



Pohutukawa College Safety Education Plan

Students achieve with successful relationships



Our **vision** for a safe physical and emotional environment is that **the Pohutukawa College environment inspires learning.**

Our main short-term goal is an **increase in recording of harmful online behaviour reported by students** within the first school term after the school-wide intervention is implemented.

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

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

- increase in student engagement from our annual student survey
- increase in student achievement in NCEA Level 2 due to a learning environment free from harmful online behaviour
- decrease in student unexplained absence rates.

The **data sources and consultations** we are using to help form and review this plan are:

- a survey of students about the level of harmful online behaviour prior to the school-wide intervention, and again three terms after the school-wide intervention
- reports to Year 9/10 Deans of harmful online behaviour that is recorded in the student management system (SMS)
- reports made by parents through annual consultation or phone conversations with Deans recorded in the SMS
- weekly attendance records
- achievement results in NCEA Level 2 in two years time
- referrals to BOT for suspensions, stand-downs or expulsions.

Pohutukawa College - safety education plan

Focus safety issue	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)		Respond (Step3)	Assess the impact (Step 4)
Harmful online behaviours impact students' learning	<p>Data shows that harmful online behaviour is a problem through the following indicators:</p> <ul style="list-style-type: none"> unexplained absence has increased by 3% in the last year reports in SMS of withdrawn behaviour from students and decreased engagement in school more parents have expressed concerns about online abuse to the Dean/ Deputy Principal (approx 20% more than last year) possible suspensions being discussed at the BOT has increased from 1 per term to 4 last term Police have shared a 15% increase in recorded harmful online and mobile behaviour in the local community over the last year Police have attended 3 cases in the last month of young people self-harming as a result of harmful online behaviour (up from about 1 a month) discussion at staff meeting indicated that staff requested further information about software. 	<p>The next steps are to:</p> <ul style="list-style-type: none"> review current policies/ procedures, eg student behaviour, BYOD, ICT use agreement institute a recording system into SMS for harmful online behaviours, including victims, offenders, types of behaviour, media/software, based on severity, impact and frequency (bullying assessment matrix in Bullying prevention and response: A guide for schools) plan a series of lessons with effective teaching strategies under the name Pohutukawa-Positive digital citizens invoke peer support leaders to influence students about expected school behaviour online as well as face-to-face plan communications with parents including info in newsletters and presentation from well informed speakers build a closer relationship with Police to share information about children at risk due to family violence circumstances, and plan aligned prevention activities. 	<p>We will:</p> <ul style="list-style-type: none"> review relevant policies in line with Bullying prevention and response: A guide for schools and Digital technology: Safe and responsible use in schools develop and deliver a series of lessons in all Year 9 and 10 classes across three curriculum learning areas in April, under the title Pohutukawa-Positive digital citizens 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 lunchtime supervision protocols based on bullying data in SMS provide information to parents about what we are doing to reduce harmful online behaviour, and include resources from Netsafe, Police (pdf), and online companies run a parents meeting in April that includes the School Community Officer (SCO). 	<ul style="list-style-type: none"> The BOT will review policy and resourcing by the Oct BOT meeting. In December the Principal, through the admin team, will revise SMS for reporting harmful online behaviour (for concerns from teachers, Deans and parents). At the start of the year, the Deputy Principal will lead PLD for teachers to use SMS to report concerns. In February HOFs will develop lessons in Pohutukawa-Positive digital citizens and lead PLD. Peer support leaders will run several Year 9/10 assemblies to discuss harmful behaviours. During April teachers teach lessons, supported by the SCO. In April the Deputy Principal and SCO will review school environment hot spots through CPTED , and implement revised and targeted supervision. The Principal will lead parental communications about harmful online behaviour through the school newsletter once per term. In April the SCO or other knowledgeable persons will present information about online behaviours, their impact and the law. The Deputy Principal and SCO will consider additional support for identified at-risk students. 	<ul style="list-style-type: none"> Reports of harmful online behaviour in the SMS will decrease in Term 4 from the levels in Term 1. The intervention plan will be reviewed at the end of October for modifications for the following year.

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 harmful online behaviour was just normal child behaviour that didn't need to be reported.	Review the policy around positive behaviour for learning and online safety. Review practices by Positive Behaviour for Learning (PBL) schools around reducing harmful online behaviour. Develop procedures for staff/Deans and parents to report harmful online behaviour.	A draft revised policy will be provided for consultation based on Bullying prevention and response: A guide for schools and incorporating guidance from Digital technology: Safe and responsible use in schools . The key points of the revised policy will be communicated to students, staff and parents.	The BOT will review the 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 online behaviour wasn't their responsibility as educators, but that it was a problem for parents and the wider community.	Build professional learning to deal with the effects of harmful online behaviour in the classroom, eg recognising changes in personality, having engaging lessons, including harmful behaviour as a context within learning areas. Focus PLD on teaching strategies to build students' social skills alongside the subject knowledge and skills, so teachers gain confidence to provide interesting and relevant teaching programmes around empathy (caring for one another) and resilience (dealing with hurt).	The Deputy Principal will prepare and support a programme on classroom teaching strategies. To assist in the development of Pohutukawa-Positive digital citizens , the SCO will provide examples of teaching resources around harmful online behaviour through current Police Successful Relationships resources, and/or other Police supported sites e.g. - Connectsmart (NZ) - NetSafe LGP (NZ) - ThinkUKnow (Australia) - ThinkUKnow (UK) - Cybersmart (Australia).	The Deputy Principal will lead the PDL around the teaching programme called Pohutukawa-Positive digital citizens , and agree on teaching strategies used in the programme and the range of activities that will be included.	Teachers across the school will debrief Pohutukawa-Positive digital citizens including: <ul style="list-style-type: none"> • how well the programme went • what should change for the following year • how the ideas could be incorporated as a context into other units in their subject.
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. Student knew places in the school where the 'nasty' students gathered.	Encourage students to take responsibility for whether their classmates feel good about being at school.	The peer support programme includes <ul style="list-style-type: none"> • students taking action for a school environment where their classmates feel good about being at school. This may include: • speaking at Year 9 and 10 assembly • completing a school environment review using CPTED Crime Prevention Through Environmental Design. 	Students will be asked at the end of the Pohutukawa-Positive digital citizens 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.

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 they were concerned about harmful online behaviour that impacts their children.	<p>When we have our welcome parents concert in February, we will inform parents / whānau about how to enhance student learning, and specifically about Pohutukawa-Positive digital citizens.</p> <p>We will explain the changes to the policies/procedures and the teaching programme.</p> <p>We will ask them what else can be done to prevent harmful online behaviour.</p>	<p>The Principal will ask the SCO to share in a talk about the issues of harmful online behaviour, and both the short-term and long- term impacts on children.</p> <p>The Principal will talk about the school's plan in Pohutukawa-Positive digital citizens.</p>	<p>The parents evening in February will be run by the Principal.</p> <p>The SCO will contribute with a talk about harmful online behaviour and the law.</p>	By the end of Term 4 the school will provide feedback to parents and other interested parties about the impact of Pohutukawa-Positive digital citizens on reporting of student harmful online behaviour, the effect on the school climate, and 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 harmful online behaviour that affected students' learning.	<p>We will find out who else can help us with positive behaviours, eg Police, Junior Neighbourhood Support, churches, sports clubs.</p> <p>When we connect with these agencies/groups, we will see what they offer, their capability to support our positive behaviour programme, and what their credibility is.</p>	<p>As a result of a student-led environmental review using Crime Prevention Through Environmental Design (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.</p> <p>We will consult with school staff whether Pohutukawa School will join PB4L School-Wide.</p>	<p>BOT will review the five-year property plan at the May BOT meeting.</p> <p>The Principal will lead consultation with school staff in February on whether Pohutukawa School will join PB4L School-Wide.</p> <p>The SCO will incorporate assistance from community groups towards Pohutukawa-Positive digital citizens.</p>	
Model parents and whānau	<p>80% of parents said they would like to support the schools so that their children would do well at school.</p> <p>Current home-school partnerships are based around the ICT learning programme and BYOD.</p>	<p>We will:</p> <ul style="list-style-type: none">• revise current home-school partnerships to look at positive digital citizens' behaviour and how it improves student learning• work with parents to share the teaching strategies the school uses to develop students' social skills• inform parents about harmful online behaviours• inform parents about aspects of Pohutukawa-Positive digital citizens and request their input.	<p>We will:</p> <ul style="list-style-type: none">• include homework task for students and parents to discuss positive and harmful online behaviour and include the Police Cybersafe pamphlet (pdf) and Netsafe Staying Safe Online• run information, as part of the welcome parents concert, on the effects of harmful online behaviour on young people• share information about Pohutukawa-Positive digital citizens in the newsletter, with related tips for home.	<p>The Principal will put information about harmful online behaviour as a regular feature of the school's term e-newsletter to parents.</p> <p>Teachers will include homework tasks that require students and their parents to discuss positive online behaviour.</p>	

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	<p>Students could identify children who are easier to be picked on.</p> <p>They could identify children who they are scared of, and ways that they could make other children be scared of them in the online setting.</p>	<p>Using a PLD process supported by the RTL and SCO, classroom teachers will:</p> <ul style="list-style-type: none"> review the school curriculum plan to ensure all students are provided with opportunities to learn about harmful behaviour through teaching strategies, and as a context for learning in their subject area use student goal-setting and students taking action to demonstrate that they can look after themselves, care about other students, and care about all students in the school (see Web Rangers as an example) provide opportunities for peer support leaders to promote positive behaviours (eg at assemblies) and support students who have reported online abuse. use teaching strategies that will facilitate the development of social skills, eg learning logs, story books and animation. 	<p>The Deputy Principal with syndicate leaders will explore strategies (eg learning logs) to teach empathy, resiliency and effective bystander behaviour through some existing programmes e.g. Kia Kaha, Keeping Ourselves Safe, OWLS and CPTED.</p> <p>There will be opportunities for all teachers to observe other staff using these strategies.</p> <p>In teacher PLD sessions, syndicates or the whole staff will discuss and learn from the observations.</p> <p>Teachers will be encouraged to provide opportunities for student self expression online (e.g. the school blog, social media pages, personal websites) that promote a positive message to build empathy (to care about others), resilience (to deal with negative stuff), and effective bystander actions E.g. Project Aurum, Project Positive.</p>	<p>All teachers will use the practised teaching strategies in a programme called Pohutukawa-Positive digital citizens.</p> <p>As part of Pohutukawa-Positive digital citizens, students will come up with and carry out actions to make the school:</p> <ul style="list-style-type: none"> a caring environment, eg through CPTED a place where they feel safe a place where they look after other students a place where "showing concern by telling is ok". 	<p>Three months after Pohutukawa-Positive digital citizens takes place, students will be asked what actions they would take now if:</p> <ul style="list-style-type: none"> they feel threatened/abused or their reputation is compromised through online and mobile media. <p>Three months after Pohutukawa-Positive digital citizens, students will be asked what they would do now if:</p> <ul style="list-style-type: none"> they think someone is threatening /abusing or eroding the reputation of a friend through online and mobile media. <p>Their answers should show that "telling" is part of a caring environment.</p> <p>Three months after Pohutukawa-Positive digital citizens students will be asked what happened as a result of actions they took to make their school or wider community:</p> <ul style="list-style-type: none"> 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".
Students looking after their friends / family	<p>Students said that, while they thought it was wrong to damage people's stuff, they didn't think that putting someone down online was very wrong.</p>				
Students looking after the community	<p>Students said that they didn't often see harmful online behaviour or didn't think it was bad – just normal kid teasing.</p> <p>Students often felt powerless to report online abuse because they might be teased by other students or that their teacher or parent wouldn't believe them.</p>				

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? 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 work over the long term even if key people leave? Are the goals and planned actions realistic in the timeframes suggested?