# Supporting school issues through a whole-school approach

Successful relationships

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| Police district | School name | School demographics | Submitted by |
| Auckland City | Name withheld | Contributing school Urban Decile band 1–3 | Snr Const C. Hefford  School Community Officer |

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| Summary | Increasing students’ personal safety.  Strengthening child protection. |
| Issue | The intervention sought to:   * increase students’ personal safety at school, at home, and in the wider community by enabling them to stand up for themselves * develop positive behaviours for learning these processes. |
| Identification and prioritisation | The issue was identified and prioritised by a variety of sources including the school, local Police, public health nurses, and community agencies. |
| Short-term goal | The short-term goal was for students to:   * establish a set of clearly defined and expected behaviours * know a range of safe practices when interacting with other people * know what they have to do if they are abused. |
| Long-term goal | The long-term goal was that students would be able to:   * stand up for themselves * treat others as they themselves would want to be treated * own their behaviours * make sensible choices * focus on learning and achieving their goals. |
| Prevention activities | Activities that occurred within a whole-school approach included:  School ethos and environment   * The school’s policy on child protection was reviewed to implement a whole-school approach to personal safety. * The SCO conducted training for school staff on child protection. * The school implemented the [Keeping Ourselves Safe](http://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/keeping-1) (KOS) child protection programme. * The school emphasised its values of Respect, Responsibility and Safety.   Community connections   * Board of Trustees was informed of the programme and its delivery. * A meeting was held to introduce KOS to parents. * Homework exercises from KOS encouraged parents to discuss the learning outcomes with their children.   Curriculum teaching and learning   * The school delivered a whole-of-school programme based on KOS. Students took part in the learning activities of KOS in classrooms, in the school environment, and at home. |
| Impact | **Short-term goal**  Anecdotal feedback from the community was very positive. Parents commented that they had seen positive behaviour changes in their own children as a result of the promotion of school values in classroom activities.  **Long-term goal**  The impact of the intervention on these goals will be assessed in 2016. |
| Next steps | The next step towards the long-term goal will be to build KOS into the school curriculum every 2 years. Student behavior will be evaluated in 2016 to determine if the long-term goals are on track. |
| Improvements | The time required to implement KOS proved greater than originally expected, so in future the process needs to be started earlier. |
| Conclusion | The school is happy with the process of KOS, as the programme complements its vision of empowering confident, connected, lifelong learners in a community-centred school. |