



Totara School Safety Education Intervention Plan

Our school where students are responsible citizens



Our **vision** for a safe physical and emotional environment is:
the Totara School environment inspires learning.

Our main **short-term** goals are **removal or replacement of all vandalism** (eg tagging, broken windows, smashed furniture, broken bottles, needles) within 24 hours of notification.

Our main **longer-term** goal is the **reduction of all vandalism** by the end of the year, so that removal or replacement is required less than once every two months.

This goal links to our **planning and reporting** target of an increase in improved education achievement in national standards in literacy, as we believe that a safe environment free from vandalism will improve student focus and achievement.

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

- weekly reports from the grounds-person on maintenance issues
- ballooning costs for vandalism that are impacting on our maintenance budget
- information from the Police on vandalism occurring in the community around our school
- comments made by parents through annual consultation.

Totara 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)
Vandalism in our school grounds	<p>Data shows that vandalism is increasing.</p> <p>It is costing us three times our budget to manage it.</p> <p>It is also a problem in the community around us.</p> <p>The Police have some leads on this. The Police believe that if vandalism is reduced it is likely to reduce other property crime in the area.</p>	<p>The next steps are to:</p> <ul style="list-style-type: none"> review current policies/ procedures, eg security and lock ups, five-year property plan immediately remove tagging and repair vandalism prevent it occurring so that we don't have any reports of vandalism for the last two months of the year. identify with the Police who else can help the school to reduce vandalism in the grounds. 	<p>We will:</p> <ul style="list-style-type: none"> prioritise the grounds-person role to remove tagging and repair vandalism immediately it occurs include a series of lessons in all classes at all levels of school in June provide information to parents about what we are doing to reduce vandalism include better lighting around the grounds at night meet with school neighbours to increase observation increase observation by the Community Patrols. 	<ul style="list-style-type: none"> The BOT will lead the policy and resourcing. The Deputy Principal will lead the teaching and learning based on effective teaching and use of content from Police programmes Doing the Right Thing and Tag Free. The Principal will lead collaboration and parental communications. The Police will: <ul style="list-style-type: none"> provide investigation support around vandalism support the teaching programme respond promptly when requested by Community Patrols. 	<ul style="list-style-type: none"> Reports of vandalism and costs incurred will be provided at each BOT meeting. The intervention plan will be reviewed in December, and will that include feedback from: <ul style="list-style-type: none"> teachers on their preparation and delivery of a teaching programme students about the value of the actions they took parents on impact around the school and wider community.

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 didn't know who to tell if they saw some vandalism.	Develop a policy around 'school buildings and ground free from vandalism or incorporate procedures into the security policy, safe environment policy, five-year property plan.	<p>A draft and revised policy will be provided for consultation.</p> <p>The key points of the revised policy will be communicated to students, staff and parents.</p>	The BOT will sign off on a revised policy at the March BOT meeting. The Principal will lead the communication to parents and staff. The Police (SCO) will lead the parent consultation evening about the policy.	The BOT will review the effectiveness of the policy during Term 4.
Skilled and model staff	In the self review teachers didn't see it as their role to manage vandalism. Teachers said they weren't sure what resources are available to help provide meaningful lessons about caring for our school buildings.	Teachers confidently provide interesting and relevant programmes around caring for personal property and school property.	The Police School Community Officer (SCO) provides examples of teaching resources around Burglary Free and Tag Free, which teachers may adapt.	In Term 1 the syndicate leader will lead planning for the teaching programme we will call Totara – Proud of our tidy school , focussed on Best Evidence Synthesis exemplars Reciprocal teaching and Student use of learning goals .	Teachers across the school will be asked how well they felt prepared to run the Totara – Proud of our tidy school programme.
Safety focussed environment	When asked, students didn't think it was their job to improve the appearance of the school.	Students take responsibility for a tidy school.	Students taking action for a tidy school is included as part of the teaching programme.	In Term 3 teachers will ask students whether they felt that the Totara – Proud of our tidy school programme contributed to improving our school environment.	Students will be asked whether they believed their actions have helped to make the school a tidy and more enjoyable place to learn.

Community connections

	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)		Respond (Step3)	Assess the impact (Step 4)
Consultation	Parents and whānau hadn't previously been consulted on the quality of the school grounds and buildings	In Term 1 we will ask parents to come to a parent evening about damage to school property, and ask what they would like for the school to be a community facility, and how it can be managed to prevent vandalism.	Parents evening run by the Police School Community Officer (SCO) talking about the issues of vandalism in the community, and the role the school has in providing a proud place for people meet.	In Term 1 the Principal and SCO share responsibility for inviting parents to a discussion evening, and co-facilitate the discussion.	By the end of Term 4 the school will provide feedback to parents and other interested parties about the impact of the programme on levels of vandalism in the school and local community.
Collaboration	In the past the school thought they were solely responsible for looking after their buildings, and that they were the only people who cared about their buildings.	We will: <ul style="list-style-type: none"> • find out who else can help us with vandalism, eg Community Patrols, Neighbourhood Support • seek trust funding to purchase CCTV • fundraise to put in more lighting around the school after hours • put signs around the ground saying when it is closed for community use. 	Redirect our five-year property plan to increase lighting on school grounds. As well as working with Police's School Community Officer, we will meet with: <ul style="list-style-type: none"> • Police personnel working with youth (eg Youth Sid, Youth Development) • community groups (eg Community Patrols, Neighbourhood Support). 	At the March BOT meeting, the BOT will consider allocating additional resourcing to lighting. By the end of Term 1 the SCO will connect with local leaders of Community Patrols and Neighbourhood Support to increase observation of school grounds.	
Model parents and whānau	Current home school partnerships are based around learning programmes for national standards, rather than looking at social programmes.	We will: <ul style="list-style-type: none"> • work with parents to share the new approaches the school is using to develop students' social strategies and consciences • ask for parent input about aspects of Totara – Proud of our tidy school programme. 	We will: <ul style="list-style-type: none"> • use the school newsletter and website to share information about the Totara – Proud of our tidy school programme, with related tips and suggestions for home • design a homework task for students and parents to identify effects of vandalism and strategies at home to reduce vandalism • run a parent session on vandalism in the community. 	The Deputy Principal and SCO share responsibility for the home school partnership. All activities of Totara – Proud of our tidy school programme to be completed by end of Term 2.	By the end of the Term 1 we will have put information about the Totara – Proud of our tidy school programme on the school website, in an e-newsletter to parents, and at a parents evening. By the end of Term 2 we will have completed the Totara – Proud of our tidy school programme and sought feedback from students. By the end of Term 4 we will provide feedback to parents about the impact of the programme on levels of vandalism in the school and local community.

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 that vandalism was a bad thing.	Using a PLD process supported by the RTLB, classroom teachers will develop a set of teaching strategies to focus on vandalism, which include Best Evidence Synthesis exemplars Reciprocal teaching and Student use of learning goals .	Term 1 The syndicate leaders will explore with the RTLB (and with the SCO) strategies to teach caring for things, and explore some existing programmes including Doing the Right Thing and Tag Free .	Term 2. All teachers will use the practised teaching strategies in a programme called Totara – Proud of our tidy school , which will include content from Doing the Right Thing and Tag Free .	After the programme students will be asked what they will do now to look after their own items.
Students looking after their friends / family	Students often said that, while they thought it was wrong to damage people's items, they didn't think that drawing on someone else's book was wrong.	We will review the school curriculum plan to ensure all students are provided with opportunities to learn about vandalism through these teaching strategies.	There will be opportunities for all teachers to observe staff or the SCO using these strategies.	The SCO will support the teachers with information about the law, how easy it is to get caught vandalising around the school, and the consequences of being caught.	After the programme students will be asked what changes they have made to make sure other people's items is looked after.
Students looking after the community	Students mainly said it was the grounds-person's job to make sure the school was tidy and attractive, rather than the students' responsibility.	We will use student goal-setting and students taking action so they will look after their own items, other people's items, and the school environment.	In teacher PLD sessions, we will discuss these observations.	Students will come up with and carry out actions to make the school tidy, somewhere they feel proud of, and somewhere they will look after.	After the programme students will be asked what happened as a result of actions they took to make their school tidy and a place they are proud of.

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?