

Safer Schools

Focus area 1

Years 7-8

This section contains one of the following Focus areas from **Safer Schools** for students at years 7-8:

1. **What makes us safe?**
2. How safe are we?
3. So what did we find?
4. Sharing our understanding

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Focus area 1: What makes us safe?

Explanation

In this focus area students will be introduced to the four physical principles of Safer Schools. These four principles establish an understanding of the target areas for auditing the security of the school in Focus area 2. Students who have an understanding of these principles will be able to differentiate between safe areas, and areas that require attention to reduce the risk to the particular environment, as well as those who use that environment.

Curriculum links

Key competencies: Participating and contributing; Thinking; Managing self.

Learning area: Level 3 Health and Physical Education – Personal health and physical development: Safety management. Students are able use the principles of environmental safety at their school and explain how the principles improve safety at their school.

Resources

- [Safer Schools workbook](#) [DOCX]
- Slideshow: [Natural Surveillance](#) [PPTX]
- Slideshow: [Access Management](#) [PPTX]
- Slideshow: [Territorial Reinforcement](#) [PPTX]
- Slideshow: [Quality Environments](#) [PPTX]
- [Natural Surveillance checklist](#) [DOC]
- [Access Management checklist](#) [DOC]
- [Territorial Reinforcement checklist](#) [DOC]
- [Quality Environments checklist](#) [DOC]
- Police officer (usually a School Community Officer, but can also come from another Police group)

Success criteria

Students will be able to:

- apply knowledge of the four physical principles during a walk around the school.

Learning experience 1: Natural Surveillance

Learning intentions

Students will be able to:

- identify examples of the principle of Natural Surveillance within their school environment
- explain how they can use the principle of Natural Surveillance to improve safety at their school.

Notes for the teacher

Natural Surveillance deters crime because people do not want to be seen committing offences. Natural surveillance can be improved by using materials that people can see through, designing environments where people have clear sightlines and encouraging people to use the environment so there are more people seeing what is happening in that environment.

This [Natural Surveillance checklist](#) [DOC] provides more detailed information.

Notes for the police officer

The police officer (usually the School Community Officer, but can be from another Police group) may introduce an example from their own experience where Natural Surveillance features in a crime scene. This may be a burglary that the officer attended, or a car crash where reduced visibility played a part in the crash.

The officer will identify how the lack of Natural Surveillance contributed to the event, and then discuss recommendations that could have reduced the chance of this event happening.

Resources

- Slideshow: [Natural Surveillance](#) [PPTX]
- School Community Officer

Activities

1. What is Natural Surveillance?

Teacher introduces the physical principle of Natural Surveillance, using the slideshow presentation [Natural Surveillance](#) [PPTX].

Definition: People are present and can see what is going on. People can see and be seen.

2. Natural Surveillance at a school

Apply the principle of Natural Surveillance to the photos of a burglary in a school, found in the slideshow presentation [Natural Surveillance](#) [PPTX].

Discussion questions:

What has happened in the photos?

Where has this happened?

How has the offender gained entry into the room?

What has helped the offender enter this room?

What features enabled the offender to commit the crime?

What could have prevented this crime?

What features would have helped to prevent this crime?

3. Natural Surveillance in our school

Identify ways in which a burglar could enter your classroom after hours.

What items in our classroom could be valuable to an offender?

Why could they be valuable?

How are these items protected during and after hours?

Walk around the school and identify elements of Natural Surveillance. Photograph evidence of:

- open lines of sight around the school, for example see-through fences and windbreaks
- foliage that doesn't provide hiding places, for example cut off lower branches of trees
- lighting, for example sensor lighting.
- internal glass walls

- neighbours who watch and report suspicious behaviour
- community groups who use school facilities after hours, for example exercise classes
- community safety organisations, for example community patrol checks, Neighbourhood Support, security company patrols
- passing vehicular and foot traffic to report suspicious behavior.

4. Natural Surveillance in the community

The police officer talks with the class about a real-life example from their own experience in the Police.

Possible extension activities

Discuss areas in your classroom where there is good Natural Surveillance, and where there is poor Natural Surveillance. Identify what items are kept in each of these areas.

Test the visibility of valuables inside the classroom.

What can people see from outside the classroom looking in?

How could you limit visibility into your classroom after school hours?

Learning experience 2: Access Management

Learning intentions

Students will be able to:

- identify examples of access management (how do you get there?) within their school
- explain how knowing where to go and how to get there, improves safety at their school.

Notes for the teacher

Access Management focuses on clear, direct walkways and clear signage. Access management deters crime because it reduces the possibility of offenders making excuses for being where they shouldn't be. At times issues that are identified will relate to more than one principle. For example, vegetation growing over pathways can be both an Access Management and a Natural Surveillance issue.

This [Access Management checklist](#) [DOC] provides more detailed information.

Resources

- Slideshow: [Access Management](#) [PPTX]
- [Safer Schools workbook](#) [DOCX]

Activities

1. What is Access Management?

Teacher revises Natural Surveillance, then introduces Access Management, using the slideshow presentation [Access Management](#) [PPTX].

Definition: Access Management focuses on clear, direct walkways and clear signage. Access management deters crime because it reduces the possibility of offenders making excuses for being where they shouldn't be.

2. Access Management in our school

Students discuss Access Management in their school.

Ask:

How easy it is for people to find their way to the front office of the school, the dental clinic, and individual classrooms.

Where do the pathways lead?

Is the signage clear/easy to read/written in languages relevant to our area?

Students work with the [Safer Schools workbook](#) [DOCX] to identify access management in their school by walking around the school and taking photographs.

Learning experience 3: Territorial Reinforcement

Learning intentions

Students will be able to:

- identify examples of Territorial Reinforcement (who should be here?) within their school
- explain how knowing who should be in different areas, improves safety at their school.

Notes for the teacher

Territorial Reinforcement focuses on defining private, semi-private and public areas. Clear definition of private, semi-public and public spaces reduces excuses for people to be in the wrong place at the wrong time, doing the wrong thing.

This [Territorial Reinforcement checklist](#) [DOC] provides more detailed information.

Resources

- Slideshow: [Territorial Reinforcement](#) [PPTX]
- [Safer Schools workbook](#) [DOCX]

Activities

1. What is Territorial Reinforcement?

Teacher revises Natural Surveillance and Access Management, then introduces Territorial Reinforcement, using the slideshow presentation [Territorial Reinforcement](#) [PPTX].

2. Territorial Reinforcement in our school

Students discuss the principle of Territorial Reinforcement as it applies to their school.

Ask:

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?

Students work with the [Safer Schools workbook](#) [DOCX] to identify territorial reinforcement in their school by walking around the school and taking photographs.

Learning experience 4: Quality Environments

Learning intentions

Students will be able to:

- identify examples of Quality Environments (who looks after this place?) in their school
- explain how knowing who looks after this place improves safety at their school.

Notes for the teacher

Quality Environments focuses on maintenance, caring for the environment, being present. Clear definition of Quality Environments gives people the message that this place is cared for, looked after and crime will not be tolerated.

This [Quality Environments checklist](#) [DOC] provides more detailed information.

Resources

- Slideshow: [Quality Environments](#) [PPTX]
- [Safer Schools workbook](#) [DOCX]

Activities

1. What are Quality Environments?

Teacher revises Natural Surveillance, Access Management and Territorial Reinforcement. Then introduce Quality Environments, using the slideshow presentation [Quality Environments](#) [PPTX].

2. Quality Environments in our school

Students discuss the principle of Quality Environments as it applies to their school.

Ask:

What is maintenance?

What evidence is there that our school environment is maintained?

How does a maintained school affect how you feel about our school?

What areas need better maintenance and why?

Students work with the [Safer Schools workbook](#) [DOCX] to identify quality environments in their school by walking around the school and taking photographs.