Intervention planning tool

Vision

New Zealand Police's vision is to build "safer communities together".

Mission

The Police-Schools mission is "all New Zealand children and young people living and learning free from harm from crime and crashes".

Purpose

This tool provides specific guidance on:

- the themes that the New Zealand Police support in school settings
- how school-wide interventions are structured within a clear and consistent whole school approach.

Using this tool will help ensure that Police support and develop school-wide interventions in a structured manner, and will prevent a reactionary or piecemeal approach.

Characteristics

A school-wide intervention:

- involves Police providing a service to support a school to solve an identified problem
- is balanced across all three components of the whole school approach
- is a unique process that is time-limited to solving a clearly defined problem
- encourages students and the community to take action to prevent harm, assuming that student/community actions result in safe behaviour
- is owned by the Board of Trustees/Principal.

Philosophy

Opportunity – interventions provide opportunities for students to take action for safety, through inquiry and critical thinking.

Influence – interventions enable students to influence the school and community environment, particularly as a whole school approach, so they're able to feel safe and be safe.

Values

The following values are inherent when Police support schools with school-wide interventions:

Child-centred – learning experiences belong to an individual child or young person. They do not belong to the Police, a school, a teacher, parent, or any other interested party. A child's welfare must take precedence over the self-interest of other persons or organisations.

Whole-school-community – students, staff, school leaders, police officers, parents and a range of community providers come together to make a whole-school-community. School communities develop and implement interventions to specific issues. These interventions are owned by the school, not by the Police or other interest groups.

Long-term approach – through the on-going development and evaluation of interventions, school communities will sustain a culture of safety for all students and will influence safety in the surrounding neighbourhood.

Collaborative and inclusive – effective school community interventions are based on effective partnerships and networks between key agencies at regional and community levels.

Safety education themes

All interventions will provide students with opportunities to:

- act in ways to keep themselves safe
- act as an active bystander to assist others be free from harm from crime and crashes
- participate in creating a school community where students feel safe and are safe.

Successful relationships

Interventions in this theme assist school community members to apply behaviours that demonstrate self-efficacy, resilience and assertiveness so students build and sustain successful relationships at home, school, online and in their local community.

These interventions explore the impact of bullying and abusive behaviours on individuals, whānau and the community. Students will gain knowledge, skills, attitudes, and desire to sustain successful relationships.

Travelling safely

Interventions in this theme assist school community members to apply behaviours that demonstrate understanding to travel safely when walking, cycling, being a passenger in a vehicle or being a driver.

These interventions explore the causes of transport incidents, their impact on individuals, whānau and the community, and responsibilities of all road (and rail) users to reduce them.

Responsible citizens

Interventions in this theme assist school community members to apply behaviours that respect people's possessions.

These interventions explore the impact of theft, damage and defacing of other people's property on individuals, whānau and the community. Students will gain knowledge, skills, attitudes, and desire to protect personal possessions and respect other people's possessions.

Healthy body, healthy mind

Interventions in this theme assist school community members to apply behaviours that demonstrate respect for their body and mind. These interventions explore the impact that behaviour-altering substances have on individuals, whānau and the community. Students will gain knowledge, skills, attitudes, and desire to both personally resist and encourage others to resist the abuse of behaviour-altering substances.

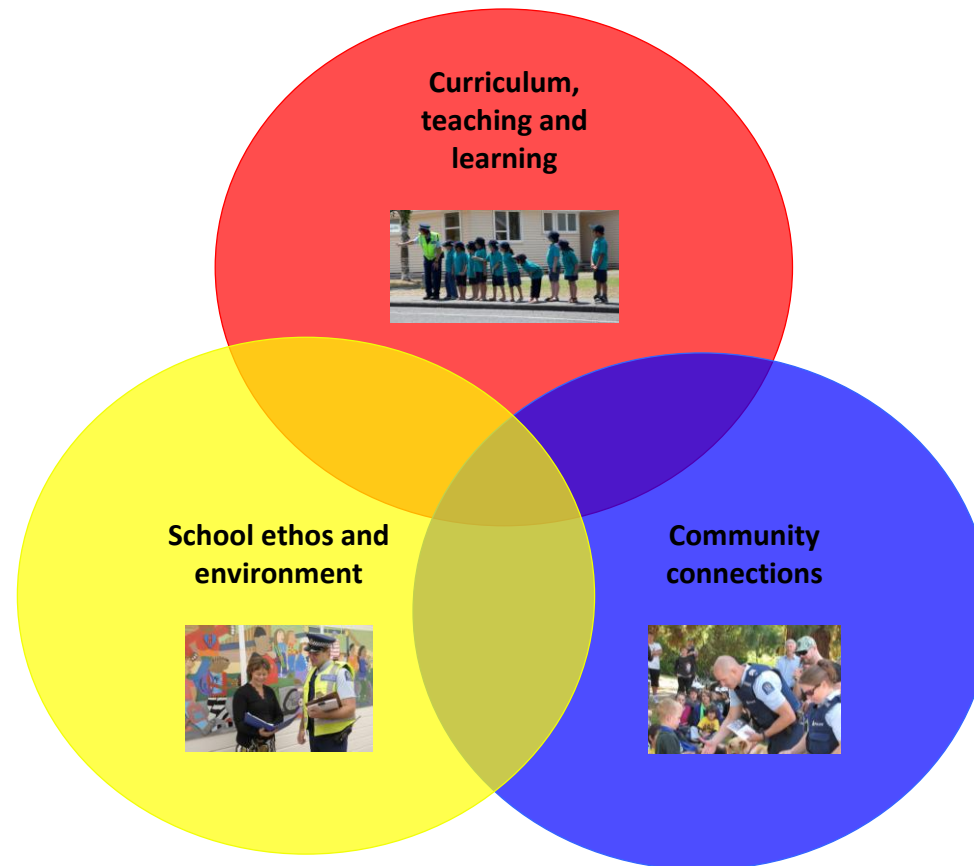## Living in a safe community

Interventions in this theme assist school community members to apply behaviours that demonstrate appreciation for caring people and caring organisations that contribute to a safe and connected community.

These interventions explore the impact that caring people and caring organisations have on individuals, whānau and the community. Students will gain knowledge, skills, attitudes, and desire to contribute to creating safer communities.

Whole school approach in action

Current thinking about health promotion suggests that systems-thinking whole school approaches are effective ways of creating change and improving health and wellbeing in school settings.
The whole school approach is based on three interconnected components – community connections, school ethos and environment, and curriculum, teaching and learning.

Curriculum teaching and learning	Myself	My family/friends	My community
	Students take action to look after themselves in unsafe situations.	Students take action to create safe situations when with people they know.	Students take actions that lead to a safer community or place.

School ethos and environment

Policies

Policies, procedures, and resourcing focused on student safety are developed and regularly reviewed.

Skilled and model staff

Teaching staff can confidently facilitate relevant and authentic safety education.

Safety focussed environment

Improvements are made to the environment to increase safety.

Community connections

Consultation

All community members' opinions are valued and encouraged.

Collaboration

All people and organisations work together to achieve safety for children and young people.

Model parents and whānau

Parents and whānau positively influence their children to behave safely.

Curriculum, teaching and learning

School ethos and environment

Community connections

Community connections

Community connections	Key message	Requirements for message to occur	Sample questions to explore the component
Consultation All community members opinions are valued and encouraged.	Safety is everyone's issue and everyone's opinion is valued	All community members know that their opinions are respected and they know how to share their opinions, record their opinions and have their opinions considered.	• What do you believe safety is? • How would you describe how safe children and young people are in our community? • What are the main situations when/where our children are at risk of being unsafe? • Who do you believe is responsible for the safety of children and young people? • What do you think are the best ways to ensure the safety of children in our community? What is the best way? • How would you, or do you, contribute to the safety of our children and young people?
Collaboration All people and organisations work together to achieve safety for children and young people.	Safety is a shared responsibility with a shared solution	All people and organisations acknowledge that they can't achieve safety for children and young people on their own.	• Who are the organisations and people in the community that affect the safety of children? • What do each of the organisations /people endeavour to do to make children safe? • In considering what each organisation endeavours to do, how do they align with or differ from other organisations? • What would be a clear goal /project these organisations could collaborate or work together on? • What would be the barriers to collaboration, and how could they be overcome?
Model parents and whānau Parents and whānau positively influence their children to behave safely.	Safety is influenced by parents/whānau who model safe behaviours	Parents and whānau acknowledge that the way they behave strongly influences the way their children behave.	• What do you as parents and/or whānau believe safety is? • What are the situations when children in your family/whānau are at risk of being unsafe? • Who do you believe is responsible for the safety of the children in your family/whānau? • What actions do you do that are sometimes unsafe? • In what ways are these unsafe actions copied by your children? • What safe actions do you do that you expect your children to follow? • What actions could you change to model safer behaviour for your children? • What actions could you take to influence other members of the family/whānau so that they model safe behaviours to the children and young people?

School ethos and environment

School ethos and environment	Key message	Requirements for message to occur	Sample questions to explore the component
Policies Policies, procedures, and resourcing focused on student safety are developed and regularly reviewed.	Safety education in the school is governed by a clear set of living documents endorsed by the BOT and managed by senior managers / Principal.	The BOT and senior managers develop and regularly review policies, procedures, and resourcing to focus on student safety.	• What are the policies and procedures around NAG 5 (a) (to provide a safe physical and emotional environment for students) that the school has in place? • Are there any gaps in these policies? • Are there any parts of these procedures that are not being followed or could be better defined? • When were the policies last reviewed? • Does the development and review of these policies include members of the wider school community, including students, staff, parents/whānau, or community organisations (e.g. NZ Police)?
Skilled and model staff Teaching staff can confidently facilitate relevant and authentic safety education.	Safety education is best taught and modelled by skilled educators and safety conscious staff.	Teaching staff can confidently say "I know how to facilitate relevant and authentic safety education in my lessons (inside and outside the classroom) and around the school environment."	• Is there a process so that teaching staff can comfortably identify any gaps in their knowledge, skills and attitudes to facilitate safety education for students? • Is there a process to support teaching staff with identified gaps (e.g. through training, mentoring)? • Is there resource allocated to support teaching staff with identified gaps (e.g. through training, mentoring) ? • Are teaching staff involved in identification of safety concerns around the school, including physical environment and the behaviour of students, teaching staff, and parents/whānau? • Are there any opportunities where the monitoring and modelling of safe behaviour is prompted (e.g. staff meetings)?
Safety focussed environment Improvements are made to the environment to increase safety.	When anyone comes into the school environment they know and sense that the children are safe.	Students are regularly asked what can be done to make their school safer.	• Is there a process to regularly review the physical environment within both the school and the routes to/from the school, so that safety oriented changes can be recommended and implemented? Are students invariably involved in this process? • Is there sufficient resource allocated to identify and maintain the physical safety of the school environment? Are students invariably involved in the process of prioritising resource allocation? • Is there clear information where the expectations of safe behaviour (both physical and emotional) are prompted (e.g. signs around the school, parent newsletters)? • Are there other messages or means of communication that can be added to prompt students, visitors, and staff around the expectations of safe behaviour in the school?

Curriculum teaching and learning

Curriculum teaching and learning	Key message	Requirements for message to occur	Actions student take	Sample questions to explore the component
Myself Students take action to look after themselves in unsafe situations.	I am responsible for my behaviour so that I remain safe.	Student can confidently say "I am an okay person."	Take action to look after myself in unsafe situations.	• How would you describe yourself? (Self-efficacy) • What are your biggest hopes for the future? (Sense of purpose) • What are examples of times when you feel most safe and most unsafe? • What is it about yourself that makes you feel safe or unsafe in different situations? • How do you respond immediately in situations when you feel unsafe? • How do you respond after your safety has been affected? (Resilience) • What are the skills and attitudes that would help you feel confident to deal with unsafe situations?
My family/friends Students take action to create safe situations when with people they know.	I am responsible for the way I relate and respond when I feel unsafe with people I know.	Student can confidently say "I respect both myself and other people."	Take action to create a safe situation when I am with people I know.	• Which friends and family members do you feel most/least safe with? • What behaviours do other people show which makes you feel unsafe or safe? • When other people behave in ways that make you feel unsafe what do you do? What is the right thing to do? • What might prevent you responding with the right things to do? • What are the skills and attitudes that would help you feel confident when doing the right thing to deal with other people making you feel unsafe.
My community Students take actions that lead to a safer community or place.	I am part of and can contribute to a safer community.	Student can confidently say "I know that the community I live in influences my safety and I want to change the parts of the community that make me feel unsafe."	Take actions that lead to a safer community or place e.g. class, school, wider community.	• What places do you feel most/least safe? • What is it about these places that make you feel safe or unsafe? • What would need to change in unsafe places so that you would feel safer? • What would need to happen to make that change occur (from an unsafe to a safe place)? • What actions would you make to change an unsafe place to a safer place? • What are the skills and attitudes that you need to make and action a plan that will change an unsafe place to a safer place?