# Supporting school issues through a whole-school approach

Successful relationships

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

|  |  |
| --- | --- |
| 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. |