# Supporting school issues through a whole-school approach

Living in a safe community

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| Police district  | School name | School demographics | Submitted by |
| Waitemata | Ranui School | Contributing schoolDecile band 1–3, | Const. D. FurmingerSchool Community Officer  |

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| Summary | Students’ personal safety when travelling to and from school. |
| Issue | There was a spate of incidents in which an unknown male in a vehicle made approaches to students who were walking to school. This made the students generally feel uneasy and unsafe. Students and school staff were concerned for the safety of students.The approaches were near the school, where a number of students walk to and from school. |
| Identification and prioritisation | The issue was identified through reports from:* school management, who were concerned about student welfare and approached the SCO seeking support in dealing with the issue
* parents, who had approached Police and the school about their concerns about these approaches
* students, who told school staff they felt unsafe as a result of these approaches
* Police data, which showed an average of 10 similar complaints per month.
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| Short-term goal | Police will identify and locate the offender.Students will have the knowledge to deal with this type of situation. |
| Long-term goal | Students will not engage with suspicious individuals and will be able to provide good descriptions of the person or vehicle involved in an approach.  |
| Prevention activities | Activities that occurred within a whole-school approach included: School ethos and environment * The school is reviewing its policies, with SCO support.
* The school is considering appropriatesignage.

Community connections * Police investigated the complaint and identified the suspect, his vehicle and his home address. He was subsequently dealt with by Police and there have been no further incidents. Students, staff and parents were made aware of this outcome.
* Police patrols were carried out in the area.
* Police and the parents of the students approached maintained regular contact and kept each other up to date with any new information.

Curriculum teaching and learning* A lesson plan was developed by the deputy principal and the SCO, and delivered by teachers and the SCO to each class. The lesson plan related directly to the issue and covered what students should do if they were approached by an unknown person and felt unsafe.
* The lesson plan included a relevant book entitled [*Car Trouble*](https://cengage.co.nz/product/title/car-trouble/isbn/9781869613044), by Kathryn Sutherland, and a practical session in which students had to take note of a vehicle registration number and remember it.
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| Impact | The suspect was identified. There have been no further reports involving this man.The unease among the students has decreased. |
| Next steps | The same safety message will be reinforced by school staff and the SCO in the future. [Keeping Ourselves Safe](http://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/keeping) is planned for early 2017. |
| Obstacles | Fitting these sessions into an already full timetable has proved difficult – there was time for only one session per class. It was also difficult to find relevant and effective resources. |
| Improvements | The intervention would be improved by involving the students in the development of ideas. |
| Conclusion | Through this intervention the school has partnered with Police and made a measurable impact on the issue. |