Safer Schools

Workbook

Learning experience 2: The physical principles of

Access Management, Territorial Reinforcement and Quality Environments

**Learning intentions**

Students can:

* identify examples of each of these three principles within our school environment
* explain how we can use each of these three principles to improve safety at our school.

In our last session we learnt about the principle of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**There are three more physical principles.**

These are:

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Access Management**

Focuses on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Access management deters crime because:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Territorial Reinforcement**

Focuses on the importance of having areas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

so that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

areas are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The fence around the school clearly defines the **boundary** of the school and access to this area is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The **classrooms** are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ areas, and the **Principal’s office** (for

Example) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Territoriality is also defined by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that **control** how people \_\_\_\_\_\_\_\_\_\_\_\_ the

space such as road markings and lines on sports courts.

**Quality Environments**

Focuses on the importance of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so that it looks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for.

A maintained environment means **people care** about the environment, are more likely to be **present**, and is therefore **less likely to be targeted** by offenders.

**Access Management**

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| **People know where they CAN and CANNOT be.**  **STARTER QUESTIONS**  Where do the pathways lead?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Is our signage clear, easy to read and written in languages relevant to our school?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Access Management CHECKLIST** | **Suggestion or recommendation** |
| Do visitors to our school see clear signage that includes:   * our school name * where to enter and exit * where office/reception is * where they can park * which areas are restricted? | Good signage means visitors have no excuse for being in the wrong place.  If someone is found in a school building or an enclosed space, without reasonable excuse, they can be warned by police to leave or arrested if they don’t.  Ask your security alarm response provider to place large signs on fences, gates or walls.  Examples of actions to take include signs that show:   * way to the office, with arrow outside entranceway * the entrance and exit signs for cars, with arrows on the asphalt where to drive * the school name at main entrance * the school name at alternative entrances, with specific times when people can use those entrances. |

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| * Do we have signage that encourages visitors to think about crime prevention? | The more widespread the thinking and practice of crime prevention, the less likely people will be harmed as victims of crime.  Example of useful signage includes:   * signs in the car park “lock it or lose it” * 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 which areas of the school are ‘out of bounds’ and why? | Students can be trained to accept that there are some places they are not able to be in – both during school and out of school hours.  Examples of actions to take include:   * having a colour-coded site map in each class that clearly states ‘out-of bounds’ areas, and why. |
| * Are the preferred pedestrian paths to and around the school clearly indicated? | If visitors know where they are expected to walk, they have less excuse for being in a different place.  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. |
| * Are the preferred access paths clearly lit at night? | Lighting is useful to ensure visitors at night feel safe coming to the school.  Examples of actions to take include:   * ensuring open (only low shrubs) and well-lit entrances and main pathways that prevent hiding places for potential assaults * having clear lighting from sports facilities (eg netball courts) to carparks in winter, to add security for students who attend after school practices/games. |
| * Are there any parts of the schools where a student or visitor can come to a dead end - entrapment spot? | 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.  Examples of actions to take include:   * changing the flow where there are entrapment areas, so that there is always an exit point. |

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| * Do we have a secure place for valuables to be stored, and a system to access these valuables? | Some theft is opportunist. School staff and students may be at risk of being a victim of theft if they leave their valuables in unlocked or student-accessible facilities.  Examples of actions to take include:   * having a system for staff or students to sign out/in valuables from secure storage. |
| * Are valuable and easily transportable resources visible from outside the rooms they are in? | Valuable and easily transportable and saleable items are highly desired by criminals. This includes electronic devices such as mobile phones, tablets, laptops, projectors and students’ BYODs.  Examples of actions to take include:   * ensuring rooms where devices are used/stored are not easily visible from outside * implementing procedures for locking these devices away at night. |
| * Are our valuable assets identifiable if recovered after being stolen? | Potential criminals are deterred from stealing if they know that the stolen goods are marked and can be traced back to the school. This means they are more likely to get caught in the criminal supply chain (receivers and sellers of stolen goods).  Examples of actions to take include:   * recording serial numbers of expensive valuables * using forensic marking eg, Safe Schools initiative * placing signs around the school informing that goods are marked and traceable * placing signs around the school that state “no valuables on premises”. |
| * Do we have a means of videoing suspicious behaviour around the school? | If students and visitors know that their behaviour around the school may be recorded, this can deter negative or suspicious behavior, and can be used as evidence if an unlawful visitor is identified and prosecuted.  Example of actions may include:   * CCTV during the day, with movement activated lighting to record at night. |
| * Do we have a means of audible alarms if a person is in a restricted place day and night? | Potential taggers or thieves are unlikely to continue their criminal behaviour if their action creates an audible alarm that neighbours and /or patrols passing by can hear.  Example of actions may include:   * movement activated sirens in secluded or restricted parts of the school out-of-hours. |

**Territorial Reinforcement**

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| **Boundaries encourage community ownership**  Image result for directions + school entrance + ".school.nz"**STARTER QUESTIONS**  How do lines control what we do?  What is the effect of the lines on our netball court? On the road?  How do lines keep us safe?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What other materials are used to define different areas in our school?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How are the areas for staff and students defined in our school?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How are out of bounds areas defined?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How are parking places defined?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Territorial Reinforcement**  **CHECKLIST** | **Suggestion or recommendation** |
| * Is it clear to visitors at what point they are on school property? | If people know where they are, they also have no excuse for being in the wrong place.  Example of actions may include:   * 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 clear signage at the school gates about the school e.g. smoke-free school, BNZ safer school, enviro school, health promoting school. |
| * Is it clear where people are relative to the full school site? | 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:   * 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? | If people know the behavioural expectations at the school, they are less likely to behave in negative way.  Example of actions may include:   * having a sign/mural depicting the school values, e.g. PB4L values * having a sign/mural that specifically depicts what responsibility means for people at the school. |

**Quality Environments**

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| **Well maintained schools attract people and support surveillance**  **STARTER QUESTIONS**  What evidence is there that our school environment is maintained?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How does a maintained school affect how we feel about our school?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    What areas need better maintenance and why?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is maintenance?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **QUALITY ENVIRONMENTS**  **CHECKLIST** | **Suggestion or recommendation** |
| * Does our school environment include student-designed signage/murals? | Students who are provided opportunities to take action to influence and/or modify their school environment gain a greater sense of ownership of their school. A strong sense of ownership and pride in a school leads to resistance of actions that may damage or harm the school’s environment, the school’s reputation or the people who attend the school.  Examples of actions include:   * students preparing murals depicting the school values * students preparing mural /art that depicts significant cultural icons in their community * montage of students’ uniqueness, e.g. their hands painted on ceramic tiles and collated as a mural. |
| * Does our school display signage/murals that show the school’s values or behavioural expectations? | Students who are provided opportunities to take action to influence and/or modify their school environment gain a greater sense of ownership of their school. A strong sense of ownership and pride in a school leads to resistance to any actions that may damage or harm the school’s environment, the school’s reputation or the people who attend the school.  Examples of actions include:   * Students preparing mural depicting the school values, e.g. PB4L * Students creating signs about the behaviours that are important to them, e.g. “we a safe school”, “we are a drug free school”, “we are school where students care about each other”. |
| * Does our school environment clearly promote student work, both outside the classroom and inside the classroom? | Students who have a strong sense of ownership and pride in a school leads to resistance of any actions that may damage or harm the school’s environment, the school’s reputation or the people who attend the school.  Examples of actions include:   * students preparing mural /art that depicts significant cultural icons in their community * student performances that depict the cultural values, behavioural values and principles of *Safe School Environments* * montage of students’ uniqueness, e.g. their hands painted on ceramic tiles and collated as a mural. |

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| * Is there any graffiti around our school? | Graffiti vandalism (tagging) is a community issue that can encourage more vandalism and other types of crime.  Examples of actions include:   * prompt removal (same day as first noticed) to send a clear message to those involved that tagging will not be tolerated * contacting your local council to report the graffiti, eg. Auckland Council ph 09 301 0101 or email the graffiti website to report it. |
| * Is there rubbish in our 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 your boundary fences for damage or rubbish piled up that makes natural ladders (pallets, rubbish bins) * moving natural ladders two metres away from boundary fences or buildings, to prevent thieves using them as an escape route or access to your roof. |
| * Are our gardens well maintained and weed free? Are shrubs, hedges and trees trimmed and free of rubbish? | 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 (less than 1 metre high) and tidy * raising tree canopies (to a minimum of 2 metres high) to ensure people can’t hide behind tree foliage. |
| * Do our neighbours have rubbish, graffiti, or vandalism on their properties? | Neighbours have an impact on how your community is perceived. If neighbouring properties look as well looked after as your school, it supports the message to criminals “Don’t even think of coming here, you will be noticed!”  Examples of actions to take include:   * approaching identified neighbours and using this report as a reason to ask them to contribute to community efforts to reduce harm from crime. |