Pohutakawa School Safety Education Intervention Plan
Our school where students have successful relationships

Our **vision** for a safe physical and emotional environment is: t**he Pohutakawa School environment inspires learning.**

Our main short-term goal is an **increase in reporting by students of playground incidents of bullying behaviour** (eg physical, verbal or social bullying) within the first school term after the intervention is implemented (NB this intervention is not focusing on cyberbullying).

Our main longer-term goal is **decreased reporting by students of playground incidents of bullying behaviour** three school terms after the intervention has been implemented.

This goal links to our **planning and reporting** targets of:

- decrease in student unexplained absence rates

- increase in student engagement from annual student survey

- increase in education achievement in national standards in numeracy, as we believe that a safe environment free from bullying behaviour will improve student focus and achievement.

The **data sources and consultations** we are using to help form and review this plan are:
- weekly attendance records
- reports on playgrounds incidents
- referrals to BOT for suspensions, stand-downs or expulsions
- information from the Police about family violence occurring in the community around our school
- comments made by parents through annual consultation
- survey of students about safety in the playground.

Pohutakawa School community safety education plan

Focus safety issue	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)		Respond (Step3)	Assess the impact (Step 4)
Bullying behaviours in our school grounds	Data shows that bullying behaviour is increasing through the following indicators: • unexplained absence has increased by 3% in the last year • students coming to sick bay at lunchtime being sad/scared has increased from 1 to 4 times per week • more parents have expressed concerns about bullying to the Principal • possible suspensions being discussed at the BOT has increased from 1 per term to 4 last term • bus drivers have reported an increase in fighting on the school buses • Police have shared a 20% increase in family violence data within the school community • Police have attended 6 cases of violence at the local shops involving young people in the last month (up from about 1 a month).	The next steps are to: • review current policies/ procedures, eg student behaviour, playground management • plan a series of lessons with effective teaching strategies under the name **Pohutakawa– Kids who care** • institute a recording system for bullying behaviours around the school, including where, when, victim, offender, type of bullying • institute a recording system for parental concerns • review procedures for reporting playground incidents • involve parents • build a closer relationship with Police over children at risk due to family violence levels in the community.	We will: • review relevant policies in line with [Bullying prevention and response: A guide for schools](#) • develop and deliver a series of lessons in all classes at all levels of the school in April about bullying behaviour based around [Kia Kaha](#) • institute a PLD process for teachers around strategies to manage behavioural issues and to build social skills through the use of [learning logs](#) (BES 5) • review the school environment for hot spots, eg plants hiding students, pathways that have dead-ends, school locker areas in limited space • review lunchtime supervision protocols based on bullying data • provide information to parents about what we are doing to reduce bullying behaviour, and include [Kia Kaha pamphlet](#) • institute reporting by student bus monitors.	• The BOT will review policy and resourcing by the March BOT meeting. • In February Deputy Principal will lead the PLD for teachers to manage behavioural issues and to build social skills through the use of [learning logs](#) (BES 5) and include lessons from [Kia Kaha](#). • Teachers teach lessons during March, supported by the School Community Officer (SCO). • In February the Principal will institute system for reporting playground /lunchtime incidents and parental concerns. • In April Deputy Principal will implement revised lunchtime supervision and review of school environment hot spots (CPTED) with SCO. • The Principal will lead collaboration and parental communications supported by the SCO and [Kia Kaha pamphlet](#). • Transport coordinator will institute and manage reporting by student bus monitors. • SCO and deputy principal will consider additional support for identified at-risk students.	• Reports of playground/ lunchtime incidents will decrease in Term 4 from the levels in Term 1. • The action plan will be reviewed at the end of November.

School ethos and environment

	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)		Respond (Step3)	Assess the impact (Step 4)
Policies	When asked, students thought bullying behaviour was just normal child behaviour that didn't need to be reported.	Review the policy around positive behaviour for learning. Review practices by Positive Behaviour for Learning (PB4L) schools around reducing bullying behaviour. Develop procedures for staff related to responding to reports of bullying behaviour in the playground.	A draft revised policy will be provided for consultation based on Bullying prevention and response: A guide for schools. The key points of the revised policy will be communicated to students, staff and parents.	The BOT will review policy and resourcing by the March BOT meeting. The Principal will lead the communication to parents and staff. The classroom teacher or syndicate leader will lead the communication to students.	The BOT will review the impact of the policy for the November BOT meeting.
Skilled and model staff	In the annual self review the teachers believed that classroom behaviour was getting worse and they were having difficulty with some more challenging students. Generally the teachers felt that student behaviour in the playground or when students were not on school grounds wasn't their responsibility as educators.	Build professional learning to deal with bullying behaviour in the classroom, eg defusing the situation, diverting focus, engaging lessons. Focus PLD on teaching strategies and the use of learning logs (BES 5) to build students' social skills, so teachers gain confidence to provide interesting and relevant teaching programmes around caring for one another.	The Deputy Principal will prepare and support a programme on classroom teaching strategies. The Police School Community Officer (SCO) will provide examples of teaching resources (eg Kia Kaha) around reducing bullying through Successful Relationship resources.	The Deputy Principal will lead the PDL around the teaching programme that we will call **Pohutakawa – Kids who care**, and agree on the: • teaching strategies used in the programme • activities from Kia Kaha that will be included.	Teachers across the school will debrief **Pohutakawa – Kids who care** including: • how well prepared they were • how well the programme went • what should change for the following year.
Safety focussed environment	When asked, the students thought it was the teacher's job to control behaviour. Students identified which teachers were good at managing classroom behaviour and why they were good.	Encourage students to take responsibility for whether their classmates feel good about being at school.	The teaching programme includes students taking action for a school environment where their classmates feel good about being at school. This may include an environmental review using Crime Prevention Through Environmental Design (CPTED).	Students will be asked at the end of the **Pohutakawa – Kids who care** whether they think their actions will contribute to a more positive school environment.	Students will be asked which student-led actions have helped to make the school environment a more positive and enjoyable place to be in and to learn in.

NZ Police - Sample school community intervention plan 2014
(Adapted from Wellbeing@School)

	Community connections			
	Scan - Gather data and assessing needs (Step 1)	**Analyse (Step 2)**	**Respond (Step3)**	**Assess the impact (Step 4)**
Consultation	Parents and whānau said, through the annual survey, that they thought the school was generally a safe place, but could be a lot safer with a reduction in bullying.	When we have our welcome cultural concert in February we will inform parents / whānau about our **Pohutakawa – Kids who care** programme. We will explain the teaching programme and possible changes to the policies/procedures. We will ask them what else they would like done as part of the programme, and the procedures to reduce bullying.	The Principal will ask the SCO to share in a talk about the issues of bullying and both the short-term and long-term impacts of bullying on children. The Principal will talk about the school's plan in **Pohutakawa – Kids who care.**	The cultural evening in February will be run by the Principal. The SCO will contribute with a talk about bullying.	By the end of Term 4 the school will provide feedback to parents and other interested parties about the impact of **Pohutakawa – Kids who care** on: • reporting of student bullying behaviour at lunchtime • the effect on the school climate • planned modifications to the school environment.
Collaboration	In the past the school thought it was solely responsible for looking after behaviour problems, and wasn't aware that other agencies could help prevent bullying behaviours in the school.	We will find out who else can help us with positive behaviours, eg Neighbourhood Support, churches, Police, sports clubs. When we connect with them, we will see what they offer, their capability to support our positive behaviour programme, and what their credibility is.	As a result of a student-led environmental review using Crime Prevention Through Environmental Ddsign (CPTED), the BOT may redirect the five-year property plan to modify the environment where bullying behaviour is more likely to occur or goes un-noticed. Consult with school staff whether Pohutakawa School will join PB4L School-Wide. As well as working with Police (SCO) we will meet with community groups (eg Neighbourhood Support, churches).	BOT will review the five-year property plan at the May BOT meeting. The Principal will lead consultation with school staff in February on whether Pohutakawa School will join PB4L School-Wide. The SCO will incorporate assistance from community groups towards **Pohutakawa – Kids who care.**	
Model parents and whānau	65% of parents said they would like to support their students to do well at school. Current home-school partnerships are based around the learning programme for national standards	We will: • revise current home-school partnerships to look at positive behaviour and how it improves student learning • work with parents to share the teaching strategies the school is using to develop students' social skills • ask for parent input about aspects of **Pohutakawa – Kids who care**.	We will: • design a homework task for students and parents to identify how the children can show positive behaviour at home with their siblings, pets, and whānau, and include the Kia Kaha pamphlet • run information, as part of the welcome cultural concert, on the effects of bullying on young people • share information about **Pohutakawa – Kids who care** in the school newsletter, with related tips for home.	The Deputy Principal will put information about **Pohutakawa – Kids who care** in an e-newsletter to parents, and at the cultural concert by the end of February.	

Teaching and learning

	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)		Respond (Step3)	Assess the impact (Step 4)
Students looking after themselves	Students said that they knew it is a bad thing to physically hurt someone. They could identify children who are easier to be picked on. The could identify children who they are scared of, and ways that they could make other children be scared of them.	Using a PLD process supported by the RTLB (and SCO), classroom teachers will: • use teaching strategies that will facilitate the development of social skills, eg learning logs • agree on consistent ways of dealing with difficult students in the classroom, which could be a procedure in a revised bullying policy. We will: • review the school curriculum plan to ensure all students are provided with opportunities to learn about bullying behaviour through these teaching strategies • use student goal-setting and students taking action so they will demonstrate that they can look after themselves, care about other students, and care about all students in the school.	In February the Deputy Principal with syndicate leaders will explore strategies (eg learning logs) to teach caring for things (empathy), and explore some existing programmes including Kia Kaha and CPTED. There will be opportunities for all teachers to observe other staff using these strategies. In teacher PLD sessions, syndicates or the whole staff will discuss and learn from the observations.	In March all teachers will use the practised teaching strategies in a programme called **Pohutakawa – Kids who care.** As part of **Pohutakawa – Kids who care** students will come up with and carry out actions to make the school: • a caring environment, eg through CPTED • a place where they feel safe • a place where they look after other students • a place where "telling is ok".	A term after **Pohutakawa – Kids who care** students will be asked what actions they would do now if: • they feel scared or think someone is being mean to them out of school • they feel scared or think someone is being mean to them in the school.
Students looking after their friends / family	Students said that, while they thought it was wrong to damage people's stuff, they didn't think that drawing on someone else's book was wrong.				A term after **Pohutakawa – Kids who care** students will be asked what they would do now if: • they think someone is being mean to a friend out of school • they think someone is being mean to a friend in the school Their answers should show that "telling" is part of a caring environment.
Students looking after the community	Students said that often they didn't see bullying behaviour happening, or didn't think it was bad – just normal kid teasing. Sometimes students felt powerless to report incidents because they might be teased by other students, or that the teacher wouldn't believe them. This led to a "no telling" culture in the school.				A term after **Pohutakawa – Kids who care** students will be asked what happened as a result of actions they took to make the school: • a caring environment, eg through CPTED • a place where they feel safe • a place where they look after other students • a place where "telling is ok".

Reviewing your plan – reflection questions:

- **BALANCE:** Does the plan contain a range of actions that cover the identified safety issue? NOTE: An effective plan is multifaceted.
- Shared **LEADERSHIP** and a sense of **OWNERSHIP**: Are all stakeholders involved in the process (school leaders, BOT, staff, students, parents and whānau, and professional partners)? Are different people given opportunities to lead? Are key school leaders involved?
- **CLASSROOM and SCHOOL RESOURCES:** Are adequate resources allocated for classroom learning and changes to the school environment led by student initiatives?
- **QUALITY TEACHING:** Are adequate resources allocated for professional learning opportunities for all staff?
- **SUSTAINABILITY:** Will the solutions be sustainable in the long term? If key people were to leave, are there other team members involved in each action? Are the goals and planned actions realistic and do-able in the timeframes suggested?

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