

Appendices for intervention plan for Pohutukawa College on Alcohol and Other Drugs

The following appendices are part of a school-wide intervention to address issues caused by Alcohol and other Drugs at Pohutukawa College

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Appendix 1: Pohutukawa College 'Alcohol and Other Drugs' policy

Section 1: Our school's culture, the rationale for the policy, and defining alcohol and other drugs

Rationale

The Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil our charter expectations and the requirements of NAG 5. The Board of Trustees seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and whānau share the responsibility for making our school a respectful, inclusive, and restorative environment.

Policy statement

We are committed to ensuring that our school provides an environment free from harm from alcohol and other drugs (AoD). All members of our school community – Board of Trustees, school leaders, teachers, staff, students and parents and whānau should understand what the school's expectations are related to harm from AoD, and know how the school will respond when supply of AoD and/or harm caused by AoD is identified.

Definition

AoD include substances that students aged under 18 are not legally allowed to access, including alcohol and illegal drugs such as cannabis or methamphetamine. This policy also includes psychoactive drugs, other psychoactive products such as butane or glue, and inappropriate use of prescription drugs.

Section 2: Prevention approach to AoD

Real change happens when students, staff, parents, whānau and other members of the community share responsibility for making a school a safe physical and emotional environment.

Our school's approach to prevent and respond to harm from AoD is through the three components of a whole school approach, and aligned to our restorative practices. Strategies for developing and implementing whole school activities to reduce harm from AoD include:

Community connections

- Survey our school community regularly, and using the information to identify areas for improvement (for example, using *Wellbeing@School*, or health curriculum consultation through student, parent and teacher surveys).
- Prepare action plans through collaboration with Deans, DPs, Guidance Counsellor, HOD Health, local Police, DHB funded mental health and addiction services, special education services, local youth NGOs, and so on. The plans are based on gaps and issues identified as part of the survey findings.
- Promote our expectations in relation to AoD, with clear and regular communication to students and to parents /whānau (see appendix 2). This includes alcohol at school balls, after-balls and EOTC events.

School ethos and environment

- Have a clear procedure for staff to follow when supply of AoD, use of AoD, and/or harm caused by AoD is identified (see appendices 3, 4 and 5). This includes at school balls, after-balls and EOTC events. Procedures align to [guidelines on stand downs, suspensions, exclusion and expulsion](#).
- Train pastoral care staff who receive escalated concerns, to specifically take responsibility for AoD.
- Provide professional learning and development with staff to reach a common understanding of:
 - how to recognise drug equipment and products/substances accessed in the school community
 - how to recognise harm from AoD
 - how to prevent harm from AoD
 - how to respond to supply of AoD and harm caused by AoD.
- Analyse the school environment to:
 - minimise places where harm from AoD may take place
 - identify places where signage is most effective
 - identify places where supervision and security is heightened (see appendix 6).
- Provide appropriate guidance and counselling for students.

Curriculum teaching and learning

- Provide professional learning and development for teachers of health education, to enhance curriculum programmes in Years 9-10 to prevent harm from AoD, to increase student agency to resist harm from AoD, and to empower active bystanders in situations involving AoD.
- Implement different strategies to prevent harm from AoD, such as curriculum-based programmes, social problem-solving solutions, or promoting student-led initiatives against harm (for example, Stage Challenge), including:
 - planned programmes for Year 9-10 health classes (see overview in appendix 7)
 - planned programmes during pastoral care time for Years 11-12 to explain policy, rationale, procedures, and bystander expectations
 - planned programmes during peer support leader training to describe their leadership role in creating a safe physical and social environment
 - incorporating AoD as a context for learning across NCEA subjects (see suggestions in appendix 8)
 - involving Police at assemblies once each year.

Section 3: Responding to events involving AoD

It is important to consistently respond to all incidents when supply of AoD, use of AoD, and/or harm caused by AoD has been reported.

Our school's response is to apply restorative practices to support any student who has been affected by, engaged in, or witnessed supply of, use of, and harm from AoD.

The response process is described in the Response Flowchart (see appendix 5). In short - when a situation of AoD occurs, staff decide if a student requires urgent medical attention. If necessary, staff will call 111. The situation is escalated to pastoral care staff, such as the Dean, DP or Guidance Counsellor. The dedicated pastoral care staff will follow the assessment matrix (appendix 3) to identify severity rating for the situation. Procedures will align to [guidelines on stand downs, suspensions, exclusion and expulsion](#).

Based on the severity, the pastoral care staff will follow the response action from the response guide (appendix 4), inform parents, and ensure data is placed into the student management system (SMS). Any rating of 'major' or 'severe' will involve external agencies, including NZ Police. Where a suspension occurs to incident will be escalated to the BOT.

Twice a year the pastoral team will analyse data about AoD from the SMS, and decide on goals for a range of prevention activities.

Section 4: Communicating the policy

The school community needs to be aware of, and involved in, our efforts to prevent harm from AoD.

We will ensure the policy is widely advertised and readily accessible to all students, parents, family and whānau, and the community, by:

- placing this policy and our procedures onto our website
- communicating regularly to the wider school community, for example reports to BoT, or school newsletters and information (including the policy) on the school's website
- including regular activities to celebrate and promote a positive school culture, to raise awareness of our approach to preventing harm from AoD, and to show how we respond to situations involving AoD (for example parent evenings, assemblies, class activities, or displays).

The school will provide clear advice on the roles and responsibilities of students, parents, whānau and teachers in preventing and responding to harm for AoD (see appendix 2).

Section 5: Evaluation and review

Our school will undertake to find out if the policy is working by the following means:

- Exploring indicators and measures that may show effective implementation of this policy, such as:
 - reduced record of total incidents related to AoD in the SMS
 - increased proportion of total incidents related to AoD that are reported by students
 - reduction in suspensions/stand-downs related to AoD
 - reduced referrals to Police for illegal drug supply and use
 - positive feedback from parents/whānau in health consultation
 - gathering data from the school community (for example *Wellbeing@School* and student surveys)
 - increase in the number of students who:
 - seek help for drug use
 - seek help for alcohol use
 - increase in student-generated signage around the school portraying positive messages
 - reduced truancy
 - increased student achievement at NCEA Level 2.
 - Meeting regularly with collaborative partners and key school personnel (Deans, DP, HOD Health, Guidance Counsellor) to monitor, review and modify the policy and action plan in order to reflect changes with the school, survey findings or incident reviews.
 - Recording the results of our efforts in a narrative (see appendix 9).
 - Celebrating success of promoting a positive school culture e.g. newsletters, assemblies, student work.
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Signed by _____ Principal _____ BOT chairperson

Date _____

Next review date _____

Appendix 2: Pohutukawa College AoD roles and responsibilities

Goal

To provide clear advice on the roles and responsibilities of students, parents, whānau and teachers, BOT and senior management for preventing and responding to harm for AoD.

Board

Any combination of the strategies below may be used when managing individual cases.

- Maintain a clear policy and procedures.
- Any student who supplies illegal drugs for material gain will be suspended. This will be followed with a BOT suspension meeting, to decide whether to extend suspend and apply restorative practices or expel/exclude – after 2 suspensions.
- Promote a drug testing ‘return to school’ contract for any student suspended for drug related incident.
- Always apply restorative practices that include acknowledgment of harm caused, acknowledgment of action to put things right, and agreement on actions that will prevent it happening again, e.g., cessation programme, behaviour bond, drug testing.
- Require new students with a known history of drug use (e.g. suspension from previous school) to take a drug test and agree a contract that they understand the expectations of being in a drug free school.

Parents

- Commit to do their best to keep students drug-free at college - sign commitment on enrolment.
- Attend seminars as required by the school if their students are at risk.
- Acknowledge that permission to smoke or consume AoD at home is NOT permission to smoke or consume AoD during the school day.
- Follow the schools alcohol policy in relation to schools balls and after-balls

School management

- Maintain strong links with the health sector, mental health, Police, Odyssey House, Bridge (Salvation Army), AOD counselling clinic, CAYAD, NSAD, ALANON, ALATEEN, NAA and so on.
- Manage the SMS to allow ease of recording incidents involving AoD.
- Manage prevention procedures related to school balls, after-ball and EOTC events
- Inform the BOT for any suspensions and follow procedures aligned to MOE [guidelines on stand downs, suspensions, exclusion and expulsion](#).
- Inform staff the results of investigations into situations involving AoD e.g. BOT suspension or stand down.
- Consider steps to reinforce school policy by informing parents and students about nature of suspension or stand down decisions.
- Maintain regular communication to parents about AoD, school expectations related to AoD, activities to prevent harm from AoD, and implications of situations involving AoD.
- Invite carefully selected harm reduction speakers to assembly twice yearly (for example Police Youth Aid, School Community Officer, Alcohol Harm Reduction Officer).
- Ensure the SMT reminds students regularly in assembly etc about the AoD policy and expectations.
- Place signage at all school entrances.
- Provide counselling support for at risk students made available.
- Acknowledge that some parents are users/addicts themselves. Work with students when their social/family environment is non-supportive to be drug-free. Offer links to outside agencies.

Staff

- Accept their own responses and actions are significant deterrents for students.
- Are visible on duty - cover all grounds, toilets, bushes and any high-risk areas prioritised after analysis of data in the SMS by the SLT.
- Act on suspicions, and report incidents to the main office and into the SMS.
- Keep students in class learning until end of lessons, and follow the referral system if behaviour requires students to be sent from class.
- Record all truancy and lateness, due to the link between drug use and lateness to class and/or truanting odd lessons.
- Act on cigarette smoking, and report details to main office (photograph if the student is not known to you).
- Attend training in recognising addictive behaviour - chances are students 'engaged' in this are addicts.
- Incorporate AoD as a learning context within NCEA curriculum areas (see appendix 8).

Guidance Counsellor

- Provide assessment and advice on harm caused by alcohol and other drugs
- Provide connection between the school and community health services (primary health – school nurses, secondary health services – addiction support services) and local youth services
- Provide connection between the school and local youth services where AOD issues are seen as both a community and health issue

Teachers of Health Education

- Provide drug education as part of the Health programme in Years 9-10, based on effective pedagogies and best evidence of what works, for example social and emotional learning, or cognitive behavioural therapy.
- Provide education programmes for Year 11-12 students within pastoral time, which describe the policy and procedures through the use of effective pedagogies and best evidence of what works for behaviour change.
- Provide education programmes for Year 13 peer support leaders that describe their leadership role in creating a safe physical and social environment in the school.

Students

- Agree with the values of the school, and behaviours that demonstrate the values are being met.
- Agree that AoD are harmful for their learning, and that it is against the rules of the school to have AoD on school grounds or during school hours - including interval and breaks.
- Speak out if they identify students under the influence of AoD sitting with them in class.
- Agree that all school activities are 'smoke-free', whether they are on or off campus, or outside school hours (for example sport or outdoor education).
- Understand that students are the best and most effective deliverers of positive health messages and anti-harm messages. Whilst the school sets the boundaries, consequences and referrals, the students do the '*Choice for Change*' campaigns.
- Agree not to wear clothes advertising cannabis/marijuana, promoting consumption of alcohol or illegal drugs (except standard corporate marketing, eg, NRL tops that include alcohol logos).

Appendix 3: Alcohol and other drugs assessment matrix

Responding to incidents involving alcohol and other drugs

Terms: 'Recipient' = student identified as solely a user of alcohol and other drugs (AoD).

'Supplier' = student identified as primarily a provider of AoD.

Factors which may **INCREASE** impact of situations involving AoD:

- Recipient is vulnerable and likely to require significant support or ongoing addiction support.
- Supplier has considerable status with other students.
- Supplier is new to the school and/or has history in previous school.
- Situation has occurred before (same recipient and/or supplier).
- Situation also involves inappropriate sexual behaviour or physical violence.

Factors which may **DECREASE** impact:

- Recipient is resilient and able to manage the situation with minimal support.
- Supplier is willing to cease making AoD available.
- Incident is unlikely to be repeated or replicated by other students.

Instructions to rate the response – related to *Response guide for incidents involving alcohol and other drugs*

Circle a number (1-4) for severity of harm, frequency, resilience, and motivation.

Add ratings to obtain a total score. If the:

- total score is 9-14, rate incident RED (severe)
- total score is 7-9 rate incident ORANGE (major)
- total score is 5-6, rate incident YELLOW (moderate)
- total score is 1-4, rate incident GREEN (mild).

Severity of harm

1.	2.	3.
Physical threats, minor physical harm, intimidation (no sexual element), short term impact on student's learning.	Some physical threats, physical harm, intimidation, significant impact on student's learning, some harmful health reaction to the AoD.	Physical / mental health harm requiring medical attention for themselves or others, sexual threats or inappropriate sexualised behaviour.

Frequency of occurrence

1.	2.	3.
Has never or rarely occurred before, and is very unlikely to be repeated.	Similar incidents have occurred fewer than 3 times, and/or are likely to be repeated.	Similar incidents have occurred 3 or more times, and/or are very likely to be repeated.

Resilience of recipient

1.	2.	4.
Recipient likely to cope well with minimal/short-term support.	Recipient likely to cope well with a period of additional school-based adult support.	Recipient likely to need ongoing or intensive support from specialist addiction and/or mental health services.

Motivation of supplier

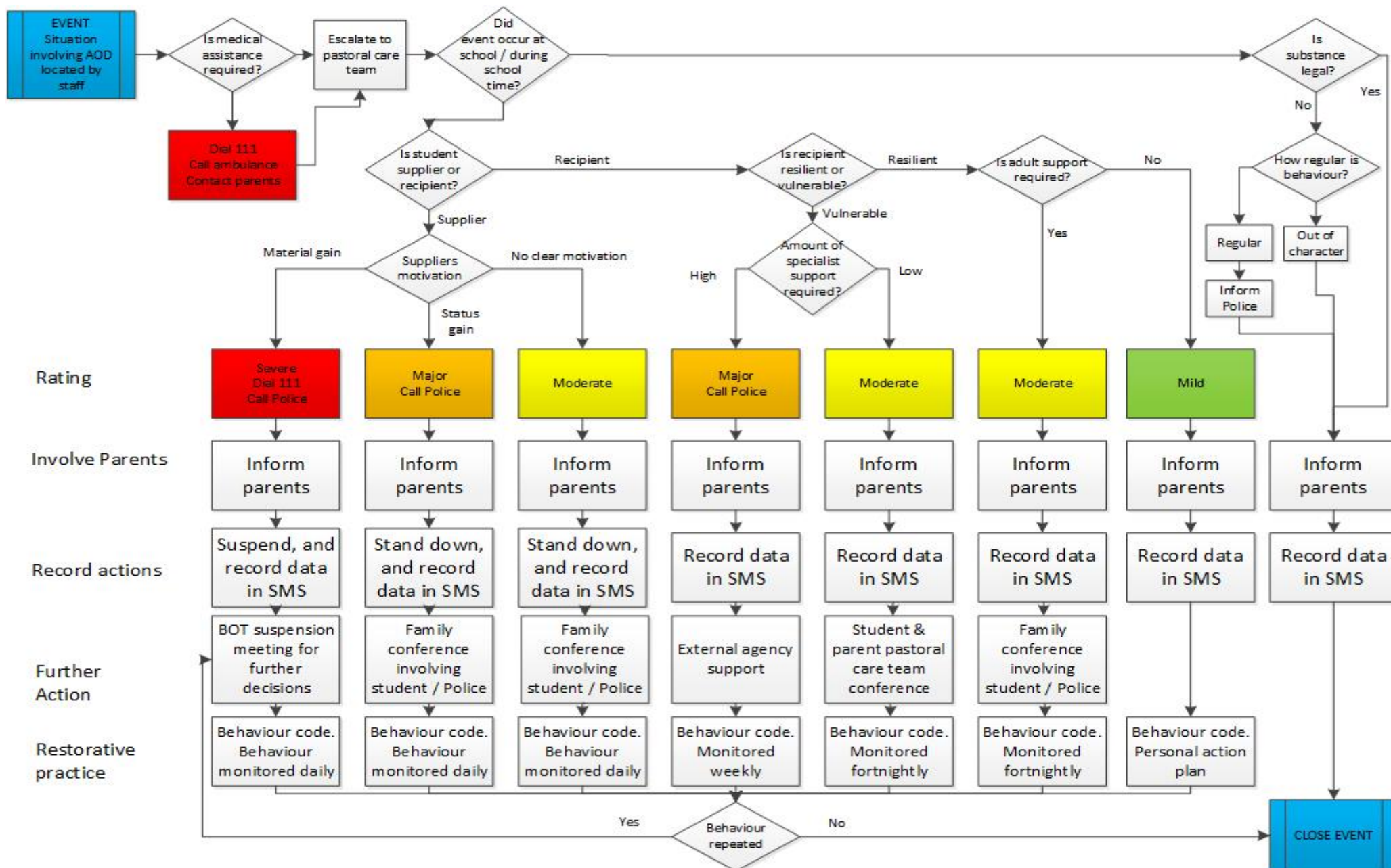
1.	2.	4.
Supplier appears to have no primary motive – 'plain dumb'.	Supplier appears predominantly motivated by gaining status with peers.	Supplier appears predominantly motivated by material gain from selling AoD.

Appendix 4: Response guide for incidents involving alcohol and other drugs

Rating	Incident that involve alcohol and other drugs	Response actions needed	Key external contacts
Severe School should seek external advice and support	<p>Severe alcohol and other drug incidents rated (RED) are likely to:</p> <ul style="list-style-type: none"> involve physical or psychological harm requiring medical and/or mental health attention involve serious sexual threats or any inappropriate sexualised behaviour while under influence of alcohol and other drugs be part of a series of ongoing incidents involving use of alcohol and other drugs. <p>The supplier of alcohol and other drugs is clearly motivated by material/financial gain rather than care for the recipient.</p> <p>The recipient of alcohol and other drugs is likely to be particularly vulnerable and/or likely to require intensive, on-going support from specialist addiction and/or mental health services.</p> <p><i>Note: there may be other factors that have led to the incident being rated RED</i></p>	<ul style="list-style-type: none"> Ensure student's safety and seek medical help immediately if necessary. Activate your school's Alcohol and Other Drugs policy and processes, including: engaging the BOT, parents and whānau early, following school's media protocol. Refer incident to the Police – call 111 or your local Police Station for advice. Suspend student and refer to a BOT suspension meeting for decisions and conditions. Record incident in SMS Contact your school health service if you have concerns about a student's vulnerability, for example a mental health assessment, addiction service. <p>DO NOT investigate or interview students before seeking advice from the Police or Child, Youth and Family.</p>	<p>MOE Traumatic incidents response team 0800 848 320 (24 hour)</p> <p>NZ Police 111</p> <p>Ambulance 111</p> <p>Child Youth and Family ED ASSIST 0508 332 774</p>
Major School may need to seek advice or support	<p>Major alcohol and other drug incidents rated (YELLOW) are likely to involve students:</p> <ul style="list-style-type: none"> using physical threats or actual physical harm, and/or intimidation while under the influence using inappropriate sexual statements, threats, or actions while under the influence regularly coming to school under the influence, and negatively impacting the learning of other students. <p>The supplier of alcohol and other drugs is clearly motivated by a gain in status over care for the recipient.</p> <p>The recipient of alcohol and other drugs is likely to be somewhat vulnerable and/or likely to require some support from specialist addiction and/or mental health services.</p> <p><i>Note: there may be other aggravating or mitigating factors that have led to assessing the incident as ORANGE</i></p>	<ul style="list-style-type: none"> Activate your school's Alcohol and Other Drugs policy and processes, including: engaging the BOT, engaging parents and whānau to ascertain supply chain and motivation, following school's media protocol Consider a stand down for the student. Inform BOT Record incident in SMS Involve caregiver, student and Police in conference Develop a behavioural code that is regularly monitored. Contact your school health service if you have concerns about a student's vulnerability, for example a mental health assessment, addiction service. 	<p>MOE Traumatic incidents response team 0800 848 320 (24 hour)</p> <p>Director of Education</p> <p>NZ Police – local police station, Youth Aid, School Community Officers</p> <p>Local health services – GPs, CAMHS</p> <p>Child Youth and Family ED ASSIST 0508 332 774</p>


<p>Moderate</p> <p>School can manage response internally</p>	<p>Moderate alcohol and other drug incidents rated (YELLOW) are likely to involve students:</p> <ul style="list-style-type: none"> • truanting from class or from school to consume alcohol or other drugs • behaving negatively and out of character as a result of the influence of alcohol and other drugs consumed during school hours • using physical threats or intimidation while under the influence • regularly coming to school under the influence that negatively impacts their own learning and the learning of others. <p>The supplier of alcohol and other drugs doesn't demonstrate any strong motive by making the alcohol and/or other drugs available.</p> <p>The recipient of alcohol and other drugs is likely to be resilient and able to cope well with minimal/short-term school-based support.</p>	<ul style="list-style-type: none"> • Activate your school's Alcohol and Other Drugs policy and processes, including: engaging parents and whānau to ascertain supply chain and motivation, identifying media spokesperson (if necessary) • Consider a stand down for the student • Record incident in SMS • Involve parents/caregivers and student in conference • Develop a behavioural code that is monitored. 	
<p>Mild</p>	<p>Mild alcohol and other drug incidents rated (GREEN) are likely to involve students :</p> <ul style="list-style-type: none"> • behaving negatively and out of character as a result of the influence of alcohol and other legal drugs consumed prior to attending school • on a rare occasion coming to school clearly under the influence, or consuming out of timetabled class time. Their consumption negatively impacts their own learning. <p>The supplier of alcohol and other drugs acts out of character by making the alcohol and/or other legal drugs available.</p> <p>The recipient of alcohol and other legal drugs is likely to be resilient and able to cope well with peer support.</p>	<ul style="list-style-type: none"> • Ensure student knows strategies to prevent reoccurrence and can respond appropriately. • Consider need for peer support and/or minimal adult intervention. • Ensure student knows how to report, and is reassured that they have done the right thing. • Record incident in SMS, and implement a personal action plan. 	

Appendix 5: Response flow chart



Appendix 6: Sample Safe School Environment checklist

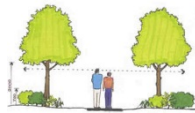
Consider questions within the 8 principles of safe school environments: territorial reinforcement, access management, quality environment, surveillance, cohesion, connectivity, culture, and capacity

Territorial reinforcement: Boundaries encourage community ownership.		
Question	Yes/no	Suggestion
Is it clear to visitors at what point they are on school property?		<p>If people know where they are, they also have no excuse for being in the wrong place. Example of actions may include:</p> <ul style="list-style-type: none"> placing a welcome sign at the school gates stating that you are now on the property of the school and that all visitors should go directly to the office placing a sign at all secondary entrances asking people to go directly to the office via the main entrance having signage at the school gates about the school e.g. drug free and smoke-free school. 
Is it clear where people are relative to the full school site?		<p>If people know where they are and where they are going, they also have no excuse for being in the wrong place. Example of actions may include:</p> <ul style="list-style-type: none"> labeling each building or part of each school including a school map with colour-coded buildings at different places around the school - include a "you are here" arrow on the map.
Is it clear to visitors what the behavioural expectations are while on school property?		<p>If people know the behavioural expectations at the school, they are less likely to behave in negative way. Example of actions may include:</p> <ul style="list-style-type: none"> having a sign/mural depicting the school values, e.g. PB4L values having a sign/mural depicting what responsibility means for people at the school.
Surveillance: People are present and can see what is going on.		
Question	yes/no	Suggestion
Is there anywhere outside the classroom where a person could hide during the day?		<p>Having open sight-lines around the school reduces blind spots and places to hide. Examples of actions to take include ensuring:</p> <ul style="list-style-type: none"> see-through boundary fences (e.g. vertical wire) foliage doesn't provide hiding places – Low shrubs and high tree canopies.
Do your windows provide clear visibility to surrounding areas of the school grounds?		<p>Windows increase natural surveillance. Examples of actions to take include:</p> <ul style="list-style-type: none"> ensure that trees and shrubs do not hide visibility from windows ensure the school office has good visibility over carparks and schools entrances keeping windows clear of posters, advertising or student work.
Does your school collect data on where negative behaviour occurs, by whom, and at what time?		<p>Use the student management system to record student behaviours (eg bullying behaviour, addiction issues) provides targeted supervision. Examples of actions to take include:</p> <ul style="list-style-type: none"> recording student behaviour into the student management system using data to plan supervision at specific times at identified places.
Are school facilities used by community groups outside of school time?		<p>Community groups using school facilities act as adult surveillance. Examples of actions to take include:</p> <ul style="list-style-type: none"> promote community groups to use school facilities after hours, e.g. classes encouraging parent/whanau to report suspicious behaviour.
Does the school have specific arrangements with neighbours to look out for the school?		<p>When the community has ownership and pride in the school there is less likely to be damage to the school's environment, the school's reputation or the people who attend the school. Examples of actions to take include:</p> <ul style="list-style-type: none"> enlisting support from neighbours to watch and report dubious behaviour – loitering, groups gathering promoting the involvement of community safety organisations, e.g. checks by Community Patrols (CPNZ), neighbourhood support, security company patrols.

Access management: People know where they can and can't be.

Question	yes/no	Suggestion
Do visitors to the school have clear signage where to enter and exit, where the office is, where they can park, and which areas are restricted?		<p>Good signage means visitors have no excuse for being in the wrong place. If someone is found in school grounds, without reasonable excuse, they can be trespassed. If they are found in school buildings, without reasonable excuse, they can be arrested by Police. Examples of actions to take include placing signs that show:</p> <ul style="list-style-type: none"> the entrance and exit signs for cars, with arrows where to drive the school name at main entrance with arrow to the office the school name at alternative entrances, with specific times when people can use those entrances.
Do you have signage that encourages visitors to think about crime prevention?		<p>The more widespread the practice of crime prevention, the less likely people will be harmed. Example of useful signage includes:</p> <ul style="list-style-type: none"> signs in the office foyer say that the school is "smoke free and drug free" notices in the school newsletter that describe the secure storage facility in the school for devices and wallets for student and staff, and encouraging parents/visitors to use this storage facility.
Do students clearly know 'out of bounds' areas and why?		<p>Students are regularly informed that some places are "out of bounds"—during school and out of school hours.</p> <p>Have a colour-coded site map in each class that clearly states 'out-of bounds' areas, and why. Include movement activated sirens in secluded or restricted parts of the school.</p>
Are the preferred pedestrian paths to and around the school clearly indicated?		<p>If visitors know where they are expected to walk, they have less excuse for being in a different place.</p> <p>Examples of actions to take include clearly indicated path, or low shrubs or bollards to suggest where people should walk, and to prevent people veering from the preferred path.</p>
Are the preferred access paths clearly lit at night?		<p>Lighting is useful to ensure visitors at night feel safe coming to the school. Examples of actions to take include:</p> <ul style="list-style-type: none"> ensuring open (only low shrubs) and well-lit entrances and main pathways that prevent hiding places clear lighting from sports facilities (eg netball courts) to carparks, to add security after practices/games.
Are there places where a student can come to a dead end - entrapment spot?		<p>Entrapment spots may be used by bullies to torment their targets, or perpetrators seeking to assault a victim. Entrapment spots may include corridors that finish at a locked door or path that stops at trees.</p> <p>Examples of actions include changing the flow near entrapment areas and always having an exit point.</p>
Are your windows secure?		<p>Effective window hardware and window panes form a strong deterrent for many criminals, and can make entrance more difficult. Examples of actions to take include:</p> <ul style="list-style-type: none"> attach deadlocks and plant prickly shrubs (e.g. hawthorn) below vulnerable windows install a "smashed glass detector" (noise pitch sensor) to alert monitoring company install a film for glass that makes penetrating glass almost impossible. The longer it takes and the harder it is to get into premises, the less likely you are to be burgled again.
Can you video suspicious behaviour around the school?		<p>Recording can deter negative or suspicious behavior, and can be used as evidence in a prosecution.</p> <p>Example of actions may include CCTV during the day, with movement activated lighting to record at night.</p>

Quality environments: Well-maintained schools attract people and support surveillance.

Question	yes/no	Suggestions
Does your school environment include student-designed signage/murals?		Students who have opportunities to take action to modify their school environment gain a greater sense of pride in their school. Pride in a school leads to resistance of actions that may harm the school's environment or the students. Examples of actions include students preparing mural /art that depicts significant cultural icons in their community.
Does your school display signage/murals that show the school's values or behavioural expectations?		Pride in a school leads to resistance of actions that may harm the school's environment or the students. Examples of actions include: <ul style="list-style-type: none"> Students prepare mural depicting the school values, e.g. PB4L Students create signs about important behaviours, e.g. "we are a safe school", "we are a drug free school", "we are a school where students care about each other".
Does your school environment clearly promote student work?		Pride in a school leads to resistance of actions that may harm the school's environment or the students. Examples of actions include: <ul style="list-style-type: none"> students preparing murals that depicts community cultural icons student performances depict the school's cultural and behavioural values.
Is there any graffiti around the school?		Graffiti vandalism (tagging) is a community issue that can encourage more vandalism and other types of crime. Examples of actions include: <ul style="list-style-type: none"> prompt removal to send message that tagging will not be tolerated contacting your local council to report the graffiti.
Is there rubbish in your school grounds, car parks, gardens, school boundary?		As well as being unsightly, rubbish can be used to improve access and evasion for people with criminal intent. Examples of actions include regularly checking boundary fences for damage or rubbish that makes natural ladders (pallets, rubbish bins) and moving natural ladders at least 2 metres away from boundary fences or buildings, to prevent thieves using them as an escape route or access to your roof.
Are your gardens well maintained and weed free?		Gardens, carparks and entranceways that look attractive give criminals and opportunists the message "Don't even think of coming here, you will be noticed!" Examples of actions to take include keeping shrubs low and raising tree canopies. 

Cohesion: Encouraging participation and responsibility.

Question	yes/no	Suggestion
Does your school encourage community events and shared decision making with its community?		Community events and shared decision making increases cohesion and increases surveillance around the school. Actions to take may include: <ul style="list-style-type: none"> promoting participation in school programmes encouraging membership of school-based groups.
Does your school involve students in developing policies and procedures?		Shared decision making around school procedures increases cohesion. Actions to take may include inviting students to contribute in developing policies and procedures.
Does your school involve parents in developing policies and procedures?		Shared decision making increases cohesion. Actions to take may include involving parents in developing policies and procedures.
Are students encouraged to take action to keep their school safe?		Shared decision making increases cohesion. Actions to take may include students completing inquiry units of work about safety that result in student action.
Does your school use mainly punitive or restorative practices in discipline situations?	If punitive	Actions to take may include asking student to develop policies and agree on level of punitive discipline and effect of using punitive discipline on preventing future discipline situations.
	If restorative	Actions to take may include asking student to develop policies on using restorative practices and how to use restorative practices to prevent future discipline situations.

Connectivity: Strengthening school community bonds.

Question	yes/no	Suggestion
Are student generated pro-safety messages displayed?		An aligned school and its community increases connectivity. Actions to take may include student-generated pro-social messages, (eg posters, murals, announcements).
Does your school consult with its community regarding safety?		An aligned school and its community increases connectivity. Actions to take may include community consultation around a broad range of safety issues. Eg, drug harm, travel planning, infection control, bullying procedures.
Does your school publicly display student achievements and art?		An aligned school and its community increases connectivity. Actions to take may include displaying student artwork, accomplishments, awards, eg great writing, art, community volunteer work, sports.
Does your school have community facilities?		An aligned school and its community increases connectivity. Actions to take may include promoting community use of school facilities/activities in the school, eg community room/hall, visiting speakers, parent info board near entry/pickup area.
Does your school's physical design enhance connection between students?		An aligned school and its community increases connectivity. Actions to take may include: <ul style="list-style-type: none"> architectural designs – eg, openness and visibility (eg glass panels), ease of interaction (eg connected or clustered classrooms), safety material (playground surfaces), distinctiveness (eg areas named, colour-coded, and unique design features), accessibility (eg wheelchair access) spaces for student conversations, eg small round cafeteria tables.

Culture: Developing a shared sense of place and history.

Question	yes/no	Suggestion
Does the school share the cultural backgrounds of current students?		School that shares its history and backgrounds of current students increases cultural connection. Actions to take may include: culture and music festivals, acknowledging Iwi affiliations.
Does your school share the culture and history of the community it is situated in?		School that shares its history and backgrounds of current students increases cultural connection. Actions to take may include: architectural styles (community 'branding'), artistic expression through murals, monuments to local heroes, events, history.
Does your school bring together the local community?		School that shares its history and backgrounds of current students increases cultural connection. Actions to take may include: culture and music festivals in the school, sporting events.

Capacity: Ensuring balanced growth among the diverse elements in a community.

Question	yes/no	Suggestion
Is the school capacity suitable for the size of its roll?		Where the school operates in an ideal capacity. Actions to take may include limiting size of college (eg enrolment scheme) and providing sufficient student activity spaces and resources (eg fields, courts, play equipment).
Is there sometimes over-crowding at certain times (eg before or after school, canteen queues)?		Where the school operates in an ideal capacity. Actions to take may include staggered release times to prevent crowding (eg use of the gym and sports equipment, cafeteria queues) and providing sufficient student activity spaces and resources, eg fields, courts, play equipment.
Is there road congestion before or after school?		Where the school operates in an ideal capacity. Actions to take may include sufficient and efficient parking and drop-off facilities.

Appendix 7a: Pohutukawa – My future, my choice (for Year 9-10)

These learning experiences occur during health education classes.

Learning outcomes

Students will create and carry out proactive actions to make the college:

- a caring environment
- a place where they feel safe
- a place where they look after other students
- a place where "showing concern by telling about drug use is ok".

Social and emotional learning

Through social and emotional learning (SEL), students acquire and apply knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The five social and emotional learning competencies (www.casel.org) include:

- **Self-awareness** about one's emotions and thoughts, and their influence on behaviour.
- **Self-control** to regulate one's emotions, thoughts, and behaviours in different situations.
- **Social awareness** to empathise with others from diverse backgrounds.
- **Relationship skills** to maintain respectful relationships with diverse individuals.
- **Responsible decision making** to make respectful choices based on the realistic evaluation of risks and consequences.

Learning experiences

1. Understanding alcohol and other drugs
2. Exploring emotions and applying empathy.
3. Exploring the 'free from drug harm' environment /culture in the college.
4. Carrying out 'free from drug harm' proactive actions in the college.

1. Understanding Alcohol and other drugs

Select a range of activities from various sources of Drug education programmes that includes:

- New Zealand Police: [Choice Year 10-13](#)
- Health Promotion Agency: [Smashed and Stoned](#) (Pdf)
- Health Promotion Agency's [alcohol.org.nz](#) e.g. [Effects of alcohol on the body](#)
- AOD Collaborative [aodcollaborative.org.nz](#) e.g. videos [Did you know? Alcohol](#) and [Did you know? Cannabis](#)
- Victoria State Government: [Drug Education in Victorian Schools](#)
- Curtin University – Australia: [School Health and Alcohol Harm Reduction Program \(SHAHRP\)](#)

2. Exploring emotions and applying empathy

Select learning activities to build empathy. Following are some sample learning activities.

Hurt people hurt people

Skills focus: being caring, identifying feelings.

Materials: Range of emotion words on cards.

- Display "Hurt people hurt people" on the smart board.
- Ask groups to brainstorm all the different ways that their classmates hurt other classmates.
- Ask groups to brainstorm all the different ways that their classmates who hurt other classmates may have been hurt by other people who are not their classmates.
- Ask groups to list a range of questions that they could use if they see someone in their class hurting someone else in their class, which help the hurter to identify the ways they have been hurt in the past.
- Ask groups to brainstorm what they might say to the hurter if they share some of the ways they have been hurt in the past. This might include who the hurter can talk to at the school to resolve some of their hurt.

'Put-downs' and 'lift-ups'

Skill focus: caring.

- Ask, "What is a put-down?" Sometimes people say hurtful things. Such remarks tell a person that he or she is no good, not important, and 'less than' other people. That's why they are called 'put-downs'.
- Ask students to share two or three examples of put-downs (but don't write the put-downs on the board, as this might reinforce put-down language).
- As a class discuss:
 - Where do people learn put-downs?
 - How do put-downs make people feel?
 - Why do we say put-downs?
- If people in the class say these things to one another, how might it affect the group?
- Ask the class to think of 'lift-ups' that are kind and friendly things to say to each other. Write the contributions.
- As a class discuss:
 - How would these words make someone feel?
 - What would be the effect on the class if we used 'lift-ups' instead of 'put-downs'?
- Have students turn to the person next to them and share a 'lift-ups' with them.
- Create a 'lift-ups' box. Students select 'lift-ups' that they thought were most honest and effective, write them on a card and deposit the cards in the box.
- At the start of the next two health lessons, students pull a 'lift-up' from the box and endeavour to use it with another student at an appropriate time during the lesson.

Feelings charade

Skills focus: feeling recognition, vocabulary building, increase communication about feelings.

Materials: Enough index cards for every student in the class. On each card, write a feeling. Try to balance “positive” (excited, elated) and “negative” (frustrated, furious, nervous). Steer away from simple and most common terms.

- Ask student to say why it is the importance of expressing our feelings.
- When someone does not use words to say what they’re feeling, we must rely on interpreting body language.
- Explain that students will have a chance to use this skill through playing charades using emotion words.
- Allow each student a chance to act out at least one emotion after you have role modeled how to play.

Encourage students to use these feelings words in future writing assignments.

Walking in someone else’s shoes

Skills focus: listening, feeling recognition.

- Write the word ‘empathy’ on the board. Tell the class that they are going to hear a short story and that they will have a better understanding of the word after they hear the story.
‘Last night my sister was very upset because she just had a fight with her best friend. Her friend Sara said she no longer wanted to be friends with my sister. My sister was crying because her feelings were hurt. I tried to help by telling her a story about when my best friend and I had a fight and didn’t talk for months. I gave my sister advice because I had been through the same experience. I knew how she was feeling because I had felt the same way.’
- Ask students if they have ever been in a situation where they knew how someone was feeling because they had had a similar experience. Ask them to share. Explain empathy is being able to ‘put yourself in someone else’s shoes’.
- Ask if they know how being able to empathise can make us kinder and make us treat others more respectfully. If you know how it feels to be made fun of, do you think you will be more or less likely to tease someone? Why?
- Ask for more examples of when empathy would be a useful skill.

Sharing the message

Skill focus: listening, caring for others, clarifying the message.

- Students search for and view a range of YouTube clips made by young people about empathy, eg:
 - Nelson Intermediate School - <https://www.youtube.com/watch?v=-z6tJV5uLI>
 - Empathy can change the world - <https://www.youtube.com/watch?v=aU3QfyqvHk8>
 - Under the surface - <https://www.youtube.com/watch?v=AZ-pU7ozt3g>
- Create some key messages that you would like to share online.
- Create a video that uses your key messages. Upload your video to you tube and share through social media.

Points-of-view

Skills focus: caring, listening, identifying feelings.

Many times the conflicts we experience comes from experiencing things in a different way from another person. To see how this works, we are going to do some role-plays.

- Give two volunteers the role-play scene between Jake and his mother or father, on the following page.
- Discuss the scene briefly with each one to make sure they understand their role before beginning the role-play.
- Instruct them to begin an argument in the role-play. When the argument begins to get heated, stop the role-play and ask the actors (still in character) how they are feeling.

- Discuss with the class:
 - What is Jake point of view? What does Jake want?
 - What is his mother's/father's point of view? What does s/he want?
 - Can anybody think of a situation from his or her own life that is similar? What are the different points of view in that situation?
- Repeat the process with other scenes from the students' own lives.
- Summary question: Ask students to think about a time their own point-of-view has changed. Have them complete the sentence, "I used to, but now..."

Role-play: Jake and his Mother/Father

Jake

The living room is messy. Some of Jake's video games are lying around. He's going through them because he wants to trade some of them with his friends. He also has a game of Monopoly on the floor that he started to play with his sister. He wants the game to remain there so he and his sister can finish it later. He likes being in the living room because there are usually other people around there. All the things that are scattered about are things he is using. The mess doesn't bother him.

Jake's mother or father

The living room is messy. Jake's video games and Monopoly are lying around. S/he wants to keep the room organised because everyone in the family uses it and it is also the place where guests come. S/he thinks Jake's things are in the way. S/he thinks he should pick up after himself and keep his things in his own room.

3. Exploring the ‘free from drug harm’ environment/culture in the college

Select learning activities to ‘explore the environment’. Following are some sample learning activities.

Exploring the physical environment

- Students describe how the physical environment shows the college is a caring environment, a place where students feel safe, a place where they look after other students, a place where ‘showing concern by telling about drug use is ok’.
- Ask: What parts of the physical environment help the students to be free from drug harm?

Exploring the social environment

- Students describe how the way people interact with each other shows that the college is a caring environment, a place where students feel safe, a place where they look after other students, a place where ‘showing concern by telling about drug use is ok’.
- Ask:
 - What interactions between people at this college look like/feel like/sound like?
 - Which interactions are negative and may contribute to drug harm in the college?
 - Which interactions are positive and help the college be free from drug harm?

My aspirations and potential

- Download this resource to explore your environment, from the Health Promotion Agency:
http://alcohol.org.nz/sites/default/files/field/file_attachment/AL614%20M.A.P%20Aug%202014.pdf

Safer school environments

- Develop and use an audit tool to look at the school’s physical and social environment, using the eight principles of ‘Safer School Environments’. See sample checklist in appendix 6.

4. Students carry out ‘free from drug harm’ proactive actions

Select learning activities to ‘take proactive actions’. Here is a sample learning activity.

Using an action plan

- Students think about a range of actions and/or events that would influence the community so that young people are less likely to be harmed from alcohol and other drugs. Examples of actions that students could take include:
 - writing articles in the school or local newspaper
 - setting up and using a free-form writing board for student comments about drug abuse
 - holding a competition for stories, posters, artwork and so on
 - printing posters related to events that highlight drug abuse, and putting them up in the community
 - creating a song or video and putting it onto YouTube
 - running a Students Against Drugs stand at lunchtime or at the school gala
 - running an in-school campaign by Peer Support Leaders to educate younger students
 - doing a chalk-drawing day at your school, with a ‘healthy body, health mind’ theme
 - promoting a ‘drug-free week’ at the school – teachers use drug abuse as context for lessons.
- In groups, students choose an action and complete a planning sheet for it (see template below).
- Use this planning sheet once the group have decided what action the group will take to make the college:
 - a caring environment
 - a place where they feel safe
 - a place where they look after other students
 - a place where ‘showing concern by telling about drug use is ok’.

Planning sheet template:

The action our group is going to take is: _____

Members of our group are:

1. _____ 2. _____
3. _____ 4. _____ 5. _____

To complete this task, there will be a number of sub-actions that we will need to take.

Before taking action			After taking action		
What are the sub-actions to be completed?	When will this sub-action be completed?	Who is going to do this sub-action?	What happened when we did this sub-action?	How well did it go?	Who or what helped?

Appendix 7b: Pohutukawa – My future, my choice (for years 11-12)

These learning experiences occur during pastoral care time.

Learning outcomes

Students will:

1. apply critical thinking to explore how drugs are socialised in NZ
2. apply critical thinking to explore information about drugs
3. explore impact of drugs on personal and community hauora
4. explore decision-making in scenarios, and apply safety skills to enact personal resolutions about drugs to prevent harm from their use
5. explore the school's policy and procedures related to alcohol and other drugs.

1. Critical thinking on the impact of illegal drugs, and the socialising of illegal drugs

Select learning activities to 'explore the impact of illegal drugs'. Following are some sample questions:

- What is the impact of illegal drugs (cannabis, meth, psychoactive) on a person?
- What is the impact of illegal drugs (cannabis, meth, psychoactive) on relationships between friends and family?
- What is the impact of illegal drugs (cannabis, meth, psychoactive) on society?
- For each group (personal, interpersonal and societal), do the perceived negative impacts outweigh the perceived positive impacts?
- Who is advantaged by the negative impacts?

2. Critical thinking to explore information about drugs

Select learning activities to 'explore information about drugs'. Following are some sample questions:

- Where would you go for information about drugs, eg, effects of, sources of, discussion about use of drugs?
- If you gather your information online, how do you decide whether the information is accurate and reliable?
"Young people often mitigate risks of their drug use by seeking information from online sources. However online information may actually increase risky behaviour as, in general, young people are unable to judge the accuracy and reliability of online sources" (Claire Meehan 2016)

3. Explore impact of drugs on personal and community hauora

Select learning activities to 'explore New Zealand's binge-drinking culture'. Following are some sample questions:

- Do you agree or disagree with the statement 'New Zealand is described as having a binge-drinking culture'? What is your evidence for your position?
- Who is advantaged by having a 'binge-drinking culture'?
- Who is disadvantaged by having a 'binge-drinking culture'?
- What changes could individuals make to avoid participating in a 'binge-drinking culture'?
- What changes (eg, rules/behaviours) could be made in your local community that will decrease a 'binge-drinking culture'?

4. Explore decision making scenarios, and apply safety skills to reduce harm from illegal drug use.

Select learning activities to 'explore decision making and applying skill to avoid use of illegal drugs'. Following is a sample process:

- Describe a range of scenarios where you or your friends have to make decisions as to whether to participate in taking illegal drugs.
- For each scenario, identify and consider a range of risk factors and protective factors when making a decision (eg, social acceptance or exclusion, negative health reasons, potential criminal prosecution or breaking school rules, potential loss of freedom [eg, to travel overseas], impact on whānau).
- Assuming you are going to choose to resist partaking in taking illegal drugs, what are the skills that you can/will use (eg, saying no, having an excuse, walking away)?
- Practise role-playing these skills against a domineering person who really wants you to take the illegal drugs. Have an observer provide feedback on how well you applied these skills.

5. Explore the school policy and procedures related to alcohol and other drugs.

Select learning activities to 'explore the school's policies and procedures'. Following are some sample questions:

- What parts of the school's policy/procedures say how the school responds to drug incidents?
- What parts of the school's policy/procedures say how the school prevents harm from illegal drugs?
- Do you agree or disagree with parts of the school's policy/procedures about alcohol and other drugs?
- Provide feedback about the school's policy/procedures through your student rep on the BOT.

Some sources of information

- NZ Police: Drugs and alcohol advice: www.police.govt.nz/advice/drugs-and-alcohol
- NZ Drug Foundation: Information on different types of drugs: www.drugfoundation.org.nz/drug-information
- Health Promotion Agency's alcohol.org.nz e.g. effects of alcohol on the body: alcohol.org.nz/alcohol-its-effects/body-effects/effects-on-the-body
- Alcohol Healthwatch: whakatūpato waipiro: (www.ahw.org.nz) e.g. effects of alcohol on injuries and violence - www.ahw.org.nz/resources/Briefing%20papers/2012/Policy%20Briefing%20Paper%20Alcohol%20Injuries%20and%20Violence%20final%20draft%2012.11.12.pdf
- Ministry of Transport: www.transport.govt.nz e.g. Motor Vehicle Crashes in New Zealand www.transport.govt.nz/research/roadcrashstatistics/motorvehiclecrashesinnewzealand which includes breath and blood alcohol offence data, and blood alcohol levels for fatally injured drivers
- Health Ed: Catalogue of free health education resources: www.healthed.govt.nz eg:
 - cannabis and your health: www.healthed.govt.nz/resource/cannabis-and-your-health,
 - dance party drugs: www.healthed.govt.nz/resource/dance-party-goers-%E2%80%93-what-u-should-know
 - alcohol and pregnancy: www.healthed.govt.nz/resource/alcohol-and-pregnancy-when-you-drink-alcohol-so-does-your-baby
- Drug Education in Victorian Schools has been evaluated as effective: www.education.vic.gov.au/school/teachers/health/Pages/drugedulearn.aspx This site provides teacher manuals on the 10 lessons, and suggests opportunities to reinforce students' knowledge.

Appendix 8a: Alcohol and other drugs in NCEA internal achievement standards (Level 1)

Subject	Std number	Standard title	Current task theme	Sample context to focus student learning on alcohol and other drugs
Drama	90009	Perform an acting role in a scripted production	Act in a scripted play	Provide specific examples of scripted play based on impact of alcohol and drugs– see examples from http://www.playmarket.org.nz/
English	90052	Produce creative writing	Writing about conflict and resolution	Students produce scenarios of negative impact from impact of alcohol and drugs e.g. foetal alcohol syndrome, p babies, convictions limiting travel options
English	90052	Produce creative writing	Personal news starters	Students produce news starters about impact of alcohol and other drugs
English	90053	Produce formal writing	Opinion writing	Students write opinion pieces about impact of alcohol and other drugs on student learning
Health	90973	Demonstrate understanding of interpersonal skills used to enhance relationships	Uses context of a softball team	Students use scenarios to demonstrate interpersonal skills to minimise negative impact of alcohol and other drugs – e.g., at a party, pressured at lunch time
Health	91097	Demonstrate understanding of ways in which well-being can change and strategies to support well-being	Generic change and hauora	Students use media stories about impact of alcohol and other drugs to explore the change in well-being that occurs as a result of the negative impact, and how to support a victim of drug abuse
Mathematic	91030	Apply measurement in solving problems	Measuring water	Students use statistics to clarify about impact of alcohol and other drugs in New Zealand
Media Studies	90993	Produce a design and plan for a media product using a specified range of conventions	Create an advertisement	Students create an advertisement based on promoting positive action to about prevent negative impact of alcohol and other drugs
Media Studies	90993	Produce a design and plan for a media product using a specified range of conventions	Create an instructional video	Students create an instructional video of how to maintain healthy bodies and minds that are drug free
Media Studies	90996	Write media texts for a specific target audience	Create a portfolio and media articles	Students create a portfolio and media articles focusing on safer communities
Social Studies	91040	Conduct a social inquiry	Explore an organisation with social justice focus	Students could explore WHS as a drug free school as a human rights organisation
Social Studies	91043	Describe a social justice and human rights action	Taking action generic	Student prepare examples of action they could take to promote successful relationships

Appendix 8b: Alcohol and other drugs in NCEA internal achievement standards (Level 2)

Subject	Std number	Standard title	Current task theme	Sample context to focus student learning on alcohol and other drugs
Drama	91220	Script a scene suitable for drama performance	Ideas for creating a script	Students script a scene based on scenarios related to negative impacts of alcohol and other drugs
Economics	91227	Analyse how government policies and contemporary economic issues interact	Comparing economic policies	Students develop economic rationalism for policies that reduce incarceration as a result of illicit drug manufacture and supply
English	91103	Create a crafted and controlled visual and verbal text	From written text to visual text	Students create presentations (ppt, flash) that incorporate text, based around themes of healthy bodies and minds that are drug free
Health	91236	Evaluate factors that influence people's ability to manage change	Resilient Role Models	Students evaluate resilience of victims of abuse by alcohol and other drugs including perpetrator/ supplier, direct victim, children/ family/ whānau of direct victim
Health	91237	Take action to enhance an aspect of people's well-being within the school or wider community	Health promotion	Students plan and take action related to preventing harm from alcohol and other drugs
Mathematics	91263	Design a questionnaire	Caffeine	Students design a questionnaire about young peoples' rights and responsibility towards healthy bodies and minds that are drug free
Mathematics	91266	Evaluate a statistically based report	Statistics in the media	Students evaluate reports on harm from alcohol and other drugs available from Statistics NZ.
Media Studies	91255	Write developed media text for a specific target audience	Writing a feature article for a magazine	Students write an article for the school website or a youth publication about harm from alcohol and other drugs with suggested prevention activities
Media Studies	91250	Demonstrate understanding of representation in the media	What a girl wants (doc) – how teenage girls are represented in the media	Student search for media film about behaviour impacted by alcohol or other drugs that leads to harm. Use this media film to consider how the content contributes to harmful alcohol and drug use what action can be taken to prevent harm.
Physical Education	91334	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	Applying Hellison's social responsibility model	Students describe how this model can be developed from a physical activity context to a social context – e.g., alcohol and other drugs
Social Studies	91280	Conduct a reflective social inquiry	Social inquiry of community solution	Students conduct a social inquiry into alcohol abuse and/or drug abuse in both face-to-face and online relationships
Social Studies	91282	Describe personal involvement in a social action related to rights and responsibilities	Support SurfAid	Students participate in support for a community agency to prevent harm from alcohol and other drugs and explore rights and responsibilities
Technology	91354	Undertake brief development to address an issue	A brief of a product for around the home	Students develop a brief for a specific safety issue – e.g., harm from alcohol and/or illicit drugs

Appendix 9: Sample narrative (case study) of a completed AoD intervention

Supporting school issues through a whole-school approach

Health body healthy mind

Police district	School name	School demographics	Submitted by
Western	Pohutukawa College	Decile range 1-3	<ul style="list-style-type: none"> Const I M Keen (School Community Officer) Jane Brown (Deputy Principal)

Summary	Improving student achievement through addressing drug abuse, and encouraging healthy bodies and healthy minds.
Issue	<p>Surveys of students and parents, and referrals to BOT for suspensions, stand-downs or expulsions, show that drug availability and use in the school has increased. Reports of drug use in the student management system (SMS) have gone up, but this is likely to be under-reported, as staff don't feel competent to identify drug use, or to use the SMS. Police report that drug-related youth crime in the local community has also gone up.</p> <p>This issue may be associated with decreased student engagement and increased unexplained absences. Achievement in NCEA Level 2 is down.</p>
Identification and prioritisation	<ul style="list-style-type: none"> BOT: Drug-related suspensions/expulsions rose from 1 per term to 6 last term. SMS: 15% increased reports in SMS of student disengagement. Attendance: Unexplained absences increased by 3% in the current year. College staff: Requested information about drug behaviour and identification. Parents: 20% more concerns to the Dean/DP re drug issues than last year. Survey: Parents/students indicated that drug use is a problem in the college. Police: 15% increase in drug-related crime in local community over the last year; 7 cases last month of youths stealing re drug debt (up from 1 a month).
Short-term goal	Increased reporting of students impacted by drugs (use or supply). Measured through reporting by staff into the student management system (SMS) during Term 4, after the intervention is implemented.
Long-term goal	Decreased reports of students impacted by drug (use or supply) by at least 50%. Measured by reports entered into the SMS for one term a year after the intervention, compared to the initial number of reports.

Prevention activities	<p>Activities that occurred within a whole-school approach included:</p> <p>School ethos and environment (policies; skilled staff; safe environment)</p> <ul style="list-style-type: none"> • Developed a revised 'Alcohol and Other Drugs' policy, based on the policy format in 'Bullying prevention and response: A guide for schools'. • Communicated the key points of the revised policy to students, staff and parents. • Produced protocols for reporting students affected by drugs into the SMS, and provided staff training. • Produced a roles and responsibilities document. • Provided a PLD programme on drug user behaviour and identification, restorative practices, and on teaching strategies to build students' social and emotional learning. • Provided opportunities for teachers to observe other staff using SEL strategies, and to discuss and learn from the observations during teacher PLD sessions for departments and the whole staff. • Produced examples of internally assessed achievement standards that could use drugs as a learning context. <p>Community connections (consultation; collaboration; model parents)</p> <ul style="list-style-type: none"> • Followed-up Wellbeing@School surveys of students. • Developed an assessment matrix and response guide to clarify severity of incidents, and a response process to them. • Involved agencies when incidents met specific severity levels, e.g. working with: <ul style="list-style-type: none"> ○ DHB funded AoD counselling ○ drug testing company to support 'return to school' contracts after suspensions ○ Police to share information and support alternative action rather than Youth Court. • Informed parents through the college's e-newsletter. • Provided a parents evening to discuss the revision to the policy and the planned actions in this intervention. • Involved parents of Year 9/10 students through homework tasks in the health unit 'Pohutukawa – My Future, my Choice'. <p>Curriculum teaching and learning (taking action for: myself; my friends; my community)</p> <ul style="list-style-type: none"> • Year 9/10 health teachers used SEL teaching strategies in 'Pohutukawa – My Future, my Choice', in which students came up with and carried out proactive actions to make the college: <ul style="list-style-type: none"> ○ a caring environment ○ a place where they feel safe ○ a place where they look after other students ○ a place where 'showing concern by telling about drug use is ok'. • In Year 11/12 pastoral care time, students: <ul style="list-style-type: none"> ○ applied critical thinking to explore how drugs are socialised in NZ ○ explored impact of drugs on personal and community hauora ○ explored decision-making in scenarios ○ applied safety skills to enact personal resolutions about drugs to prevent harm from their use. • Peer support leaders ran student-led activities on reducing harm from drug use.
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Impact	The short-term goal of increased reporting by staff into the SMS was achieved. A count in Term 4, after the intervention had been implemented, showed reports of students impacted by drugs (use or supply) had increased by 20% from the same time last year. This indicated that more staff were inputting data, and thus enabling earlier intervention to take place.
Next steps	The next steps towards the long-term goals include: <ul style="list-style-type: none"> • at the end of October, reviewing our safety education plan for modifications for next year • next year (ie, a year after the intervention), monitoring over one term the number of reports entered into the SMS of students impacted by drugs, and comparing this to the initial number of reports
Obstacles	<ul style="list-style-type: none"> • Some staff in the school felt that dealing with drug abuse was just the role of the deans, and that if teachers had to put time and effort into this issue, it would distract from direct effort on student achievement. This was dealt with through robust PLD so that staff accepted that work on building student engagement would influence achievement. • A few parents felt that the restorative practice response to cases of drug abuse were 'soft', and keeping offenders at the school could endanger their own children. This was dealt with by individually communicating with the parents concerned.
Improvements	<ul style="list-style-type: none"> • Bringing student voice beyond providing data through surveys, to being more actively involved in developing the intervention plan itself. • Appointing one staff member to be in charge of communications through the media, to promote this intervention in a positive way at every opportunity.
Conclusion	The school had initially thought the issues could be dealt with by just an education programme. However, as a result of this intervention, they now feel they have addressed the issue in a much deeper way, and are pleased that the effort to do so is resulting in real impacts on the issue that classroom education alone would never have been able to achieve.