

# STUDENT AND TEACHER SURVEYS TO ASSESS EFFECTIVENESS OF VIOLENCE PREVENTION EFFORTS (PRE- AND POST-)

## Introduction

These sample peer leader and teacher surveys can and should be adapted to be more specific to the types of violence you experience in your school(s) and the specific objectives of your violence prevention program. The language should be adapted for your culture and context. These tools are based on items in a lengthy teacher and student survey used by the US Department of Education in an evaluation of a violence prevention program for middle schools (grades 6-8).<sup>1</sup> These should be piloted and adapted, since the tool is from the US. The original survey did not inquire about sexual harassment or coercion; these tools add questions on this topic.

Creating a school-wide survey: The questions in the original survey are for a school-wide survey, for teachers and students to report on what they have personally experienced or done, including questions about whether the student responding has been a victim of, or perpetrated, any type of violence, about the school policies and environment, and about student attitudes towards violence. The survey is too long for routine use in a school, but you could choose statements from that survey if you decide to do a school-wide survey. A maximum of 15 questions is suggested if the resources for data collection and analysis are limited.

## Definitions

**Violence:** The World Report on Violence against Children<sup>2</sup> identifies the main forms of violence as follows:

- physical and psychological punishment;
- bullying;
- sexual and gender-based violence (includes sexual harassment);
- external violence: effects of gangs, conflict situations, weapons and fighting.

**Bullying:** UNESCO defines bullying as follows: "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself." (Dan Olweus)<sup>3</sup> Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, public humiliation, excluding someone from a group on purpose, and "cyberbullying" (social media) campaigns of rumors, humiliation, and intimidation.

**Sexual harassment:** Sexual harassment in schools is unwanted and unwelcome behavior of a sexual nature, either from other students or from teachers. It creates an unsafe and emotionally traumatic environment for the student who is the target, affecting his/her mental health and access to education. Sexually harassing behaviors vary widely across cultures, but can include statements, gestures, or actions of a sexual nature designed to humiliate or intimidate another, verbal pressure to engage in sex, and a range of sexual physical contact. Sexually violent behaviors are criminal in the category of rape or child sexual abuse. In most countries currently, it is a crime

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<sup>1</sup> US Department of Education, Appendix A-1 in *Impacts of a Violence Prevention Program for Middle Schools*. <https://ies.ed.gov/ncee/pubs/20104007/pdf/20104007.pdf>

<sup>2</sup> <http://www.unviolencestudy.org/>

<sup>3</sup> <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/definition-of-bullying/>

for teachers to sexually harass students or engage in any sexual act with them because the age difference and power imbalance creates a coercive situation.

## SAMPLE PEER LEADER SURVEY

### *Survey on Levels of Violence at Your School & Positive Actions to Prevent Violence*

This sample peer leader survey is designed as an observation guide for youth anti-violence peer leaders to report on what they have observed in the preceding month. If this survey is being used as a pre- and post-test to gauge the impact of anti-violence programs and policy measures at the school, then the pre-test should be applied after school has been in session one month, and the post-test at the end of the school year.

**SCORING:** In all the survey sections, the higher the score, the better. High scores indicate that less violence is occurring, and that effective violence prevention policies and programs are in place. Please also reference EMpower’s guidance and tools for pre- and post-test analysis.<sup>4</sup>

**In the PAST 30 DAYS, how often have you observed OTHER STUDENTS FROM YOUR SCHOOL ENGAGING IN VIOLENCE OR BULLYING?** (Circle the number that matches your response)

	Never	Once or Twice	Several Times	Often	Comments (please specify if any instances of violence were gang-related or related to racial/ethnic tensions)
1. Engaged in a physical fight with another student or group of students <sup>5</sup>	4	3	2	1	
2. Hurt someone by hitting, pushing, slapping, or shoving	4	3	2	1	
3. Hurt or threatened someone with a weapon (gun, knife, etc.)	4	3	2	1	
4. Verbally threatened another student with violence or other actions to intimidate him/her, either in person or in social media (cyber-bullying)	4	3	2	1	
5. Humiliated another student with lies, rumors, or insults, either in person or in social media (cyber-bullying)	4	3	2	1	

<sup>4</sup> <http://empowerweb.org/youth-development-tools/category/evaluating-programs-for-youth>, “Tool 9. Excel template simple pre and post analysis”

<sup>5</sup> Item #1 describes a prolonged violent fight with two or more participants. Items #2 and #3 describe a single violent act by an aggressor against a victim that does not lead to a fight.

6. Sexually harassed another student (e.g. public sexual comments, unwanted touching, pressure to have sex)	4	3	2	1	
<b>Add numbers chosen in all columns</b>					<b>SUBTOTAL SCORE =</b>

**In the PAST 30 DAYS, how often have YOU or OTHER STUDENTS FROM YOUR SCHOOL taken action to prevent violence?** (Circle the number that matches your response)

	Never	Once or Twice	Several Times	Often	Was this you or another student? Other Comments
1. Tried to stop someone from getting into a fight, i.e. calmed them down as they were threatening to act	1	2	3	4	
2. Intervened to protect a victim of physical violence	1	2	3	4	
3. Intervened to protect a victim of sexual harassment	1	2	3	4	
4. Stood up for someone who was being singled out (bullied) with threats or humiliation	1	2	3	4	
5. Intervened to help resolve a conflict without using violence	1	2	3	4	
6. Reported any use or carrying of weapons in the school	1	2	3	4	
7. Reported any gang-related activity (including sales of drugs as well as carrying weapons and violence)	1	2	3	4	
<b>Add numbers chosen in all columns</b>					<b>SUBTOTAL SCORE =</b>

Thinking about the PAST 30 DAYS, how much do you agree or disagree with these statements about the school’s level of safety and its response to incidents of violence, including bullying & sexual harassment? (Circle the number that matches your response)

	Strongly agree	Tend to Agree	Not sure	Tend to Dis-agree	Strongly disa-gree	Comments
1. Most students feel safe from physical violence or bullying at school.	5	4	3	2	1	
2. Our school is free from gang-related violence	5	4	3	2	1	
3. Most students feel safe from sexual harassment at school	5	4	3	2	1	
4. The school policies on all forms of violence -- including gender-based violence, bullying and sexual harassment -- are clear and enforced.	5	4	3	2	1	
5. Consequences for breaking school rules on all forms of violence are applied fairly to all students	5	4	3	2	1	
6. Teachers & other adults actively promote and reward non-violent behavior	5	4	3	2	1	
7. Teachers & other adults actively promote supportive and respectful behavior among students of all abilities and racial/ethnic groups	5	4	3	2	1	
8. Students are taught how to intervene to prevent or avoid violent situations.	5	4	3	2	1	
9. My activities as a peer leader have helped to lower the level of violence in my school	5	4	3	2	1	
<b>Add numbers chosen in all columns</b>						<b>SUBTOTAL SCORE =</b>

**SCORING OF PEER LEADER SURVEY:**

1. Violent Behavior Observed	
2. Violence Prevention Behavior	
3. School Safety	
<b>TOTAL SCORE</b>	

## SAMPLE TEACHER SURVEY

**During the PAST 30 DAYS, how often did YOU WITNESS or DID A STUDENT OR TEACHER REPORT violence-related events at your school?**  
 (Circle the number that matches your response)

	Never	Once or Twice	Several Times	Often	COMMENTS (please specify if any instances of violence were gang-related)
1. A student hit, pushed, slapped, or shoved another student to hurt him/ her	4	3	2	1	
2. Two or more students engaged in a physical fight	4	3	2	1	
3. A student was caught carrying a weapon (knife, gun, club, etc.)	4	3	2	1	
4. One or more students were consistently bullied (singled out for threats or humiliation)	4	3	2	1	
5. A student used a weapon to injure another student or engage in a fight	4	3	2	1	
6. A student sexually harassed another student	4	3	2	1	
7. A student threatened or engaged in violence against a teacher or administrator	4	3	2	1	
8. A student perpetrated gender-based violence (male against female, or against a LGBTQ student) <sup>6</sup>					
<b>Add numbers chosen in all columns</b>					<b>SUBTOTAL SCORE =</b>

<sup>6</sup> LGBTQ – lesbian, gay, bisexual, transgender or queer/questioning

The following is a list of statements that could describe a school. Think about the current situation in your school when responding to the following statements. (Circle the number that matches your response)

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Comments
1. Administrators and teachers generally feel safe at our school.	5	4	3	2	1	
2. Students generally feel safe at our school.	5	4	3	2	1	
3. The school policies on all forms of violence, including bullying, and sexual harassment, are clear and enforced.	5	4	3	2	1	
4. School rules & policies promote and reward non-violent resolution of conflicts	5	4	3	2	1	
5. School rules & policies promote and reward supportive and respectful behavior amongst students of all abilities and racial/ethnic groups.	5	4	3	2	1	
6. Administrators and teachers work together well to create a safe school	5	4	3	2	1	
7. Teachers receive adequate training in classroom management strategies to promote mutual respect & non-violence	5	4	3	2	1	
8. The school curriculum teaches students non-violent resolution of conflicts & disagreements	5	4	3	2	1	
9. The school curriculum teaches students supportive and respectful behavior amongst all students, including avoidance of racial or ethnic discrimination.	5	4	3	2	1	
10. The school is successful in preventing gang-related activity from entering the school.	5	4	3	2	1	
<b>Add numbers chosen in all columns</b>						<b>SUBTOTAL SCORE =</b>

The following questions are intended to indicate how often YOU use certain techniques and resources to promote mutually respectful and inclusive relationships within the classroom. Please choose the response that most closely reflects your actions or approach during the past 30 days. (Circle the number that matches your response)

**In the PAST 30 DAYS, how often did you...?**

	Never	Once or Twice	Several Times	Often	COMMENTS
1. Remind students of rules in your classroom that promote mutually respectful and supportive interaction	4	3	2	1	
2. Model or teach strategies for non-violent conflict resolution and respectful disagreements	4	3	2	1	
3. Commend or reward supportive interactions among students, such as respectful discussion of different opinions or inclusion of a disabled or bullied student in activities	4	3	2	1	
4. Comment or reward a student for actively intervening to prevent violence or defend a victim	4	3	2	1	
5. Provide opportunities for students to confidentially report aggressive acts	4	3	2	1	
6. Immediately confront students who made demeaning or harassing comments	4	3	2	1	
7. Enforce school policies on consequences for aggressive/violent behavior	4	3	2	1	
8. Work with aggressive students to specify which behaviors need improvement as well as a positive reward system	4	3	2	1	
9. Report gang-related violence to school or police authorities	4	3	2	1	
<b>Add numbers chosen in all columns</b>					<b>SUBTOTAL SCORE =</b>

**SCORING OF TEACHER SURVEY:**

1. Violent Behavior Observed	
2. School Policies and Environment	
3. Classroom Strategies for Violence Prevention	
<b>TOTAL SCORE</b>	



## RESOURCES ON VIOLENCE PREVENTION IN SCHOOLS

1. Gittens, Chris, *Violence reduction in schools –how to make a difference: A handbook*. Council of Europe, 2006.  
<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168047c241> ;
  - a. Spanish version: <http://unesdoc.unesco.org/images/0018/001841/184162s.pdf>
2. UNESCO, *School Violence and Bullying: Global Status Report* <http://unesdoc.unesco.org/images/0024/002469/246970e.pdf>
3. UNESCO and UN Women, *Global Guidance on Addressing School-Related Gender-based Violence*, 2016.  
<http://unesdoc.unesco.org/images/0024/002466/246651E.pdf>
4. UNESCO, *Stopping Violence in Schools: A Guide for Teachers*. (undated, post 2010)  
<http://unesdoc.unesco.org/images/0018/001841/184162e.pdf>
  - a. Spanish version: <http://unesdoc.unesco.org/images/0018/001841/184162s.pdf>
5. US Department of Education, Appendix A-1 in *Impacts of a Violence Prevention Program for Middle Schools*. (Survey from which these templates were adapted) <https://ies.ed.gov/ncee/pubs/20104007/pdf/20104007.pdf>
6. Eljach, Sonia. *Violencia escolar en América Latina y el Caribe: Superficie y fondo*. UNICEF and Plan International: 2011.  
[https://www.unicef.org/lac/violencia\\_escolar\\_OK.pdf](https://www.unicef.org/lac/violencia_escolar_OK.pdf)