education

Department of Education
REPUBLIC OF SOUTH AFRICA

BOOK 4 [of 4]
HLAYISEKA EARLY WARNING SYSTEM: INCIDENT ASSESSMENT AND MONITORING PROGRESS

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

Funded by:

OPEN SOCIETY FOUNDATION
FOR SOUTH AFRICA

Revised Edition

Published by the Centre for Justice and Crime Prevention
2nd Floor Dean Street Arcade, Main Street, Newlands, 7700, South Africa
www.cjcp.org.za

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www.education.gov.za

First published September 2006
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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 4, 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. MONITORING PROGRESS

SECTION 1: MONITORING PROGRESS

1.1 Why monitor (track) progress over time?

Monitoring helps a school
to keep track of its progress towards
creating a conducive learning environment,
to learn from the experience of managing incidents,
to check that the measures put in place to prevent incidents are working,
and to confirm that the systems in place for reporting are working.

Monitoring progress also means that one can learn from one's mistakes
or learn from what is not working!

1.2 What needs to be monitored?

The *Hlayiseka Early Warning System: Be Aware – Take Action* is able to monitor the following:

- **Δ** How well the school's reporting system is working
- **Δ** The number of incidents reported over time
- **Δ** Learner and educators feelings of safety and their experience of safety over time
- **Δ** Learning from TAKING ACTION: what works and what doesn't!

A school will need to decide
what it needs to monitor at a specific time!
All four needs are discussed below.
The Principal, Safety Officer and School Safety Team
will need to decide when to monitor what!

1.3 How to monitor progress over time

1.3.1 The first time you use the educator or learner survey you will get specific information about the school situation. Based on what comes out of this survey, you will take specific action to change the situation: you will try and prevent incidents from happening and try and manage reported incidents, or potential threats. The information you get from this first survey will provide you with BASELINE INFORMATION.

1.3.2 Once you have taken action, you need to check if this action is working at reducing the number of incidents over a specific time frame. The educator and learner surveys specifically ask for information over the current term, so that the information given is specific to that timeframe. If you do the same survey in the next term (or towards the end of the year, or even the same term the next year) you will be able to compare the results of the surveys.

1.3.3 Comparing the results of the first survey (the baseline survey) and the second survey will give you information about what has changed over the time frame.

1.3.4 The information about what has changed, and what has not changed, will give you information about what else you need to do in the school to prevent incidents and threats, and to improve your reporting system.

1.3.5 The procedure to monitor your progress over time is as follows:

Step 1 Implement the educator or learner survey with the selected Grade or class or educators. Use the marking template and report back to learners and educators.

Step 2 Take the necessary action, as detailed in your School Safety Action Plan template.

Step 3 Decide on when you will measure the changes over time. This will depend on your timeframes in your School Safety Action Plan. This could be the next term, later in the year, or the same term the next year.

Step 4 Implement the same survey with the same Grade of learners in the agreed time. For example, the same Grade and Class of learners in the first term will need to complete the survey in the third term, or the same Grade will complete the survey the next year. Use the same number of learners, for example if you used 38 learners the first time you used the survey, use 38 learners the second time. Use the marking template and report the results back to the learners.

Step 5 Use the comparative survey templates (attached in Section 1.6) to measure the changes over time. Report these findings to the learners, educators and school safety team.

Step 6 Based on these results, decide on what further action is needed.

1.4 Monitoring the effectiveness of your reporting system

Monitor how well the school's reporting system is working by using the results of the learner surveys. On each learner survey there are questions about learner reporting, which will provide specific information about your reporting system.

The following information can be gained from these questions:

Question in Learner Survey	*What it tells our school about our reporting system*	*Monitoring our reporting system over time*
We can tell the educator Δ Yes Δ No Δ Sometimes	Δ Levels of trust between the educators or Principal and learners. Δ Willingness of learners to report incidents. Δ Trust in the reporting system Δ The culture of the school in relation to encouraging reporting of incidents	If most learners answer "no" in the first survey, your system has improved if most answer "yes" in the second system. If most learners answer "sometimes" and this stays the same between the first and the second survey, then learners are still unwilling to report, or there are specific educators they can report to and others they cannot. If they answer "no" in both surveys then re-look at the reporting system and your learner confidentiality.
Telling an educator or the Principal makes the situation: Δ Better Δ Worse Δ Makes no Difference Δ Don't know	Δ How well the school is responding to reported incidents Δ How well educators and Principals are able to respond to reported incidents Δ If learner confidentiality is working	If learners answer "worse" in the first survey and "better" in the second survey, then your reporting system and action taken is improving. If learners answer, "worse" or "it makes no difference" or "don't know" then it is necessary to re-look at your reporting system, train educators, or relook at how well the school is responding to incidents.

1.5 Monitoring the number of incidents reported over time

If you are recording the number of incidents that occur in your school, particularly through the Reporting and Recording Incidents (refer to Book 1 Section 4), you will be able to determine how many incidents occur at the school. Over time, the school will be able to tell if the situation is improving (the number of incidents decreases), remaining the same or the situation is getting worse (the number of incidents increases).

However, this is not as simple as it sounds!

Initially, over the first year, the number of incidents reported is likely to INCREASE as learners become aware of the reporting system and as they see that it does makes a difference! The increase may not be as a result of a real increase in incidents occurring at school.

Over time the DECREASE could be as a result of less incidents happening.

Use the results from the first year of reporting as a baseline, in other words only after about three years of reporting will a school be able to measure if reported incidents are increasing or decreasing.

If your reporting system is not trusted by the learners, or learners do not see that it makes a difference to report, they are unlikely to report incidents. The number of incidents will then remain the SAME or DECREASE.

Therefore, it is important to NOT only rely on reported incidents! The number of reported incidents can be compared to what educators and learners are indicating from the surveys!

Use the summary incident reporting sheet (Book 1 Section 4.3.3) to track the number of reported incidents over a term.

Compare the results over a year, by asking the following questions:

a) Are more incidents of a particular type of incident reported in a specific term? Why is this?

b) Over the year, are reported incidents increasing, decreasing or remaining the same? Why is this trend occurring? Is it because of the action being taken or learners are changing their behaviour or learners are reporting more or less?

c) How do the number of reported incidents compare with the results of the learner surveys?

1.6 Monitoring changes in feelings and experience of school safety

1. Once you have had learners complete the baseline learner survey, and you have intervened in some way, and you have re-administered the survey to the same group of learners, you are ready to discover whether things have improved at your school from the perspective of your learners.
2. Use the comparative worksheet relevant for the specific survey you are using to determine changes in feelings and experience of school safety.

The procedure for using the comparative worksheets is as follows:

Step 1: Make a copy of the Comparative Worksheet.

Step 2: Set aside two hours to complete the comparative worksheet. You will need a quiet place where you will not be interrupted.

Step 3: Follow the instructions offered on the comparative worksheet.

The comparative worksheets are on the following pages.

1.6.1 Take Action: What works and what doesn't?

It is important to review what is working and what is not working in terms of the action the school is taking. This will help the school to improve on the action it takes, to learn from what is not working, and to do things differently to make the school a safer environment for teaching and learning.

Procedure to learn from Taking Action:

Step 1 Arrange a time for the Principal, School Safety Officer and Team and those that have participated in the activities to get together to discuss progress. Nominate one person to write the "School Safety Report" on this session. A template for the report is available in this section on page 44 – all the comparitive worksheets follow on from the next page. Make a copy of the template "School Safety Report".

Step 2 Get a copy of the completed School Safety Action Plan (Book 1 Section 5).

Step 3 Facilitate a discussion by asking the following questions (which are also on the School Safety Report):

a) Are we meeting our stated objectives? How do we know we are meeting them?

b) What has changed in the school as a result of our action?

c) Which of the activities worked well and why?

d) Which of the activities did not work well and why?

e) What else do we need to do now to improve safety or to maintain our school as a safer place?

f) What other threats, causes or problems do we need to address?

g) Decide on further action. Write the agreed action on another copy of the "School Safety Action Plan".

"The Early Warning System will help us with improvements in the culture of teaching and learning, they will be noticeable and accompanied by improved results"

Eastern Cape School 2006

1.6.2 HLAYISEKA EDUCATOR SURVEY
COMPARATIVE WORKSHEET
IMPROVING SCHOOL SAFETY FOR A
BETTER TEACHING AND LEARNING ENVIRONMENT

EMIS Number: ☐☐☐☐☐☐☐☐☐

Group Being Compared *Tick relevant box*	
Boys	
Girls	
Boys and Girls	

Grade Surveyed: ____

Date of Baseline Survey _____ Total Number Surveys Used for Baseline _____
Date of Follow-Up Survey _____Total Number Surveys Used for Follow-Up _____

1. Perceived Danger/Threat for Educators

PLACE WHERE EDUCATORS FEEL UNSAFE	FIRST SURVEY (BASELINE Pre) TOTAL	(Post) SECOND SURVEY TOTAL
Q1. In the classroom		
Q2. In the school office		
Q3. In the staff room		
Q4. In the car park		
Q5. Walking between the classrooms		
Q.6. Near the learners toilets		
Q.7. Behind the school buildings		
Q.8. Coming into and leaving the school grounds		
Q.9. On the playground		
Other reasons:		

Q11. TIME OF DAY EDUCATORS FEEL UNSAFE	FIRST SURVEY (BASELINE) TOTAL	SECOND SURVEY TOTAL
All the time		
During school hours		
During breaks		
After School		
Over weekends		
After school activities		
I feel safe all the time		
Other reasons:		

Step 1: Highlight with a green highlighter where the post scores are lower than (less than) the pre scores. Green post-scores show a positive improvement!. The greater the drop, the better the improvement! (except for the question: I feel safe all the time which should be INCREASING in score)
Step 2: Use a red highlighter for any post scores which are higher than the pre scores. This shows that there has been an increase in the perceived danger of this place since the first survey.

2. Threatening or Dangerous Experiences

Add up the total number of educators who responded to each of these questions in the Pre (first survey) and the Post survey (second one).	YES		NO		DON'T KNOW	
Q12. Have you had any personal belongings taken off you by force?	Pre	Post	Pre	Post	Pre	Post
Q13. Have you had someone point a weapon at you?						
Q14. have you been insulted, sworn or shouted at by a learner?						
Q15 Has someone threatened to hurt you?						
Q16. Has someone physically hurt you?						
Q17. Has an object been thrown at you?						
Q18. Have you been injured while at school because of the learners?						
Q19. Have you been threatened by a gang member?						
Q20. Have you seen drugs on the school?						
Q21. Have you been sexually harassed by a learner?						
Q22. Have you been sexually harassed by an educator?						
Q23. Have you been sexually assaulted by a learner?						
Q24. Have you been sexually assaulted by an educator?						
Q25. Have you reported any of these incidents to the Principal?						

3. Perceived Strength of Relationships between learners and educators generally:

Q26. Rating of relationship between educators and learners:

Extremely Poor		Poor		Get on with job		Good		Outstanding	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post

Q27. Rating of OWN relationship with learners:

Extremely Poor		Poor		Get on with job		Good		Outstanding	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post

Q28. Rating of relationship between school management and learners:

Extremely Poor		Poor		Get on with job		Good		Outstanding	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post

Step 1: Highlight with red and green as before to show positive and negative changes in the relationships.

4. Preparedness of the school and educators to respond to safety threats and incidents:

Add up the total number of educators who responded to each of these questions in the Pre (first survey) and the Post survey (second one).	**YES**		**NO**	
	Pre	Post	Pre	Post
Q29. There is a code of conduct for learners at our school				
Q30. There is a code of conduct for educators at our school				
Q31. There is a policy about school safety at our school				
Q32. There is a policy about access control				
Q33. There is a policy about dangerous objects on our school				
Q34. Do you know what is in these policies?				
Q35. Do the learners know about these policies?				
Q36. Do you think the policies help to keep the school safe?				
Q37. Do you know what to do if there is a fire at school?				
Q38. Do you know what to do if a learner is injured?				
Q39. Do you know what to do if you see drugs/ drugs reported to you?				
Q40. Do you know what to do when bullying is reported to you?				
Q41. Do you know what to do if sexual harassment or rape is reported to you?				

Step 1: Highlight with a green highlighter where the post scores are HIGHER than (MORE than) the pre scores. Green post-scores show a positive improvement! The higher the score, the better the improvement!

Step 2: Use a red highlighter for any post scores which are LOWER than the pre scores. This shows that there are still knowledge and skills the educators require.

5. Blockages to teaching and learning:

Q42. Safety challenges stopping teaching	Dangerous objects	Drugs / Alcohol	Verbal abuse	Physical safety	Bullying	Discrimination	Sexual harassment	Lack of access control	Gangs	Theft / vandalism	Lack of school management	No support from DOE
Pre score												
Post score												

Q43. Safety challenges stopping learning	Dangerous objects	Drugs / Alcohol	Verbal abuse	Physical safety	Bullying	Discrimination	Sexual harassment	Lack of access control	Gangs	Theft / vandalism	Lack of school management	No support from DOE
Pre score												
Post score												

Q44. Other reasons that get in the way of teaching at this school:

Reason:	Number of educators who raised this reason:	
	Pre score	Post
1.		
2.		
3.		
4.		

Q45. Other reasons that stop learners from learning:

Reason:	Number of educators who raised this reason:	
	Pre	Post
1.		
2.		
3.		
4.		

Step 1: Highlight with a green highlighter where the post scores are lower than (less than) the pre scores. Green post-scores show a positive improvement!. The greater the drop, the better the improvement!

Step 2: Use a red highlighter for any post scores which are higher than the pre scores. This shows that there has been an increase in the perceived threat to teaching and learning since the first survey.

6. Level of reporting in school:

	YES		NO	
	Pre	**Post**	**Pre**	**Post**
Q46. Do learners report incidents to you?				
Q47. Do you report safety incidents to the Principal?				

Step 1: Highlight with a green highlighter where the post scores in the YES column are higher than the pre scores. Green post-scores show a positive improvement in reporting!

Q49. When incidents are reported, does it make the situation:	**BETTER**	**WORSE**	**MAKES NO DIFFERENCE**	**DON'T KNOW**
Pre				
Post				

Step 1: Highlight with a green highlighter where the post scores are lower than (less than) the pre scores for "worse", "makes no difference" and "don't know".. Green post-scores show a positive improvement!. The greater the drop, the better the improvement!
Step 2: Highlight with the green marker if the post score for "better" is higher, this indicates that the situation has improved. If the post score is lower then highlight with a red marker. This indicates that the reporting system needs improvement or there are other factors contributing to the situation, such as learner confidentiality and trust.

Comments: _____

1.6.3 HLAYISEKA LEARNER SURVEY: SAFETY SPOTS!
COMPARATIVE WORKSHEET

EMIS Number: ☐☐☐☐☐☐☐☐☐

Group Being Compared *Tick relevant box*	
Boys	
Girls	
Boys and Girls	

Grade Surveyed: ____

Date of Baseline Survey _____Total Number Surveys Used for Baseline _____
Date of Follow-Up Survey _____Total Number Surveys Used for Follow-Up _____

Places in our school

Learners feeling of safety in each of the following places:	Number of learners who marked a Cross UNSAFE		Number of learners who marked a ? SOMETIMES SAFE		Number of learners who marked a Tick SAFE	
	Pre	Post	Pre	Post	Pre	Post
Staff room						
Library						
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:

		Stranger	Weapons	Drugs / Alcohol	Swearing	Fights	Sex / kissing	Bullying	Corporal punishment	Injured	Threatened	Theft	Vandalism	Discrimination	Witchcraft	Gambling	Gangs
Q1. In class	Pre																
	Post																
Q2. Toilets	Pre																
	Post																
Q3. Behind the school	Pre																
	Post																
Q4. Admin and staff room	Pre																
	Post																
Q5. Library	Pre																
	Post																
Q6. Walking between classes	Pre																
	Post																
Q7. Stairs	Pre																
	Post																
Q8. Tuck shop	Pre																
	Post																
Q9. Parking lot	Pre																
	Post																
Q10. On sports field	Pre																
	Post																
Q11. On the play ground	Pre																
	Post																
Q12. School fence	Pre																
	Post																
Q13. Coming in and out of school gate	Pre																
	Post																
Q14. in the neighbourhood	Pre																
	Post																
Q15. on the way to or from school	Pre																
	Post																
TOTAL	Pre																
	Post																

Step 1: Highlight with a green highlighter where the post scores are lower than (less than) the pre scores. Green post-scores show a positive improvement!. The greater the drop, the better the improvement!

Step 2: Use a red highlighter for any post scores which are higher than the pre scores. This shows that there has been an increase in the danger of this place since the first survey.

Q16. The 3 most important things the learners think needs to be addressed in the school	Stranger	Weapons	Drugs / Alcohol	Swearing	Fights	Sex / kissing	Bullying	Corporal punishment	Injured	Threatened	Theft	Vandalism	Discrimination	Witchcraft	Gambling	Gangs
Pre																
Post																

Highlight in red the 3 highest scores for the pre and post surveys. If they are the same, this indicates that the threat is still a reality, that incidents are still occurring. If they are different, it suggests that action is required to focus on other issues.

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

Step 1: Highlight with a green highlighter where the post scores for the YES answer are HIGHER than the pre scores. Green post-scores show a positive improvement!. The greater the increase, the better the improvement!

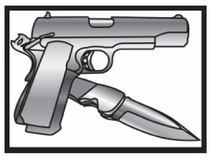
Q19. Reporting makes the situation:	BETTER	WORSE	MAKES NO DIFFERENCE	DON'T KNOW
Pre				
Post				

Step 1: Highlight with a green highlighter where the post scores are lower than (less than) the pre scores for "worse", "makes no difference" and "don't know".. Green post-scores show a positive improvement!. The greater the drop, the better the improvement!

Step 2: Highlight with the green marker if the post score for "better" is higher, this indicates that the situation has improved. If the post score is lower then highlight with a red marker. This indicates that the reporting system needs improvement or there are other factors contributing to the situation, such as learner confidentiality and trust.

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

Step 1: Highlight in green an increase in the YES answers if in the post survey. This indicates that there has been an increase in the number of learners reporting incidents (question 20) and an increase in how the learners feel about the school (question 21), in other words they believe that things can change in the school.



1.6.4 HLAYISEKA LEARNER SURVEY: DANGEROUS OBJECTS COMPARATIVE WORKSHEET

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:	***_____***

1. Has there been a change in the seeing and the use of dangerous objects at school?

	Baseline (Pre)		Follow-up (Post)	
	Yes	**No**	**Yes**	**No**
Q3. Seeing dangerous objects at school				
Q4. Seeing someone using dangerous objects at school				

Q5. Using various dangerous object:	Baseline (Pre)		Follow-up (Post)	
	Yes	**No**	**Yes**	**No**
Knife/blade				
Bottlekop/broken bottle				
Gun				
Chain				
Stick				
Screwdriver				

Step 1: highlight in green if the scores for Yes and No have dropped from baseline to follow-up. This indicates that the situation is improving.
Step 2: Highlight in red if the Generalised Threat scores for Yes and No have increased from baseline to follow-up. This indicates that the situation is the same or worse.

2. Are learners changing the way they view or use dangerous objects in the school?

	Baseline (Pre)			Follow-Up (Post)		
	Yes	No	Sometimes	Yes	No	Sometimes
Q6. Using dangerous weapons during fights						
Q7. Being disciplined for using dangerous objects						
Q8. Being afraid that dangerous objects will be used to harm them.						
Q9. Feeling the need to have dangerous objects as protection at school.						
Q10. Been injured by a dangerous object at school.						
Q11. Been injured by a dangerous object to and from school.						
Q12. Staying away from school due to fear of dangerous objects						
Q13. Experiencing difficulty in concentrating due to dangerous objects in the school						

Step 1: Highlight in red any increase in Yes or sometimes scores from the baseline scores.
Step 2: Highlight in green if there has been a decrease in any of the Yes or Sometimes scores from the baseline results.

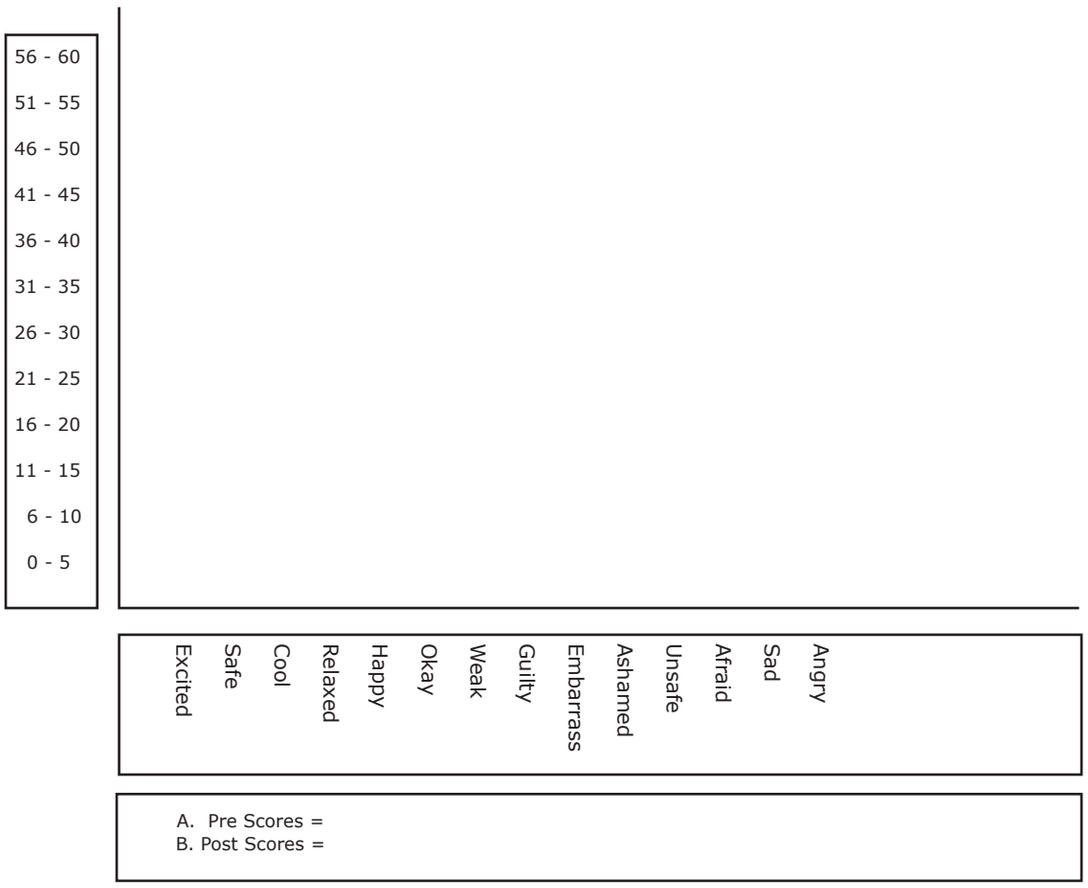
3. Have the reasons for dangerous objects being used in school changed?

Q16	Baseline (Pre)			Follow-Up (Post)		
	Yes	No	Sometimes	Yes	No	Sometimes
Being afraid						
Due to gangs						
Because it is perceived as 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						

4. Has the emotional impact of dangerous objects on learners changed?

How do guns make learners feel	Painful Feelings		Not Particularly Concerned		Pleasant Feelings	
	Pre	Post	Pre	Post	Pre	Post

If you would like to compare the emotional profile in more detail of the pre scores against the post scores then plot the two separate graphs below. Use two different colours for the two lines and indicate in the key below which colour is associated with the pre scores and which with the post scores.



5. Is the response towards dangerous objects in the school being strengthened?

Prevention and Response	Yes		No	
	Pre	Post	Pre	Post
Q1. There are rules about dangerous objects at school				
Q2. Those who use dangerous objects at school get disciplined				

Prevention and Response	Yes		No	
	Pre	Post	Pre	Post
Q19. We can tell the educator				
Q20. Telling an educator:				
Δ Makes it better				
Δ Makes it worse				
Δ Makes no difference				
Δ Don't know				

1.6.5 HLAYISEKA LEARNER SURVEY: DRUGS AND ALCOHOL COMPARATIVE WORKSHEET

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Group Being Compared *Tick relevant box*	
Boys	
Girls	
Boys and Girls	

Grade Surveyed: ____

Date of Baseline Survey _____ Total Number Surveys Used for Baseline _____

Date of Follow-Up Survey _____Total Number Surveys Used for Follow-Up _____

1. Has there been a change in the presence of drugs at our school?

	Yes		No		Sometimes		Don't Know	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Q4. Seeing alcohol at school								
Q5. Seeing learners smoking cigarettes on the school property								
Q6. Seeing illegal drugs at school								
Q7. Buying illegal drugs at school								
Q8. Being asked to sell drugs at school								

Step 1: highlight in green if the Yes or Sometimes have dropped from baseline to follow-up.

Step 2: Highlight in red if the scores for Yes and Sometimes have increased from baseline to follow-up.

2. Is there a change in the types of substances learners are using?

	Baseline (Pre)		Baseline (Post)	
	Yes	No	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				

3. Has there been a change in the impact drugs have on the learners' lives?

	Yes		No		Sometimes		Don't Use Drugs	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Q12. Coping with life								
Q13. It is cool to use drugs								
Q16. Learning difficulties								
Q17. Stealing from or harming others								

Step 1: Highlight in red any increase in Yes or sometimes scores from the baseline scores.
Step 2: Highlight in green if there has been a decrease in any of the Yes or Sometimes scores from the baseline results.

4. Has the impact of drugs on school attendance changed?

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

Step 1:
Highlight any changes.

5. Is the response towards drugs and alcohol in the school being strengthened?

Prevention and Response	**Yes**		**No**	
	Pre	**Post**	**Pre**	**Post**
Q1. Alcohol being allowed on the school property				
Q2. Illegal drugs being allowed on the school property				
Q3. Disciplining learners who use illegal drugs on the school property				
Q19. We can tell the educator				
Q20. Telling an educator:				
Makes it better				
Makes it worse				
Makes no difference				
Don't know				

Comments: _____

1.6.6 HLAYISEKA LEARNER SURVEY: BULLYING COMPARATIVE WORKSHEET

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Group Being Compared *Tick relevant box*	
Boys	
Girls	
Boys and Girls	

Grade Surveyed: ____

Date of Baseline Survey _____ Total Number Surveys Used for Baseline _____

Date of Follow-Up Survey _____Total Number Surveys Used for Follow-Up _____

1. Has the prevalence and frequency of this problem changed at our school?

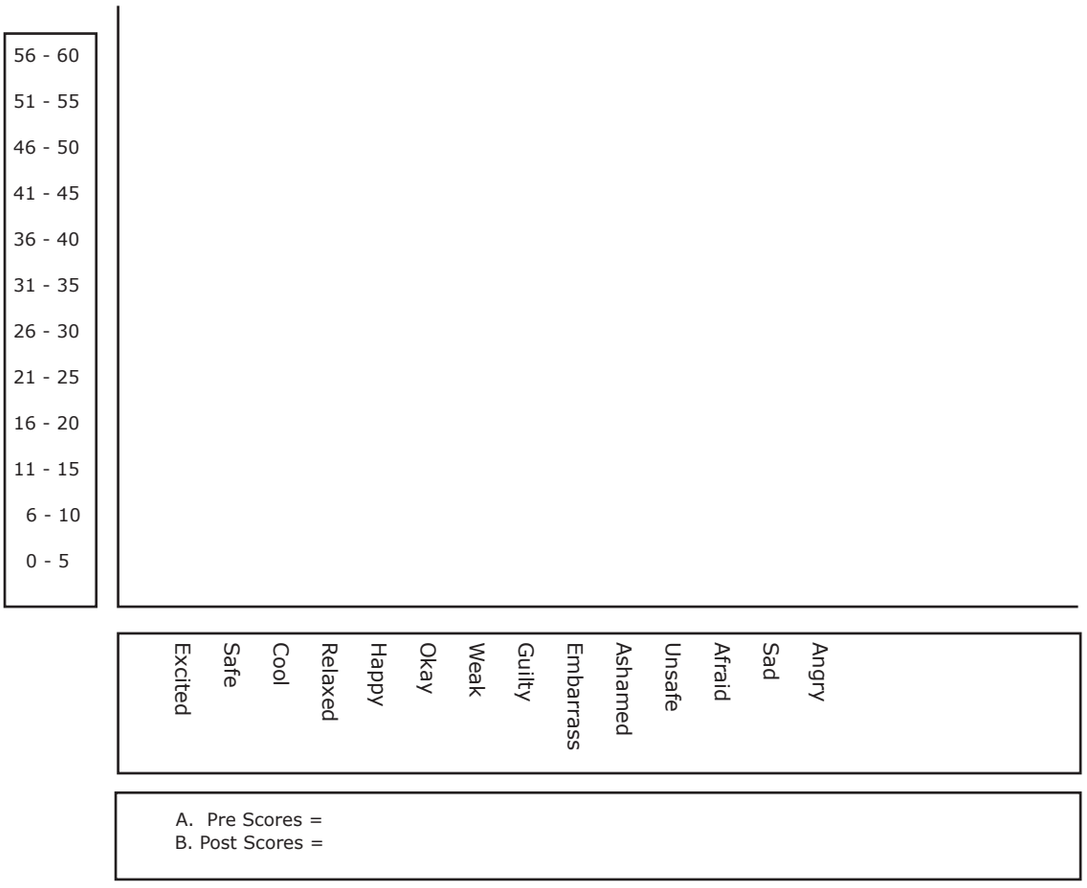
Frequency	Everyday/ Most days		Once a week		Once a month		Once a term		Has not happened	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Q1. I have been bullied by learners in the same grade as me										
Q2. I have been bullied by learners in a higher grade than me										
Q3. I have been bullied by boys										
Q4. I have been bullied by girls										
Q5. I have bullied other learners										

Step 1: Highlight with a green highlighter where the post scores are lower than (less than) the pre scores. Green post-scores other than for the "has not happened to me" column shows that there has been a drop in the frequency of this occurring in your school. This shows a positive improvement! The greater the drop, the better the improvement!
Step 2: Use a red highlighter for any post scores other than the last column which are higher than the pre scores. This shows that there has been an increase in this danger at the school since you first administered the survey.
Step 3: The last column is different as an increase in the post scores suggest that this has not occurred for a greater numbers of learners and this would be a positive sign of change. Tick next to any columns that show an increase in post scores and a cross next to those scores where the post score is less than the pre-score.

2. Has the emotional impact on learners changed?

How being bullied makes our learners feel	Painful Feelings		Not Particularly Concerned		Pleasant Feelings	
	Pre	Post	Pre	Post	Pre	Post

If you would like to compare the emotional profile in more detail of the pre scores against the post scores then plot the two separate graphs below. Use two different colours for the two lines and indicate in the key below which colour is associated with the pre scores and which with the post scores.



3. Has the impact of bullying on school attendance and learners' ability to pay attention and concentrate changed?

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

Step 1: Use a red highlighter to show those post scores that are higher than the pre scores and use a green highlighter to show those post scores that are less than the pre scores. This will tell you about how the impact of bullying affects learners attendance and concentration at school.

4. Have learners learned new ways of coping with the situation?

Coping Styles Q10 to Q25	Yes		No		Sometimes	
	Pre	Post	Pre	Post	Pre	Post
Telling a teacher						
Telling my friends						
Running away						
Fighting with the bully						
Carrying a weapon						
Getting someone to scare the bully						
By avoiding the places where the bully is						
Not coming to school						
Telling the bully not to do this						
Laughing at the bully						
Crying						
Getting sick or having pains in my body						
Talking to someone I trust						
Not doing anything						
By getting quiet						
Smoking, drugs or alcohol						
Other -						
Other -						
Other -						

Step 1: Plot these scores on the graph. Use only the Yes scores. Highlight what has increased with a green highlighter. This will tell you the most recent ways learners are coping with bullying. Desirable improvements include telling the teacher, being assertive (telling the bully not to do this), and talking to someone the learner trusts or telling friends.
Step 2: Concern should be raised if there is an increase particularly in carrying weapons, getting others to scare the bully, or staying away from school.

5. Have we strengthened our prevention and response in terms of this danger/threat?

Prevention and Response	Yes		No		Sometimes		I Don't Know	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Q27. Our school has rules about bullying								
Q31. Those that bully others get disciplined								
Q32. Educators are kind and supportive with those that get bullied.								
Q33. People at our school try to help those people that are always bullying others								
Q28. We can tell the educator								
Q29. Telling an educator								
Makes it better								
Makes it worse								
Makes no difference								
Don't Know								
Q30. We are taught life skills lessons relevant to this topic								

Step 1: Highlight in green all increases in the post Yes and Sometimes scores for the 5 questions. Mark all decreases in the post No scores in red for the same items. These will indicate a strengthening of your school's prevention and response.
Step 2: Highlight in green if reporting to the educator has increase in "Yes" or "Sometimes" columns. Mark in red if the post "No" scores for "Makes it Worse" or "Makes no Difference" are higher. These scores indicate a weakening of the school's prevention and response in terms of this danger.

Comments: _____

1.6.7 HLAYISEKA LEARNER SURVEY: VERBAL ABUSE COMPARATIVE WORKSHEET

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Group Being Compared *Tick relevant box*	
Boys	
Girls	
Boys and Girls	

Grade Surveyed: ____

Date of Baseline Survey _____ Total Number Surveys Used for Baseline _____

Date of Follow-Up Survey _____Total Number Surveys Used for Follow-Up _____

1. Has the prevalence and frequency of this danger/threat changed at our school?

Types and Frequency of Verbal Abuse	Everyday/ Most days		Once a week		Once a month		Once a term		Has not happened	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
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.										

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										
	Everyday/ Most days		Once a week		Once a month		Once a term		Has not happened	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
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.										

Step 1: Highlight with a green highlighter where the post scores are lower than (less than) the pre scores. Green post-scores other than for the "has not happened to me" column shows that there has been a drop in the frequency of this occurring in your school. This shows a positive improvement! The greater the drop, the better the improvement!
Step 2: Use a red highlighter for any post scores other than the last column which are higher than the pre scores. This shows that there has been an increase in this danger at the school since you first administered the survey.
Step 3: The last column is different as an increase in the post scores suggest that this has not occurred for a greater number of learners and this would be a positive sign of change. Tick next to any columns that show an increase in post scores and a cross next to those scores where the post score is less than the pre-score.

2. Has the emotional impact of verbal abuse on learners changed?

Q13. How being verbally abused by educators makes our learners feel	Painful Feelings		Not Particularly Concerned		Pleasant Feelings	
	Pre	Post	Pre	Post	Pre	Post

Q14. How being verbally abused by learners makes our learners feel	Painful Feelings		Not Particularly Concerned		Pleasant Feelings	
	Pre	Post	Pre	Post	Pre	Post

3. Has the impact of verbal abuse on school attendance and learners' ability to pay attention and concentrate changed?

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

Step 1: Use a red highlighter to show those post scores that are higher than the pre scores and use a green highlighter to show those post scores that are less than the pre scores. This will tell you about how the impact of bullying affects learners attendance and concentration at school.

4. Have we strengthened our prevention and response in terms of this danger/threat?

Prevention and Response	Yes		No		Sometimes		I Don't Know	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Q20. Our school has rules about verbal abuse								
Q21. We can report if someone shouts at, insults or uses hate speech with us.								
Q22. Telling an educator								
Makes it better								
Makes it worse								
Makes no difference								
Don't Know								
Q23. We are taught life skills lessons relevant to this topic								

Step 1: Highlight in green all increases in the post "Yes" and "Sometimes" scores for the 5 questions. Mark all decreases in the post "No" scores in red for the same items. These will indicate a strengthening of your school's prevention and response.
Step 2: Highlight in green if reporting to the educator has increase in "Yes" or "Sometimes" columns. Mark in red if the post "No" scores for "Makes it Worse" or "Makes no Difference" are higher. These scores indicate a weakening of the school's prevention and response in terms of this danger.

1.6.8 HLAYISEKA LEARNER SURVEY: PHYSICAL VIOLENCE COMPARATIVE WORKSHEET

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Group Being Compared *Tick relevant box*	
Boys	
Girls	
Boys and Girls	

Grade Surveyed: ____

Date of Baseline Survey _____ Total Number Surveys Used for Baseline _____

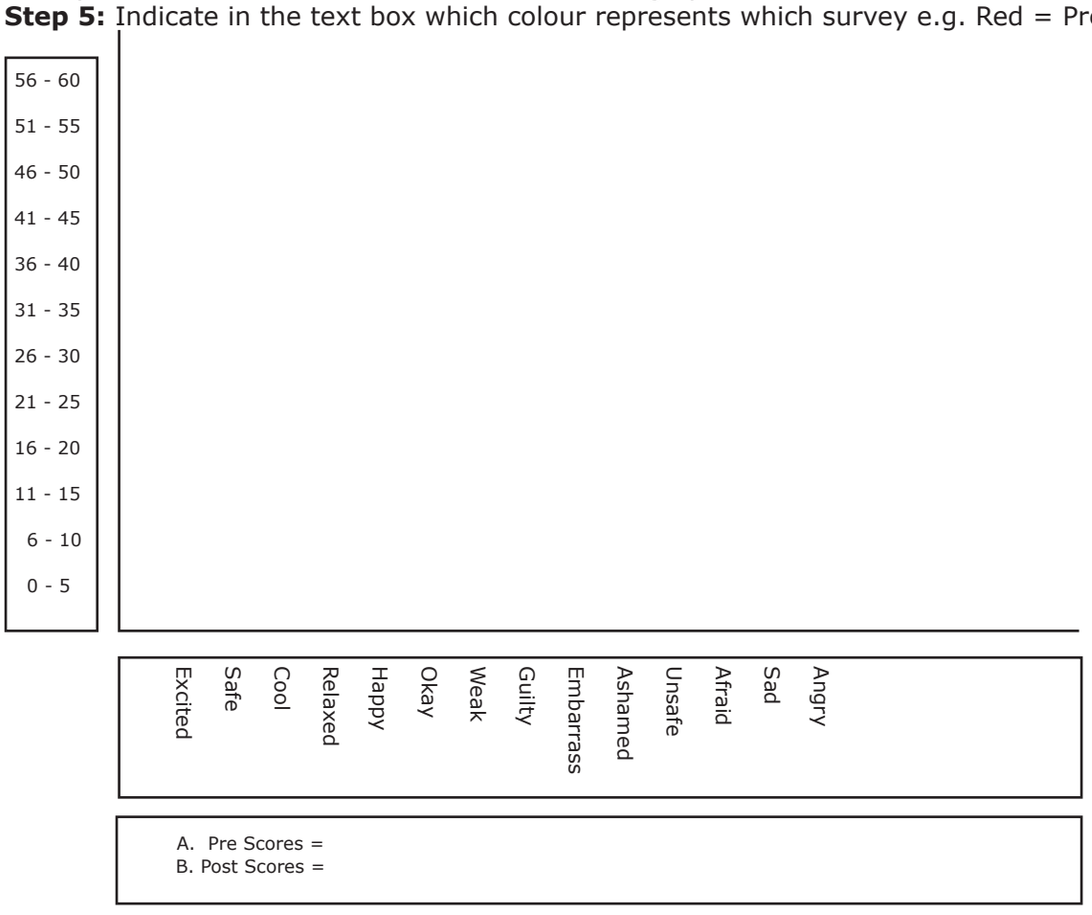
Date of Follow-Up Survey _____Total Number Surveys Used for Follow-Up _____

1. Have the reasons for fights at our school changed?

Why there are fights at our school	Baseline (Pre)		Follow-Up (Post)	
	Yes	No	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				
Other reason –				
Other reason –				

Step 1: Highlight in green any of the No scores that have increased from the Pre to the Post surveys. This would suggest this type of discrimination has decreased according to learners.
Step 2: Highlight in red any of the Yes scores that have increased. This suggests that this type of discrimination has increased and needs to be addressed.
Step 3: If you wish to compare the pre and post scores graphically be sure to write in any of the Other options identified by the learners in the text box at the Y axis.
Step 4: Plot the scores on the graph below. Simply use the Yes score totals from the Pre and Post surveys. Be sure to use different colours for each graph.
Step 5: Indicate in the text box which colour represents which survey e.g. Red = Pre and Blue = Post.



2. Has there been a change in the frequency of physically violent incidents at our school?

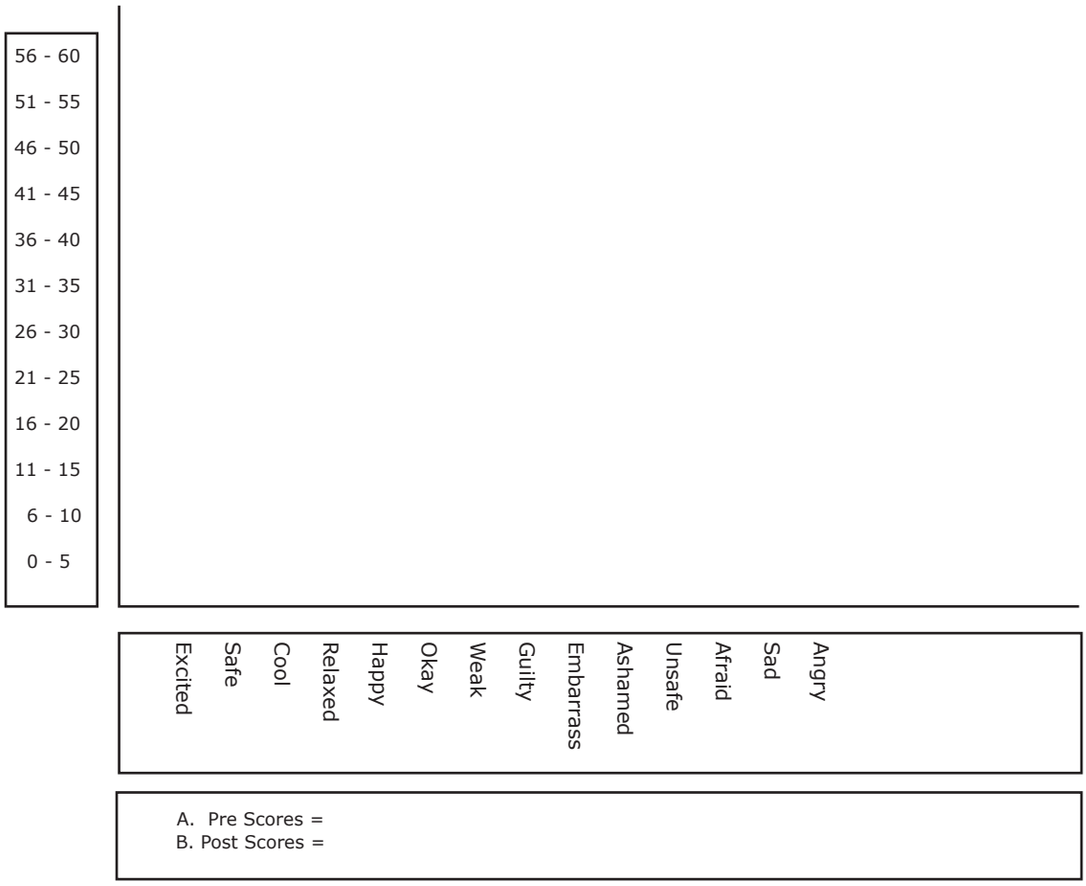
Frequency	Everyday/ Most days		Once a week		Once a month		Once a term		Has not happened	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Q18. I have been kicked, hit, punched by a learner										
Q19. I have kicked, hit, punched a learner										
Q20. I have been kicked, hit, punched by an educator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

Step 1: Highlight with a green highlighter where the post scores are lower than (less than) the pre scores. Green post-scores other than for the "has not happened to me" column shows that there has been a drop in the frequency of this occurring in your school. **This shows a positive improvement!** The greater the drop, the better the improvement!
Step 2: Use a red highlighter for any post scores other than the last column which are higher than the pre scores. **This shows that there has been an increase** in this danger at the school since you first administered the survey.
Step 3: The last column is different as an increase in the post scores suggest that this has not occurred for a greater numbers of learners and **this would be a positive sign of change.** Tick next to any columns that show an increase in post scores and a cross next to those scores where the post score is less than the pre-score.

3. Has the emotional impact of physical violence on learners changed?

Q23. How discrimination makes our learners feel	Painful Feelings		Not Particularly Concerned		Pleasant Feelings	
	Pre	Post	Pre	Post	Pre	Post

Step 1: If you would like to compare the emotional profile in more detail then plot two separate graphs below using the "Yes" totals for each of the different emotions.
Step 2: Remember to use different colours for the two graphs and indicate in the text box below the graph which colour represents which survey.



4. Has the impact of physical violence on school attendance and learners' ability to pay attention and concentrate changed?

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

Step 1: Use a red highlighter to show those post scores that are higher than the pre scores and use a green highlighter to show those scores that are less than the pre scores. This will tell you whether there has been an increase or decrease in the impact of discrimination in the above-mentioned ways.

5. Have we strengthened our prevention and response in terms of this danger/threat?

Prevention and Response	Yes		No	
	Pre	Post	Pre	Post
Q27. Our school has rules about physical violence and fighting.				
Q28. We can tell the educator				
Q29. Telling an educator ….				
Makes it better				
Makes it worse				
Makes no difference				
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 who are always getting into fights				
Q33. We are taught life skills lessons on discrimination, tolerance, or diversity				

Step 1: Highlight in green all increases in the post Yes and Sometimes scores for the 5 questions. Mark all decreases in the post No scores in red for the same items. These will indicate a strengthening of your school's prevention and response.
Step 2: Highlight in green if reporting to the educator has increase in "Yes" or "Sometimes" columns. Mark in red if the post "No" scores for "Makes it Worse" or "Makes no Difference" are higher. These scores indicate a weakening of the school's prevention and response in terms of this danger.

Comments: _____

1.6.9 HLAYISEKA LEARNER SURVEY: DISCRIMINATION COMPARATIVE WORKSHEET

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐☐

Group Being Compared *Tick relevant box*	
Boys	
Girls	
Boys and Girls	

Grade Surveyed: ____

Date of Baseline Survey _____ Total Number Surveys Used for Baseline _____

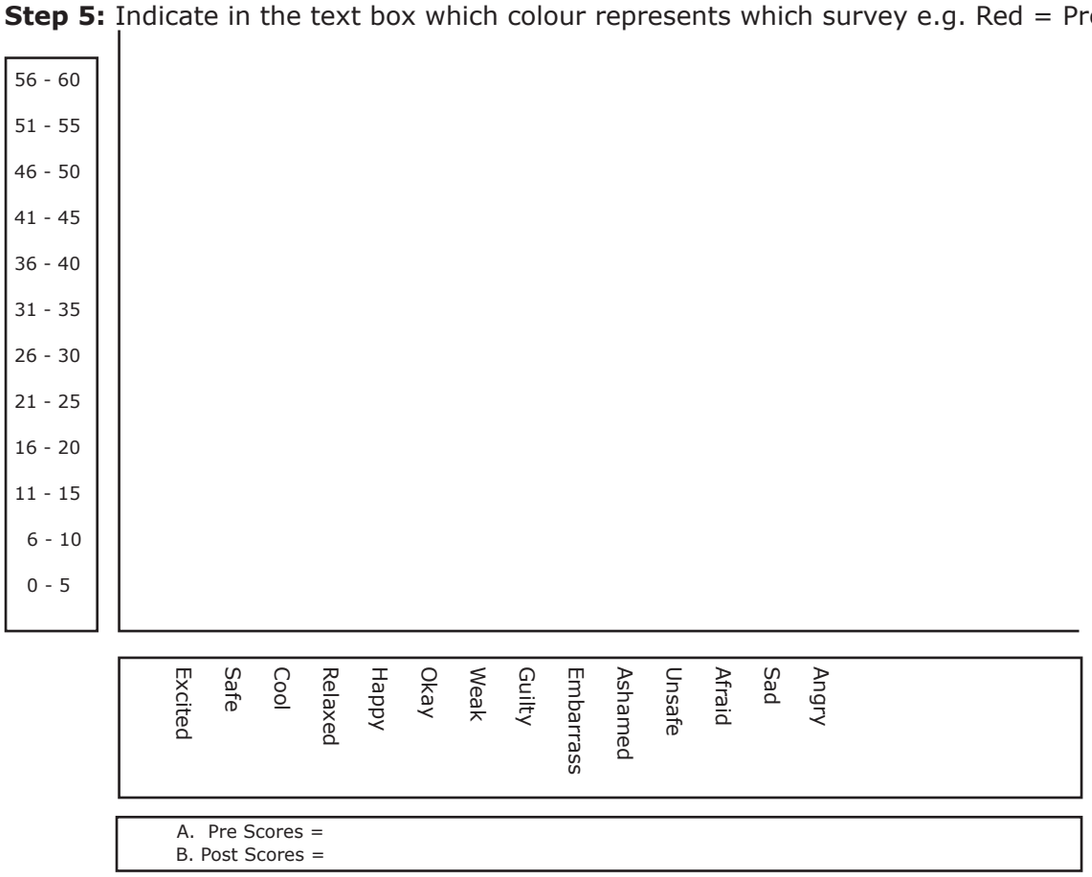
Date of Follow-Up Survey _____Total Number Surveys Used for Follow-Up _____

1. Has there been a change in terms of the prevalence and types of discrimination at this school?

Types of discrimination present at our school	Baseline (Pre)		Follow-Up (Post)	
	Yes	No	Yes	No
Racist				
Cultural/Religious				
Sexist/Gender				
Sexual Orientation				
Family Circumstances				
Poverty or wealth				
Illness				
Age				
Physically disabled				
Learning disabled				
Appearance				
Manner of dress				
Food brought to school				
Other:				
Other:				
Other:				
Total				

Step 1: Highlight in green any of the No scores that have increased from the Pre to the Post surveys. This would suggest this type of discrimination has decreased according to learners.
Step 2: Highlight in red any of the Yes scores that have increased. This suggests that this type of discrimination has increased and needs to be addressed.
Step 3: If you wish to compare the pre and post scores graphically be sure to write in any of the other

options identified by the learners in the text box at the Y axis.
Step 4: Plot the scores on the graph below. Simply use the Yes score totals from the Pre and Post surveys. Be sure to use different colours for each graph.
Step 5: Indicate in the text box which colour represents which survey e.g. Red = Pre and Blue = Post.



2. Has there been a change in the frequency of discriminatory incidents?

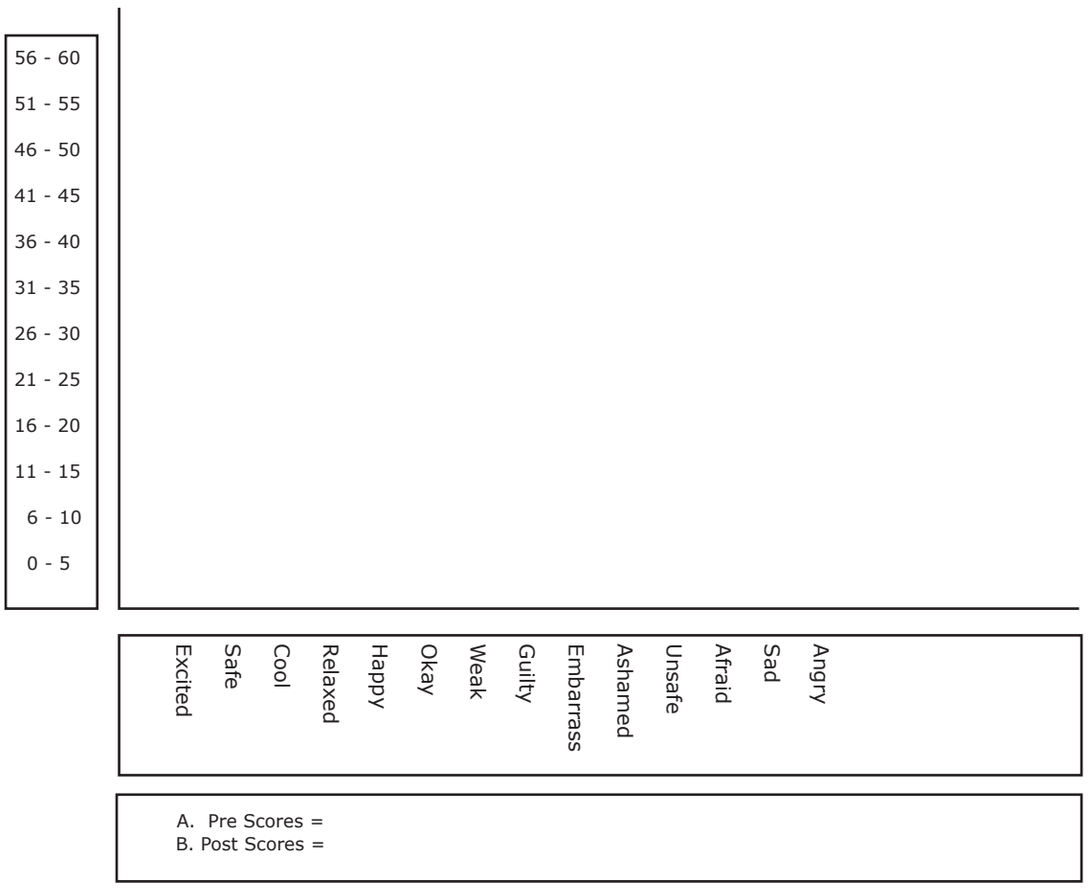
Frequency	Everyday/ Most days		Once a week		Once a month		Once a term		Has not happened	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Racist										
Cultural/Religious										
Sexist/Gender										
Sexual Orientation										
Family Circumstances										
Economic (poverty)										
Illness										
Age										
Physically disabled										
Learning disabled										
Appearance										
Manner of dress										
Food brought to school										
Other:										
Other:										
Other:										

Step 1: Highlight with a green highlighter where the post scores are lower than (less than) the pre scores. Green post-scores other than for the "has not happened to me" column shows that there has been a drop in the frequency of this occurring in your school. **This shows a positive improvement!** The greater the drop, the better the improvement!
Step 2: Use a red highlighter for any post scores other than the last column which are higher than the pre scores. **This shows that there has been an increase** in this danger at the school since you first administered the survey.
Step 3: The last column is different as an increase in the post scores suggest that this has not occurred for a greater numbers of learners and **this would be a positive sign of change.** Tick next to any columns that show an increase in post scores and a cross next to those scores where the post score is less than the pre-score.

3. Has the emotional impact of discrimination on learners changed?

Q29. How discrimination makes our learners feel	Painful Feelings		Not Particularly Concerned		Pleasant Feelings	
	Pre	Post	Pre	Post	Pre	Post

Step 1: If you would like to compare the emotional profile in more detail then plot two separate graphs below using the "Yes" totals for each of the different emotions.
Step 2: Remember to use different colours for the two graphs and indicate in the text box below the graph which colour represents which survey.



A. Pre Scores =
B. Post Scores =

4. Has the impact of discrimination on school attendance and ability to pay attention and concentrate changed?

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

Step 1: Use a red highlighter to show those post scores that are higher than the pre scores and use a green highlighter to show those scores that are less than the pre scores. This will tell you whether there has been an increase or decrease in the impact of discrimination in the above-mentioned ways.

5. Have we strengthened our prevention and response in terms of this danger/threat?

Prevention and Response	Yes		No	
	Pre	Post	Pre	Post
Q33. Our school has rules against discrimination				

	Yes	No	Sometimes	I don't know
Q34. We can tell the educator				
Q35. We can tell the principal if educators are discriminatory				
Q36. Telling an educator ….				
Makes it better				
Makes it worse				
Makes no difference				
Don't Know				
	Yes	No	I don't know	
Q37. We are taught life skills lessons on discrimination, tolerance, or diversity				

Step 1: Highlight in green all increases in the post Yes and Sometimes scores for the 5 questions. Mark all decreases in the post No scores in red for the same items. These will indicate a strengthening of your school's prevention and response.
Step 2: Highlight in green if reporting to the educator has increase in "Yes" or "Sometimes" columns. Mark in red if the post "No" scores for "Makes it Worse" or "Makes no Difference" are higher. These scores indicate a weakening of the school's prevention and response in terms of this danger.

Comments: _____

1.6.10 HLAYISEKA LEARNER SURVEY: SEXUAL VIOLENCE COMPARATIVE WORKSHEET

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐

Group Being Compared *Tick relevant box*	
Boys	
Girls	
Boys and Girls	

Grade Surveyed: ____

Date of Baseline Survey _____ Total Number Surveys Used for Baseline _____

Date of Follow-Up Survey _____Total Number Surveys Used for Follow-Up _____

1. Has the prevalence of this danger/threat at our school changed?

Sexual Violence Amongst Learners	Yes		No	
	Baseline	Follow-up	Baseline	Follow-up
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 a learner rude, sexual names				

2. Learners being sexually violated/harassed by educators

Q5. An educator has touched me sexually without me permission				
Q6. An educator has called me rude, sexual names				

3. Learners being sexually violated or harassed by strangers on school property

Sexual Violence Amongst Learners	Yes		No	
	Baseline	Follow-up	Baseline	Follow-up
Q7. a stranger of 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				

Step 1: Enter all the totals into the relevant boxes
Step 2: Use a green highlighter for all follow-up No scores that are higher than the baseline No score. This shows a decrease in the incidence of this danger or threat.
Step 3: Use a red highlighter for all follow-up Yes scores that are higher than the baseline Yes scores. This shows an increase in the incidence of this threat or danger which would call for attention.

2. Has the impact of sexual violence on learners changed?

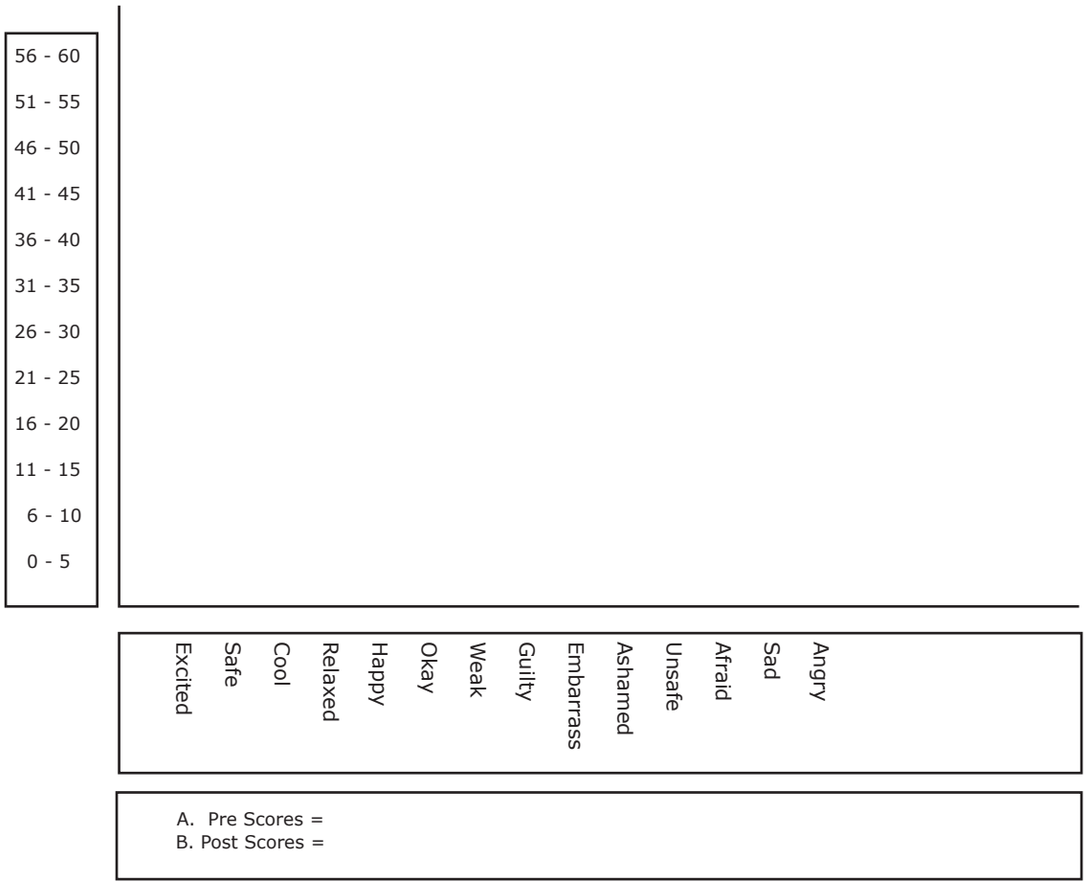
Impact of sexual violence	Yes		No	
	Baseline	Follow-up	Baseline	Follow-up
Q17. Did not come to school because scared of sexual violence				
Q18. Not wanting to come to school				
Q19. Did not come to school because scared of being sexually violent				
Q20. Interfering with attention and/or concentration				

Step 1: Write in all the totals in the relevant boxes.
Step 2: Use a red highlighter to show those Yes Follow-up scores that are higher than the Yes Baseline scores. This will show you if the negative impact has increased.
Step 3: Use a green highlighter to show all where No scores have increased from the Baseline to the Follow-up. This shows a decrease in the negative impact.

3. Have learners found new ways of coping with this danger/threat?

Coping Styles Q21 to Q27	Yes		No		Sometimes	
	Baseline	Follow-Up	Baseline	Follow-Up	Baseline	Follow-Up
I cope by reporting it to a teacher						
I cope by telling my friends						
I cope by running away						
I cope by fighting back						
I cope by carrying a weapon						
I cope by getting someone else to scare the person who bothers me						
I cope by staying away from areas where the person is						
I cope by staying away from school						
I cope by telling my parent or caregiver						
I cope by telling the person clearly that they must stop doing what they are doing						
I cope by laughing at the person						
I cope by crying						
I cope by getting sick or feeling pain in my body						
I cope by talking to someone I trust						
I cope by doing nothing						
I cope by getting quiet						
I cope by smoking or using alcohol or drugs						

Step 1: Add in all the totals making sure you are entering these in the correct boxes.
Step 2: Use the graph below to plot the Yes scores. Start by writing in your interval scale on the left hand side of the graph.
Step 3: Use two different colours for your baseline Yes and your follow-up Yes scores.
Step 4: Draw in the graphs.



4. Have we strengthened our prevention and response in terms of this danger/threat?

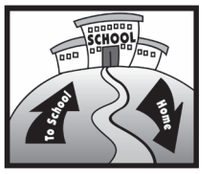
Prevention and Response	Yes			No		
	Baseline	Follow-Up		Baseline	Follow-up	
Q37. We have rules about sexual violence						
Q38. We can tell our educator						
Q39. Telling educators ….	Baseline			Follow-Up		
Makes it better						
Makes it worse						
Makes no difference						
Don't know						
Q40. If educators commit sexual violence we can tell the principal	Yes		No		Don't Know	
	Baseline	Follow-Up	Baseline	Follow-Up	Baseline	Follow-Up

Q41. Telling the principal ….	Baseline	Follow-Up
Makes it better		
Makes it worse		
Makes no difference		
Don't know		

Q42. We are taught life skills lessons on respecting others, human rights and other topics related to sexual violence.	Yes		No		Don't know	
	Baseline	Follow-Up	Baseline	Follow-Up	Baseline	Follow-Up

Step 1: Write in all totals from your baseline and follow-up marking templates. In the sections which asks what has happened if learners have told the educator or principal, just add in total Yes scores.
Step 2: Highlight in green all Yes and sometimes scores that have increased from the baseline to the follow-up. This shows that there has been a strengthening of the prevention and/or response.
Step 3: Highlight in red all increases in No

Comments: _____



1.6.11 HLAYISEKA LEARNER SURVEY: JOURNEY TO AND FROM SCHOOL COMPARATIVE WORKSHEET

School: _____ EMIS Number: ☐☐☐☐☐☐☐☐☐

Group Being Compared *Tick relevant box*	
Boys	
Girls	
Boys and Girls	

Grade Surveyed: ____

Date of Baseline Survey _____ Total Number Surveys Used for Baseline _____

Date of Follow-Up Survey _____Total Number Surveys Used for Follow-Up _____

1. Has there been any change in how learners are getting to and from school?

Most common forms of transport **to** school	Pre	Post

Most common forms of transport **from** school	Pre	Post

Step 1: Identify the highest totals per mode of transport to and from school for the baseline (pre) survey – write these under "Most Common Forms of Transport."
Step 2: Put in the total number of learners who stated that they used this mode of transport.
Step 3: Repeat the process taking totals from the follow-up survey to add to Post.
Step 4: If there have been any major changes circle these in red – this might be that a different form of transport is being used or there has been a big change in the number of learners using the different modes of transport. Highlight the highest scores. This indicates how learners typically get to and from school.

2. Has there been a change in the sense of threat or danger experienced by learners on the way to or from school?

	Baseline (Pre)			Follow-Up (Post)		
Generalised sense of threat/ lack of safety	Yes	Sometimes	No	Yes	No	Sometimes
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. Fear of attack						
Q9. Worries about getting home						
Q10. Worries about getting to school						
Total Generalised Threat Score						

Step 1: Highlight in green if the Generalised Threat scores for Yes and Sometimes have dropped from baseline to follow-up.
Step 2: Highlight in red if the Generalised Threat scores for Yes and Sometimes have increased from baseline to follow-up.

3. How are our learners coping?

	Baseline (Pre)			Follow-Up (Post)		
Coping Behaviour	Yes	No	Sometimes	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:

_____

_____

_____

Step 1: Highlight in red any increase in Yes or sometimes scores from the baseline scores.
Step 2: Highlight in green if there has been a decrease in any of the Yes of Sometimes scores from the baseline results.
Step 3. Have learners started using different ways of coping?

4. Has the number of dangerous or threatening incidents changed?

Actual experiences of violence on journey to or from school	Yes		No	
	Baseline	Follow-Up	Baseline	Follow-Up
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				

Comments: _____

HLAYISEKA EARLY WARNING SYSTEM: BE AWARE – TAKE ACTION

SCHOOL: _____ *EMIS Number:* ☐☐☐☐☐☐☐☐☐

SCHOOL SAFETY REPORT
TAKE ACTION: WHAT WORKS WHAT DOESN'T

a) Are we meeting our stated objectives? How do we know we are meeting them?

b) What has changed in the school as a result of our action?

c) Which of the activities worked well and why?

d) Which of the activities did not work well and why?

e) What else do we need to do now to improve safety or to maintain our school as a safer place?

f) What other threats, causes or problems do we need to address?

g) Decide on further action. Write the agreed action on another copy of the "School Safety Action Plan".

Report compiled by: _____ *Date:* _____