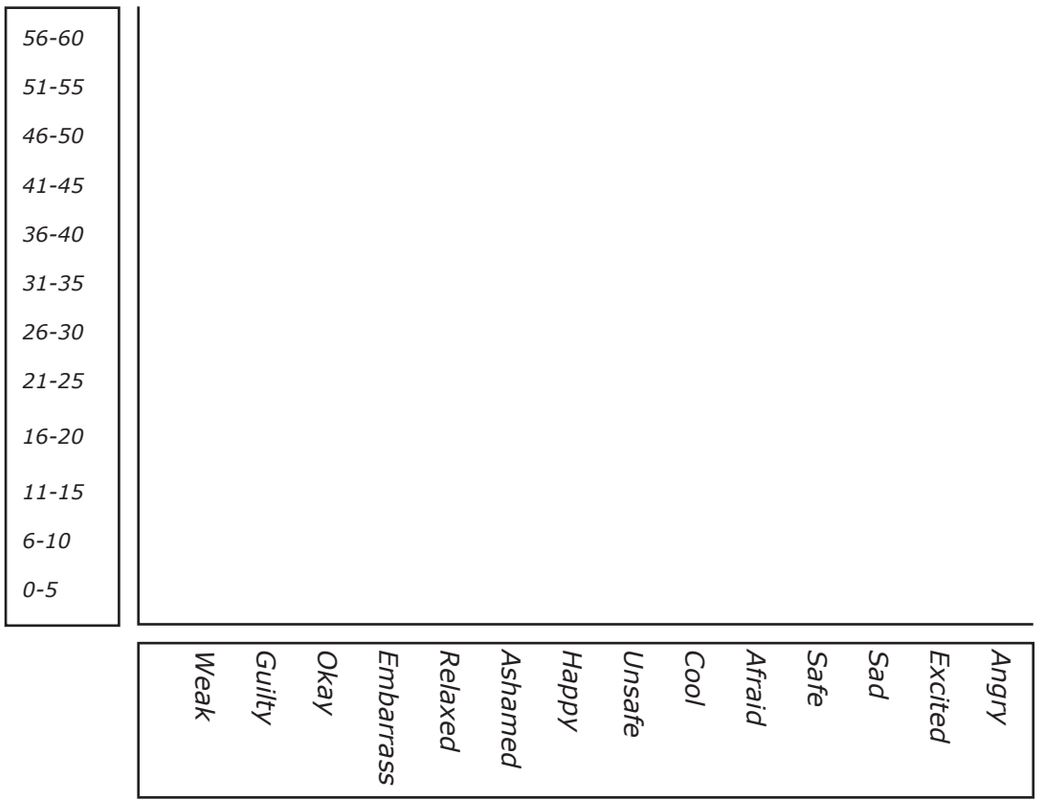
Food brought to school					
Other:					
Other:					
Other:					

Highlight the highest numbers to see how frequently such incidents are occurring.

3. Does discrimination have an emotional impact on our learners?

Q29. How discrimination makes our learners feel	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*	
	Angry		*Okay*	*Happy*	
	Sad			*Relaxed*	
	Afraid			*Cool*	
	Unsafe			*Safe*	
	Ashamed			*Excited*	
	Embarrassed				
	Guilty				
	Weak				
Total					

If you want to see a visual representation of the information, use the graph below.



4. Does discrimination have an impact on school attendance and capacity of learners to learn?

Impact of discrimination	*Yes*	*No*
Q30. Not wanting to come to school		
Q31. Staying away from school		
Q32. Interfering with attention and/or concentration		
Total		

The greater the numbers of yes responses versus the no responses, the more negative the impact discrimination is having on learners in the above-mentioned ways.

5. How are we as a school responding and trying to prevent discrimination?

Prevention and Response	*Yes*		*No*	
Q33. Our school has rules against discrimination				
	Yes	*No*	*Sometimes*	*Don't Know*
Q34. We can tell the educator				
Q35. We can tell the principal if educators discriminate				
Q36. Telling an educator ….	*Enter Yes Totals below…*			
Makes it better				
Makes it worse				
Makes no difference				
Don't Know				
Q37. We are taught life skills lessons on discrimination, tolerance, or diversity	*Yes*		*No*	*Don't Know*

Concern should be sparked by learners stating that there are no rules or that these rules are only in place occasionally (sometimes), that they cannot report to the educators as a matter of course or if reporting is deemed to make things worse or make no difference.

6. What do our learners think should happen?

Q38. Learner Recommendations:	*Total number who recommended this:*
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8	

Scorer Commentary:

What are the aspects of these scores that strike you most (seem most important to note)?

WARNING! CRITERIA FOR USE

To use this survey it is critical that the following is in place:

1. The Principal, School Safety Officer and all educators know what to do if a learner reports sexual violence incidents to them. The procedures are known, and they know how to handle the emotional and psychological well-being of the learner and themselves. In addition, they know where to refer the learner to, such as trauma counselling, victim support, and pastoral care.

2. The School Support Team and the District Support Team is able to respond to reported incidents.

3. Life Orientation classes are able to provide knowledge to learners about positive relationships and address issues of gender or other forms of discrimination.

4. The person who is implementing the survey with the learners is able to provide the care necessary to deal with issues emerging, and is able to role-model appropriate interpersonal relationships that support learners. It is recommended that an external social worker or counsellor is available to interact with learners over the next two weeks, and ideally they should be the person to implement the survey. Do not tell learners this as learners who are seen talking to this person may be "stigmatised" or victimised.

HLAYISEKA LEARNER SURVEY:

INTERPERSONAL BEHAVIOUR - SEXUAL VIOLENCE -

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET. *This will give us* ***confidential information****. There is no right or wrong answer. Please be* ***honest*** *and tell us about your* ***experience*** *at school!* ***USE A PEN, NOT A PENCIL.***

Please tell us about yourself

☐ *I am a boy*

☐ *I am a girl*

Date: _____

I am in Grade _____

Have you seen the guidelines for taking part in this survey? ☐ *Yes* ☐ *No*

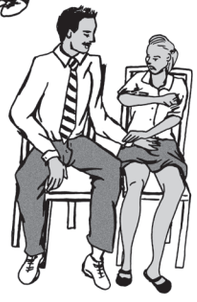
Have these guidelines been discussed with you? ☐ *Yes* ☐ *No*

We want to know about sexual violence at your school. Sexual violence is when people say or do things to you of a sexual nature that is against your will (you do not want this to happen) and it makes you feel uncomfortable. Someone calling you sexual names, talking about what they would like to do with you sexually, touching you on private parts of your body or forcing you to touch them on private parts of their body are all examples of sexual harassment.

Please think about your experiences ***at school this term****.*

Types of sexual violence at our school

PLEASE ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BOX THAT IS TRUE FOR YOU: ☑



	Yes	No
1. A **learner** in ***my grade*** has **touched me sexually** or on my private parts without my permission or forced me to touch his/her private parts	☐	☐
2. A **learner** in ***my grade*** has **called me** rude, sexual names	☐	☐
3. A **learner** from ***a higher grade*** has **touched me sexually** or on my private parts without my permission or forced me to touch his/her private parts	☐	☐
4. A **learner** in ***a higher grade*** has **called me** rude, sexual names	☐	☐
5. An **educator** (teacher) has **touched me sexually** or on my private parts without my permission or forced me to touch his/her private parts	☐	☐
6. An **educator** (teacher) has **called me** rude, sexual names	☐	☐
7. A **stranger** on the school grounds has **touched me sexually** or on my private parts without my permission or forced me to touch his/her private parts	☐	☐
8. A **stranger** on the school grounds has **called me** rude, sexual names	☐	☐
9. **I** have touched **another learner** sexually or on their private parts without their permission or forced them to touch my private parts	☐	☐
10. **I** have **called a learner** rude, sexual names	☐	☐
11. **I** have touched **an educator** (teacher) on their private parts without their permission or forced them to touch my private parts	☐	☐
12. **I** have called **an educator** (teacher) rude, sexual names	☐	☐

INTERPERSONAL BEHAVIOUR
- SEXUAL VIOLENCE - (continued)

How I feel about sexual violence... Please underline the feelings. You can underline more than one word.

	☹	😐	☺	
13. When **learners** use sexual violence against me, I feel	Angry Ashamed Sad Embarassed Afraid Guilty Unsafe Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term
14. When **teachers (educators)** use sexual violence against me, I feel	Angry Ashamed Sad Embarassed Afraid Guilty Unsafe Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term
15. When **strangers** use sexual violence against me, I feel	Angry Ashamed Sad Embarassed Afraid Guilty Unsafe Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term
16. When **I** am sexually violent towards **others**, I feel	Angry Ashamed Sad Embarassed Afraid Guilty Unsafe Weak	Okay	Happy Relaxed Cool/Safe Excited	This has not happened this term

Please tick the box.

	Yes	No
17. There have been days when **I did not come to school** because I was scared of sexual violence	☐	☐
18. There have been days when **I did not want to** come to school because I was scared of sexual violence	☐	☐
19. There have been days when **I did not come to school** because I was scared **of being sexual violent**	☐	☐
20. Sexual violence at school has made it hard for me to pay attention and concentrate at school.	☐	☐

I try to cope with sexual violence by...

	Yes	No	Sometimes
21. I cope by reporting it to (telling) a teacher	☐	☐	☐
22. I cope by telling my friends	☐	☐	☐
23. I cope by running away	☐	☐	☐
24. I cope by fighting back	☐	☐	☐
25. I cope by carrying a weapon or dangerous object	☐	☐	☐
26. I cope by getting other people to scare the person who bothers me	☐	☐	☐
27. I cope by staying away from areas where that person is	☐	☐	☐
28. I cope by staying away from school	☐	☐	☐
29. I cope by telling my parent or caregiver	☐	☐	☐
30. I cope by telling the person clearly they must stop doing what they are doing.	☐	☐	☐
31. I cope by laughing at the person	☐	☐	☐
32. I cope by crying	☐	☐	☐

INTERPERSONAL BEHAVIOUR
- SEXUAL VIOLENCE - (continued)

I try to cope with sexual harassment by...

	Yes	No	Sometimes
32. I cope by getting sick or feeling pain in my body	☐	☐	☐
33. I cope by talking to someone I trust	☐	☐	☐
34. I cope by doing nothing	☐	☐	☐
35. I cope by getting quiet	☐	☐	☐
36. I cope by smoking, using drugs or alcohol	☐	☐	☐

How our school responds to violence...

37. We have rules about sexual violence at our school			Yes ☐	No ☐
38. We can tell our teachers (educators)	Yes ☐	No ☐	Sometimes ☐	Don't know ☐
39. Telling teachers (educators) makes it	Better ☐	Worse ☐	Makes no difference ☐	Don't know ☐
40. If teachers (educators) commit sexual violence we can tell the principal	Yes ☐	No ☐	Sometimes ☐	Don't know ☐
41. Telling the principal makes it	Better ☐	Worse ☐	Makes no difference ☐	Don't know ☐
42. We are taught life skills lessons about sexual violence and what to do if we are the victims of this	Yes ☐	No ☐		Don't know ☐

43. What could be done to stop sexual violence at our school?

_____

_____

_____

_____

_____

_____

_____

	Yes	No
44. I felt free to answer this survey honestly	☐	☐

Thank you for completing this survey!

HLAYISEKA LEARNER SURVEY: SEXUAL VIOLENCE
MARKING REPORT TEMPLATE

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Survey Results For: ***Grade: _____***

Whose Results Are Recorded Here? ***Boys _____ Girls _____ Girls and Boys _____***
How Many Surveys Are Being Scored? ***_____ _____ _____***

Which Survey Is This? ***Baseline (Pre) _____ Follow-Up (Post) _____***

Date Survey was Conducted: ***_____***
Date Scoring was Done: ***_____***

Was Procedure Followed?

	Yes	*No*	*Did not answer*
Were shown guidelines			
Guidelines were discussed with them			
Q44. Feeling free to answer the questions			
Total			

Take Note!
If one third or more of the learners state that they were not shown the guidelines or did not have these discussed with them, the survey will need to be re-administered.
The same applies if at least one third of the learners did not feel free to answer the questions.
Do not continue with the scoring if this is the case here.

1. Do we have sexual violence at our school?

Prevalence of Sexual Violence at our school		
1. Sexual Violence Amongst Learners	*Yes*	*No*
Q1. A learner in my grade has touched me sexually or on my private parts without my permission or forced me to touch his/her private parts.		
Q2. A learner in my grade has called me rude, sexual names		
Q3. A learner from a higher grade has touched me sexually or on my private parts without my permission.		
Q4. A learner in a higher grade has called me rude, sexual names.		
Q9. I have touched another learner sexually or on their private parts without their permission		
Q10. I have called learner rude, sexual names.		

2. Learners being sexually violated/harassed by educators		
Q5. An educator has touched me sexually without my permission		
Q6. An educator has called me rude, sexual names		
3. Learners being sexually violated or harassed by strangers on school property		
Q7. A stranger on the school grounds has touched me sexually or on my private parts without my permission		
Q8. A stranger on the school grounds has called me rude, sexual names		
4. Sexual violation or harassment by learners towards educators		
Q11. I have touched an educator on their private parts against their permission.		
Q12. I have called an educator rude, sexual names		

Highlight the highest scores to know what sort of sexual violence we have at our school.

2. Is sexual violence affecting our learners emotionally?

The way sexual violence makes our learners feel					
Q13. How sexual violence by other learners makes our learners feel	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*	
	Angry		*Okay*	*Happy*	
	Sad			*Relaxed*	
	Afraid			*Cool*	
	Unsafe			*Safe*	
	Ashamed			*Excited*	
	Embarrassed				
	Guilty				
	Weak				
Total					

Q14. How sexual violence by educators makes our learners feel	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*	
	Angry		*Okay*	*Happy*	
	Sad			*Relaxed*	
	Afraid			*Cool*	
	Unsafe			*Safe*	
	Ashamed			*Excited*	
	Embarrassed				
	Guilty				
	Weak				
Total					

Q15. How sexual violence by strangers makes our learners feel	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*	
	Angry		*Okay*	*Happy*	
	Sad			*Relaxed*	
	Afraid			*Cool*	
	Unsafe			*Safe*	
	Ashamed			*Excited*	
	Embarrassed				
	Guilty				
	Weak				
Total					

Q16. How learners who are sexually violent feel	*Painful Feelings*		*Not Particularly Concerned*	*Pleasant Feelings*	
	Angry		*Okay*	*Happy*	
	Sad			*Relaxed*	
	Afraid			*Cool*	
	Unsafe			*Safe*	
	Ashamed			*Excited*	
	Embarrassed				
	Guilty				
	Weak				
Total					

3. Is sexual violence having any other impact?

Impact of sexual violence	*Yes*	*No*
Q17. Did not come to school because scared of sexual violence		
Q18. Not wanting to come to school		
Q19. Did not come to school because scared of being sexually violent		
Q20. Interfering with attention and/or concentration		
Total		

The greater the numbers of yes responses versus the no responses, the more negative the impact sexual violence is having on learners in the above-mentioned ways.

4. How are our learners trying to cope?

Coping Styles			
Q21. I cope by reporting it to a teacher			
Q22. I cope by telling my friends			
Q23. I cope by running away			
Q24. I cope by fighting back			
Q25. I cope by carrying a weapon			
Q26. I cope by getting someone else to scare the person who bothers me			
Q27. I cope by staying away from areas where the person is			
Q28. I cope by staying away from school			
Q29. I cope by telling my parent or caregiver			
Q30. I cope by telling the person clearly that they must stop doing what they are doing			
Q31. I cope by laughing at the person			
Q32. I cope by crying			

Q33. I cope by getting sick or feeling pain in my body			
Q34. I cope by talking to someone I trust			
Q35. I cope by doing nothing			
Q36. I cope by getting quiet			
Q37. I cope by smoking, using drugs or alcohol			

Highlight the highest scores to identify how most of the learners are trying to cope.

5. What are we doing to prevent and respond to this danger or threat at our school?

Prevention and Response	*Yes*		*No*	
Q38. We have rules about sexual violence				
Q39. We can tell our educator				
Q40. Telling educators	*Makes it better*	*Makes it worse*	*Makes no difference*	*Don't know*
Q41. If educators commit sexual violence we can tell the principal				
Q42. Telling the principal	*Makes it better*	*Makes it worse*	*Makes no difference*	*Don't know*
Q43. We are taught life skills lessons on respecting others, human rights and other topics related to sexual violence.	*Yes*		*No*	*Don't know*

Concern should be sparked by learners stating that there are no rules or that these rules are only in place occasionally (sometimes), that they cannot report to the educators as a matter of course or if reporting is deemed to make things worse or make no difference.

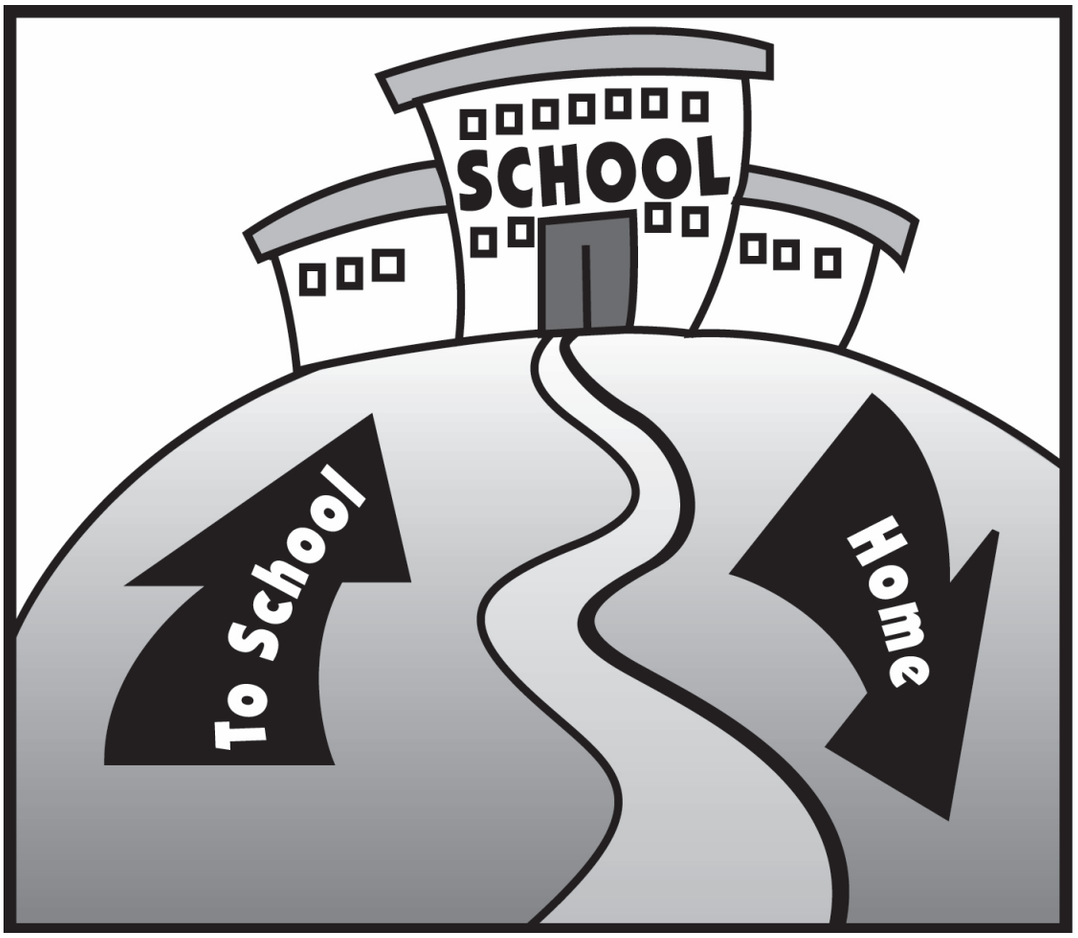
6. What do our learners think could be done?

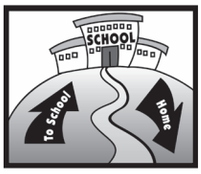
Q44. Learner Recommendations about what could be done to stop sexual violence at our school:	*Total number who recommended this:*
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8	

Scorer Commentary:

What are the aspects of these scores that strike you most (seem most important to note)?

2.9 THE JOURNEY TO AND FROM SCHOOL





HLAYISEKA LEARNER SURVEY:

THE JOURNEY TO AND FROM SCHOOL

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET. *This will give us* ***confidential information****. There is no right or wrong answer. Please be* ***honest*** *and tell us about your* ***experience*** *at school!* ***USE A PEN, NOT A PENCIL.***

Please tell us about yourself

☐ *I am a boy*

☐ *I am a girl*

Date: _____

I am in Grade _____

Have you seen the guidelines for taking part in this survey? Yes ☐ No ☐

Have these guidelines been discussed with you? Yes ☐ No ☐

PLEASE ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BOX THAT IS TRUE FOR YOU: ☑

1. How do you get to school in the morning?

Bus

Bicycle

Car

Taxi/ Kombi

Walk alone

Walk in Group

Train

Get a lift with strangers

2. How do you get home from school in the afternoon?

Bus

Bicycle

Car

Taxi

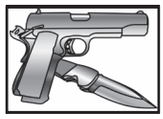
Walk alone

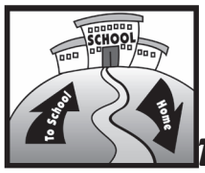
Walk in Group

Train

Get a lift with strangers

Please tick the box to answer the question – remember this must be right for how you feel!

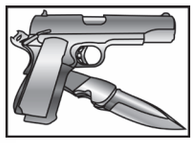
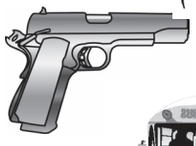
	Yes	No	Sometimes
3. Do you feel you need to protect yourself on your **way to** school?	☐	☐	☐
4. Do you feel you need to protect yourself on your way **home from** school?	☐	☐	☐
5. Do you feel you need to protect somebody else on **your way** to school?	☐	☐	☐
6. Do you feel you need to protect somebody else on the **way home** from school?	☐	☐	☐
7. Do you think you need to carry a weapon to defend yourself? 	☐	☐	☐
8. Are you afraid that someone might threaten or attack you on your way to or from school?	☐	☐	☐
9. When you are at school, do you worry about getting home safely?	☐	☐	☐
10. When you get to school in the morning, do you feel happy?	☐	☐	☐
11. Do you try to avoid places that make you feel angry or sad on your way to or from school?	☐	☐	☐
12. Does your journey to or from school make you want to not come to school?	☐	☐	☐



THE JOURNEY TO AND FROM SCHOOL (continued)

During this school term, on your way to or from school...

Please tick the box

	Yes	No	Sometimes
13. Have any belongings been taken off you by force (theft)?	☐	☐	☐
14. Has someone pointed a weapon at you? 	☐	☐	☐
15. Has someone said horrid / hate words to you?	☐	☐	☐
16. Has someone threatened to hurt you?	☐	☐	☐
17. Has someone physically hurt you?	☐	☐	☐
18. Have you heard a gun shot? 	☐	☐	☐
19. Have you been injured in the kombi, bus, train, car, while walking or on your bicycle?	☐	☐	☐
20. Have you been threatened by a gang member?	☐	☐	☐
21. Have you been offered drugs?	☐	☐	☐

22. How do you protect yourself on the way to or from school?

_____

_____

_____

23. What makes you feel unsafe on the way to and from school?

_____

_____

_____

24. What ideas do you have about how your journey to and from school could be safer?

_____

_____

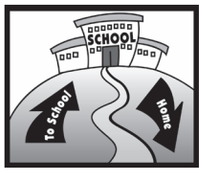
_____

_____

_____

25. Did you feel free to answer this survey honestly? Yes ☐ No ☐

Thank you for completing this survey!



HLAYISEKA LEARNER SURVEY: JOURNEY TO AND FROM SCHOOL
MARKING TEMPLATE TEMPLATE

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Survey Results For: ***Grade: _____***

Whose Results Are Recorded Here? ***Boys _____ Girls _____ Girls and Boys _____***
How Many Surveys Are Being Scored? ***_____ _____ _____***

Which Survey Is This? ***Baseline (Pre) _____ Follow-Up (Post) _____***

Date Survey was Conducted: ***_____***
Date Scoring was Done: ***_____***

Was Procedure Followed?

	Yes	*No*	*Did not answer*
Were shown guidelines			
Guidelines were discussed with them			
Q25. Feeling free to answer the questions			

Take Note!
If one third or more of the learners state that they were not shown the guidelines or did not have these discussed with them, the survey will need to be re-administered.
The same applies if at least one third of the learners did not feel free to answer the questions.
Do not continue with the scoring if this is the case here.

1. How do our learners travel to school?

Mode of transport used	*To School*	*From School*	*Total*
Bus			
Bicycle			
Car			
Taxi/Kombi			
Walk Alone			
Walk in a Group			
Train			
Get a Lift			

Highlight the highest scores. This indicates how learners typically get to and from school.

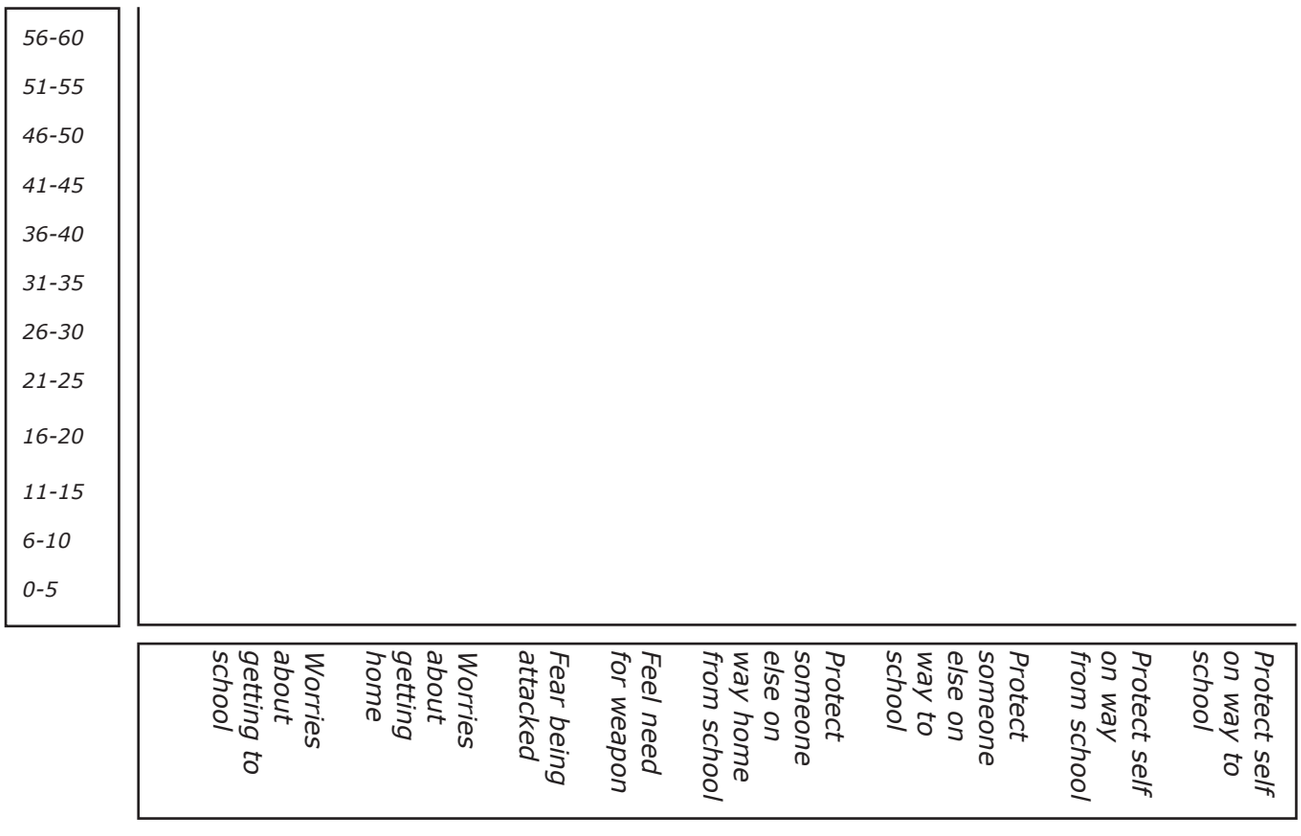
2. How safe or unsafe do they feel on the journey to and from school?

Generalised sense of threat/lack of safety	*Yes*	*Sometimes*	*No*
Q3. Felt need to protect self on way to school			
Q4. Felt need to protect self on way home			
Q5. Felt need to protect someone else on way to school			
Q6. Felt need to protect someone else on way home			
Q7. Sense of needing weapon to protect self to school			
Q8. Fears being attacked.			
Q9. Worries about getting home			
Q10. Worries about getting to school			
Total Generalised Threat Score			

If yes scores are much higher or even equal to the no scores this signals that most or at least substantial numbers of your learners are feeling unsafe or under threat to or from school.

3. Generalised Sense of Threat Against Mode of Transport Used:

Should you wish to see level of threat per mode of transport used, you will simply need to divide up your surveys into the different mode of transports and get a total YES threat score for each mode of transport. You can then plot these on the graph below. Remember to write in your interval scale.



4. How do our learners cope with this threat of danger?

Coping Behaviour	*Yes*	*No*	*Sometimes*
Q7. Actually or potentially carrying a weapon			
Q11. Avoiding certain places			
Q12 Experience of journey makes them want to stay away from school			
Q22. List other ways children protect themselves and their total in lines cells below			
Δ			
Δ			
Δ			
Δ			
Δ			
Δ			

All of these yes scores are cause for concern as it might mean that learners come armed onto the school property, potentially get to school late if safer route takes longer, and miss school.

5. Have incidents actually occurred this term?

Actual experiences of violence on journey to or from school	*Yes*	*No*	*Don't Know*
Q13. Theft			
Q14. Weapon pointed at them			
Q15. Verbal Abuse			
Q16. Been threatened with physical harm			
Q17. Been physically harmed			
Q18. Heard a gun shot			
Q19. Been injured as a result of particular mode of transport			
Q20. Been threatened by gang member			
Q21. Been offered drugs			

6. What do learners think could be done to improve the situation?

Learners' ideas about how to make the journey safer	*Totals*

Scorer Commentary:

What are the aspects of these scores that strike you most (seem most important to note)?