

## **School community policing**

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# Policy statement and principles

## What

This policy outlines how Police partner with schools and their communities to prevent crime and victimisation, and to take every opportunity to prevent harm.

## Why

A school is a hub within their community. Effective partnerships with schools will assist Police to build community relationships to prevent crime, victimisation and harm. It will also assist schools to develop a culture and environment of safety. Behaviour change can be more effective when focusing on the whole school community as a system (i.e., a whole school approach), rather than on the individual.

Seeing Police in a prevention role will help build trust and confidence in Police. Supporting students to gain the knowledge, skills, and attitudes to be safe and feel safe and take action themselves to reduce opportunities for crime, victimisation and harm in their communities, will help reduce the likelihood of students becoming victims or perpetrators.

## How

The Police-School Partnership Model describes a four-stage process of School Community Services. Each stage of the model aligns to a respective phase of the SARA (Scan, Analyse, Respond, Assess) problem-solving process.

Under this model, Police and the school:

1. **Scan** by building a relationship and sharing information with each other
2. **Analyse** how to achieve their aligned goals
3. **Respond** through one or more of a range of prevention activities
4. **Assess** the achievement of the goals.

## References

- [Police School Portal](#)
- [Our Business](#)
- [Prevention First 2023](#)
- [The New Zealand Police Deployment Model](#)
- Police Manual chapters on [Child Protection](#) and [Police Response to Bullying of Children and Young People](#)
- Waka Kotahi [School Traffic Safety Team Manual](#)
- Ministry of Health's [Health Promoting Schools](#).

## Glossary

<b>Code 3Y</b>	The code for school activities, excluding road safety, covering non-road safety related liaison, safety education, and interventions and monitoring of 7S.
<b>Code 7S</b>	The code for school road safety activities, covering road safety related liaison, safety education, and interventions.
<b>Communities of Learning/Kāhui Ako</b>	A group of aligned schools who collectively set shared achievement goals based on the particular needs of the children and young people in their community. Key focus areas for Police are supporting achievement by preventing crime and victimisation and taking every opportunity to prevent harm in these school communities.
<b>Inquiry Approach</b>	Learning by exploring personally relevant ideas based on curiosity, facilitated by an educator.
<b>PB4L Restorative Practices</b>	A Ministry of Education Positive Behaviour for Learning (PB4L) initiative for schools, providing a set of tools to manage harmful behaviour using a relational rather than punitive approach.
<b>PB4L School-Wide</b>	A Ministry of Education Positive Behaviour For Learning (PB4L) initiative for schools, using a systems approach to help the school develop their own social culture to support learning and positive behaviour.
<b>Positive Behaviour For Learning (PB4L)</b>	A suite of Ministry of Education initiatives for schools to positively affect student behaviour. The key initiatives for Police are PB4L School-Wide and PB4L Restorative Practices.
<b>Program Approach</b>	Learning by using a prescriptive process and approved resources.
<b>Safety Education</b>	Education activities that increase student awareness, and safety related to crime, victimisation and harm. Safety education includes training STSTs, an inquiry approach and program approach.
<b>SARA</b>	The problem-solving process adopted by Police (Scan, Analyse, Respond, Assess).
<b>School Community Officer (SCO)</b>	A qualified Police officer who works with and influences schools to prevent crime and victimisation, who takes every opportunity to prevent harm in school communities, and who supports schools with developing and implementing safety education.
<b>School Community Policing</b>	The general concept of Police (whether from School Community Services or any other part of Police) partnering with schools and their wider communities to prevent crime and victimisation, and to take every opportunity to prevent harm.
<b>School Community Services (SCS)</b>	The name given as a group specifically to School Community Officers and their support structure.
<b>School Road Safety Education (SRSE)</b>	Safety education activities under the theme of 'Travelling Safely', including safe passenger, safe walking, safe cycling and safe driving, as well as School Traffic Safety Teams (STSTs). Waka Kotahi contracts Police to deliver SRSE. Also see 'Code 7S'.
<b>School Traffic Safety Team (STST)</b>	Trained teams of students supported by the school and parents, who do duty as School Patrols, School Wardens or Bus Wardens to keep students safe traveling to and from school. STST delivery is a subset of School Road Safety Education (SRSE) delivery.

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<b>Student Management System (SMS)</b>	Software used by schools to manage student data, including about student behaviour. Also sometimes called a student information system or a student records system.
<b>Whole School Approach (WSA)</b>	A way of changing behaviour by collaboration between all members of the school's community. Police use an explicit WSA model with nine components grouped under three headings: 'Curriculum, teaching and learning', 'School ethos and environment' and 'Community connections'.

# School Community Policing

## What is School Community Policing?

School Community Policing is the general concept of Police partnering with schools and their communities and taking every opportunity to prevent harm and victimisation. It covers all Police staff, whether they are from School Community Services or any other part of Police. Most Police groups do School Community Policing to some degree as part of their normal duties.

This chapter is intended for:

- Any Police employee who undertakes School Community Policing as part of their normal duties
- School Community Officers (SCOs), who (along with their supporting School Community Services structure) are qualified and subject matter experts in School Community Policing.

## Why partner with schools?

There are many reasons why the New Zealand Police partners with school communities:

- Schools are often the heart of a community. If Police have an effective partnership with a school this will assist Police to have an effective relationship with that community to prevent harm and victimisation.
- Police can assist schools to build a culture and environment of safety and positive behaviour that:
  - Prevents crime and victimisation
  - Provides opportunities to prevent harm
  - Uses data and information to identify safety concerns and address behaviour problems
  - Increases the perception that harmful behaviour will be held to account, and relationships restored
  - Helps students to be safe and feel safe
  - Reduces truancy (students in school are less likely to commit crime or cause harm, and more likely to achieve better life outcomes)
  - Increases likelihood of positive academic outcomes.
- Students seeing Police officers in a prevention role (for example through safety education, or through Police officers monitoring their School Traffic Safety Team) helps to build trust and confidence in Police.
- Schools contain significant amounts of information about students. Through sharing information, both Police and schools can more effectively fulfil their roles to help students be safe and feel safe.
- Students are less likely to be victims or perpetrators of crime or harm if they gain the knowledge, skills, and attitudes, through effective safety education and interventions to assist them to:
  - Identify and report unsafe situations
  - Be resilient
  - Be empathetic to consider the impact of their behaviour on others
  - Initiate and take action to reduce opportunities for crime prevent crime and victimisation, and to take every opportunity to prevent harm for themselves, their friends, Whānau, and their community.
- Schools provide one of the most effective links to recreation, sporting, and cultural opportunities to prevent harm for children and young people.

## ‘Our Business’

‘[Our Business](#)’ lays out Police’s strategy and goals. School Community Policing enables districts to deliver on ‘Our Business’, in that it:

- Contributes to our purpose of ‘be safe and feel safe’
- Supports the Police mission to be the safest country
- Is an example of ‘safer communities together’ in practice
- Helps gain the trust and confidence of all in school communities (staff, students and parents)
- Contributes to Police’s goal of preventing crime and victimisation
- Aligns to Police’s commitment to social investment
- Supports the delivery of outcomes from the Government’s Investment in Police
- Presents Police as a caring, empathetic organisation that values diversity.

## Prevention First 2023

[Prevention First booklet](#) is our refreshed national operating model, which asks us to ‘take every opportunity to prevent harm’ and to ‘work in partnerships to achieve the outcomes we aspire’.

School Community Policing brings to life the Prevention First through effective partnerships with schools. It provides multiple opportunities to make a positive and lasting change to prevent harm and build trust and confidence amongst children in our education system, as well as for their families and school staff.

School Community Policing may include a range of prevention activities, including:

Type of prevention	Description
Primary Prevention (universal)	Preventing crime, victimisation and harm before it happens, which can be applied across all schools, e.g., safety education in schools that includes effective School Traffic Safety Teams (STST’s).
Secondary Prevention (targeted group)	Targeting communities and people at higher risk of being involved in crime, victimisation or social harm, e.g., through implementing shared interventions.
Tertiary Prevention (individual)	Targeting identified offenders and victims to prevent re-offending and re-victimisation, e.g., through restorative justice practices, youth development/mentoring.

## Police High Performance Framework

The [Police High Performance Framework](#) encourages Police staff to increase their knowledge and skills in working effectively with schools (and other relevant partners) to achieve shared goals.

## Alignment with other government agencies

School Community Policing aligns with the Ministry of Education’s National Education Learning Priorities (NELP):

- NELP (1) Ensure places of learning are safe, inclusive, and free from racism, discrimination and bullying.
- NELP (3) Reducing barriers to education for all, including for Māori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs.

School Community Policing is consistent with the New Zealand Curriculum’s vision of our young people as confident, connected, actively involved, lifelong learners.

School Community Policing is aligned to the Ministry of Health’s [Health Promoting Schools](#) model, by using a whole school approach to identify wellbeing priorities for their students, and to create and implement action plans to address these priorities.

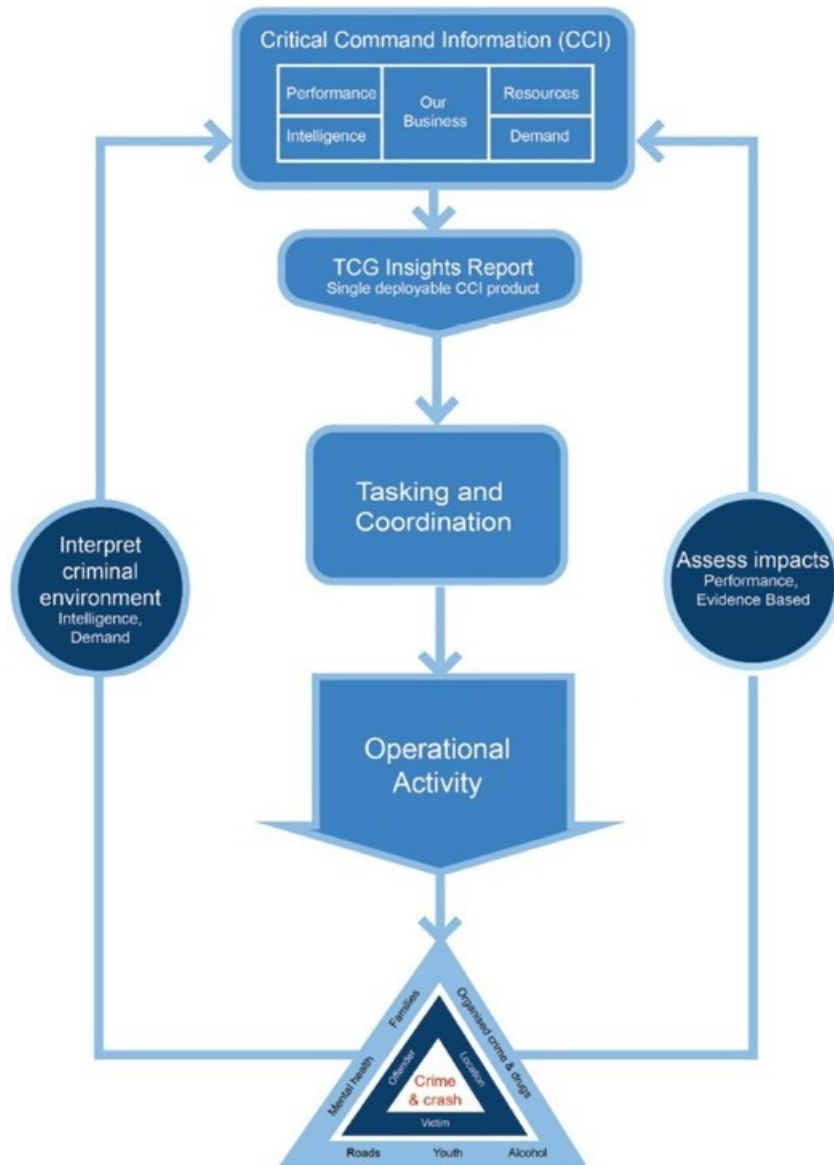
School Community Policing contributes to the Waka Kotahi [New Zealand Transport Agency’s](#) goal of assisting all children to make Safer Journeys.



# Deployment

## Police deployment model

The [New Zealand Police deployment model](#) provides a structured and disciplined framework for using resources in an informed and well-directed manner to achieve and maintain demand reduction.



## Critical Command Information

Police working with schools have a significant role to play in gathering and using Critical Command Information.

- **'Our Business'**: see above
- **Intelligence**, for example:
  - Information relating to schools and their communities
  - School profiles
  - School data, such as behaviour data and attendance data from the Student Management System.
- **Demand**, for example:
  - Calls for service from schools for both prevention and response
  - Staffing required to meet demand for School Community Policing
- **Performance**, for example:
  - District or area success measured by trust and confidence (of students, their parents/whānau, and school staff), or by goals identified in school-wide interventions
  - Delivery of the required number of sessions of School Road Safety Education (SRSE) measured through the 7S code in

CARD.

- **Resources**, for example:
  - Ensuring sufficient resources to meet the district outcomes, e.g., SRSE.

## Tasking and Coordination

School Community Policing should be included in regular area or district tasking and coordination. Through this process, taskings may be created for SCOs and other Police staff in relation to schools and their communities. Prevention activities in schools are forward looking and proactive and have an emphasis on a long-term sustained approach to crime, victimisation and harm. For this reason, it is important that SCOs (and other Police working with schools) contribute to tasking and coordination.

## Operational activity

The role of the SCO has evolved to focus on problem-solving through shared interventions. However, there is still a role for supporting safety education through either a program or inquiry approach.

There is no minimum or maximum amount of time Police could be involved in safety education at a school or partnering in a shared intervention.

Planning and deployment considerations include:

- **Prioritisation:** the level of risk for that school community
- **Time:** e.g., Resources such as 'Loves-Me-Not', 'Keeping Ourselves Safe' and 'Choice' embrace a whole school approach and demand extensive preparation time, including providing parent information, consultation, review of school policies, staff training, review of school environment
- **Capacity of the area's SCOs:** e.g., Could other staff fulfil the school's request? e.g., Road Policing staff tasked for a lesson on breath testing
- **Scheduling:** e.g., School Traffic Safety Team training occurs in Term 1 and Term 4, and 'Keeping Ourselves Safe' works better in Terms 2 or 3.

## Disclosures and reports of offending

### Disclosures of abuse

Students may disclose abuse. Under the Vulnerable Children Act 2014 all schools and Kura's must have child protection policies containing provisions on the identification and reporting of child abuse and neglect.

For specific guidance refer to Vulnerable Children Act 2014: A practical guide for Early Childhood Education Services, Ngā Kōhanga Reo, Playgroups, Schools and [Child-Protection-Policy-2020.pdf](#).

### Reports of offending

If the school reports offending or harmful behaviour by a student, parent, staff member or visitor, then operate within standard Police procedures and school policy.

Keep the school informed of actions Police take, to maintain trust and confidence.

You should consider:

- **For students**, the school's behaviour management system, unless there is immediate potential for harm, e.g., student has a weapon
- **For staff**, guidelines from the professional bodies, e.g., Education Council, Post-Primary Teachers' Association or New Zealand Educational Institute, unless there is immediate potential for harm, e.g., sexual abuse of students.

### Reports of bullying

Police responses to reports of bullying follow the standard case management and investigation processes with the following points of difference:

- Use of 6P (Bullying of children and young people) incident code, with an additional offence code added when an offence is identified
- For reports of school-based bullying, schools should be guided by the Bullying Prevention Advisory Group's publication [Bullying Prevention and Response: a guide for schools](#) and/or the [BullyingFree NZ](#) website and [Wellbeing@School](#) website.
- Prevention activities should be considered in respect of all reported cases of bullying of children and young people.

For more detailed guidance, refer to the Police Manual chapter on the [Police response to reports of bullying by children and young people](#).

## Data management and activity

### Data management

Districts use a range of information systems to enhance School Community Services. These include:

- Recording activity of staff in schools through 3Y and 7S code on SCO productivity tool.
- Sharing information with the wider youth team in Youth Portfolio.
- Identifying individual offenders through 'Business Objects' searches in **NIA**.
- Reviewing recorded calls for service near schools from Intelligence related reports.
- Sharing ideas and actions through the School Communities '**Teams' Chat**.

The Iwi, Community, Partnerships and Prevention Team, is required to provide accountability for funding from NZTA of their delivery of school road safety education (SRSE), e.g., School Traffic Safety Teams (school patrols and wardens, bus wardens).

### Recording productivity

Productivity must be coded accurately through the Productivity tool.

Productivity includes use of the:

- **7S** code for any work that specifically addresses road safety issues, including planning and implementing school-wide interventions, supporting road safety education, training (but not monitoring) STSTs.
- **3Y** code for all other school visits and the *monitoring* of Road Safety activity.

Refer to the [User Guide for Recording SCO Productivity](#) available on the [Youth Services SharePoint](#).

## Approaches used in School Community Policing

This section contains these topics:

1. Range of approaches and activities
2. Whole school approach.

### Range of approaches and activities

School Community Policing involves the use of a range of approaches and activities, which can include:

- Tiered relationships with the education sector
- Police Officers who are confident and have cultural competence with Kohanga
- Partnerships with purpose, for example formalised in a written agreement
- Information-gathering and analysis to priorities deployment and inform response
- School information recorded through the productivity tool
- Use of evidence to select priority schools for school-wide interventions
- Use of an explicit whole school approach
- Using the SARA (Scan, Analyse, Respond, Assess) problem-solving process to implement school-wide interventions
- Delivery of classroom sessions to build trust and confidence in Police
- Support of schools to:
  - Review their relevant policies and procedures
  - Incorporate intervention goals into their annual plan/charter
  - Include effective classroom sessions on preventing crime, victimisation and harm, which result in students taking action for the safety for themselves, others and their community
  - Teachers who are confident in safety education
  - Promote positive role modelling by parents and whānau
  - Take a multi-agency approach that leverages off the collective capabilities of partner agencies, e.g., councils, non-government organisations, Ministry of Education, Oranga Tamariki, District Health Boards.

### Whole school approach

A whole school approach is an internationally recognised way of changing behaviour by collaboration between all members of the school's community. It considers the whole school community as a system, rather than focusing on the individual.

Police's explicit whole school approach is adapted from the [Health Promoting Schools framework](#). Addressing all nine components will ensure a system-wide approach when working collaboratively on interventions and problem-solving:

#### - School ethos and environment:

1. Reviewed policies - School policies, procedures, and resourcing focused on student safety are developed and regularly reviewed.
2. Capable staff - Teaching staff can confidently facilitate relevant and authentic safety education.
3. Safe environment - Changes are made to the environment to increase safety.

#### - Community connections:

1. Consultation - All community members' opinions are encouraged.
2. Collaboration - All people and organisations work together to achieve safety for children and young people.
3. Model parenting - Parents and whānau positively influence their children to behave safely.

#### - Curriculum teaching and learning:

1. Curriculum (themselves) - Students take action to look after themselves in unsafe situations.
2. Curriculum (people they know) - Students take action to create safe situations when with people they know.
3. Curriculum (their community) - Students take action that leads to a safer community or place. Diagram: The explicit whole school approach used by Police (adapted from Health Promoting Schools).

Diagram: The explicit whole school approach used by Police (adapted from Health Promoting Schools).

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<b>Curriculum teaching and learning</b>	<b>Myself</b>	<b>My family/friends</b>	<b>My community</b>
	Students take action to look after themselves in unsafe situations.	Students take action to create safe situations when with people they know.	Students take actions that lead to a safer community or place.



The whole school approach is described more fully in the [intervention planning tool](#).

## Roles in policing school communities

This section recognises that School Community Policing involves a combination of local relationships and local knowledge, along with subject matter expertise of children, young people, and how to work effectively with schools.

### District Portfolio Leader

The role of a District Portfolio Leader for School Community Policing is to:

- Act as a conduit between the district and the Iwi, Community, Partnerships and prevention
- Support tiered relationships with the education sector
- Support the recording of information from the schools through the productivity tool which contributes to critical command information
- Promote School Community Policing at Tasking and Coordination
- Support effective deployment of SCOs to the right schools at the right time
- Monitor the quantity of delivery against district School Road Safety Education (7S) requirements
- Identify district training needs relating to SCOs and other Police staff and assist in the facilitation of training.

### Police Contact

The School Community officer is effectively the Police Contact and the liaison between Police and the management of the school.

Their specific focus is to build the relationship with the school's management and to share information. This differs from the School Community Officer's separate role of supporting schools with developing and implementing safety education and shared interventions.

However, the Police Contact role may be undertaken by a Community Constable, Rural Constable, Iwi Liaison Officer or any other appropriate Police employee with the knowledge and skills to:

- Build an effective and sustainable partnership between Police and their assigned school(s).
- Gather and share information which relates to reducing harm and victimisation in that school community.
- Act as the conduit between the school and other Police staff.
- Work with relevant community partners.

The tasks of the Police Contact include:

- Influencing schools to maintain an annually updated school plan profile shared to [plans@police.govt.nz](mailto:plans@police.govt.nz).
- Establishing and maintaining connections with other relevant Police roles, such as:
  - School Community Officers as subject matter specialists to assist with safety education, school-wide interventions, STSTs and Youth Aid Officers to address individual victims at a school with restorative justice
  - Iwi Liaison Officers to assist with te reo, kaupapa, and tikanga, and whānau
  - Community Constables
  - Child Protection staff to address issues such as disclosures of abuse
  - Family Harm and Safer Whānau to share information about students who witness family violence, or to discuss patterns of child abuse/family violence and harm
  - Ethnic Liaison Officers to address issues arising for ethnic or migrant students
  - Diversity Liaison Officers to address issues arising with LGBTI students
- Establishing and maintaining connections with relevant community organisations such as:
  - Local council staff to discuss unsafe road engineering design and coordinate road safety initiatives
  - Oranga Tamariki managers to address issues of student care and welfare
  - Local iwi to jointly determine any issues of concern and to collaborate in interventions
  - Local Community Patrols to monitor school property.

A School Community Officer (SCO) works with and influences schools and the community to prevent harm and victimization. They take every opportunity to prevent harm in the school community, by supporting schools' development and implementation of interventions.

This differs from Police Contact's role of building the relationship with the school's management and sharing information (though SCOs could also be the schools contact if appropriate).

School Community Officers:

- Are qualified constabulary members with specialist training
- Are subject matter experts who work with and influence schools
- Are trained problem-solvers
- Have the knowledge and skills to assist with relevant safety education content.

## Youth Services Staff

Youth services staff (Youth Aid Officers and Youth Development staff) work with schools to prevent reoffending and revictimization of children and young people, under the provisions of the Oranga Tamariki Act 1989. They facilitate restorative justice as described in the Police-School Partnership Model. The education sector is a key partner for Youth Services.

Youth Services staff:

- Are subject matter experts with specialist training who also work with schools
- Have the knowledge and skills of the Oranga Tamariki Act to support young people and their family/whānau.

For more information, see the chapter on [Youth Justice](#).

SCOs and Youth Services staff are aligned to the Youth Policing Plan. Specifically with actions to:

1. Preventing crime and social harm through community development in partnership with school communities, e.g., Positive Behaviour For Learning (PB4L)
2. Intervening early for those at risk of offending and to reduce escalation, e.g., restorative practices, school-wide intervention, and youth development



## Police-School Partnership Model

### Introduction to the Police-School Partnership Model

# Police-School Partnership Model

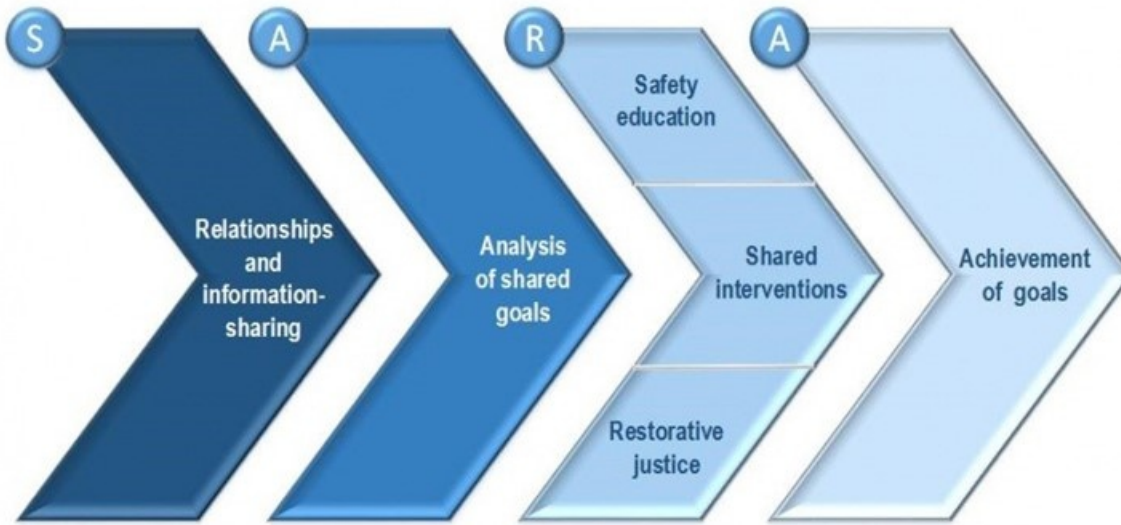


Diagram: Police-School Partnership Model

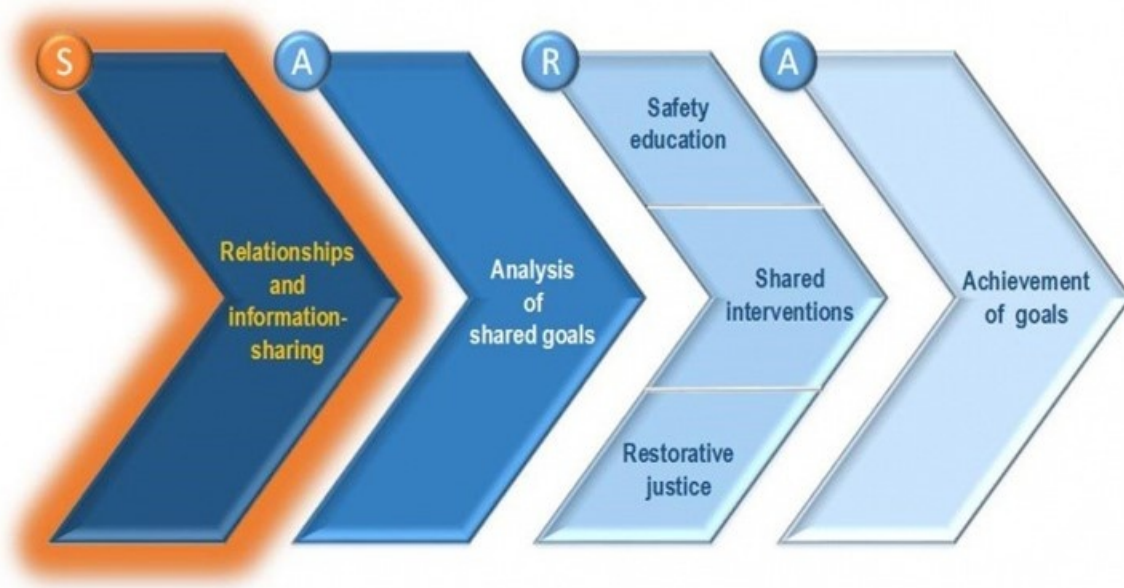
The Police-School Partnership Model describes a four-stage process for partnering effectively with schools.

Each stage of the model aligns to a respective phase of the [SARA \(Scan, Analyse, Respond, Assess\) problem-solving process](#). Under this model, Police and the school:

1. **Scan** by building a relationship and sharing information with each other
2. **Analyse** how to achieve their aligned goals
3. **Respond** through one or more of a range of prevention activities
4. **Assess** the achievement of the goals.

Each of the four stages of the Police-School Partnership Model is described more fully in the following sections.

## Scanning: Relationships and information-sharing



This stage of the Police-School Partnership Model aligns to the ‘Scan’ phase of the SARA problem-solving model.

Building relationships and sharing information are the basis for prevention activities and provide the strategic link to ensuring that partnering with the school will align to ‘Our Business’.

### Facilitating partnerships with schools

To facilitate partnerships between Police and schools:

- Some Police have a dedicated liaison person for each school.
- Some schools have a dedicated liaison person with Police.

Having a specific person in Police that the school can contact will help build trust and confidence, given that it will help to make the school feel comfortable to seek pro-active advice.

### Sharing information

To facilitate sharing information between Police and schools:

- They both agree that each organisation can help the other to achieve their goals, e.g., through a [partnership agreement](#)
- Police share information about crime, victimisation and harm data, and schools share information about student behaviour concerns, e.g., through a [school profile](#).

As a result, Police and the school can jointly agree on what their partnership is trying to achieve, which will provide focus and purpose to the partnership.

### Shared goals

Police and schools share many goals related to safe environments, safe children and young people, safety education and ensuring that New Zealanders can live in a safe country. Both Police and schools want students to be safe and feel safe so they can thrive and fulfil their potential.

By agreement, some schools may not need to progress beyond this stage of the partnership, for example, if the identified problems are of low priority or are already being managed effectively by the school through other means. Alternatively, a partnership may focus on maintaining an existing safe environment to prevent problems from occurring.

### Measures of success

Police and schools should be clear on what they are trying to achieve in relation to their shared goals. They should agree on the desired outcomes, and the measures of success. They should gather preliminary data to identify problems related to achieving their

shared goals.

## **Tiered relationships with the education sector**

Effective Police-school partnerships occur at multiple levels, such as:

- Youth Services staff partner with individual students and their family/whānau
- School Community Officers partner with individual classes
- Lead Police Contacts and/or the School Community Officers partner with individual schools
- Area Youth and Community Supervisors partner with school clusters or Communities of Learning
- District Youth and Community Managers and/or Area Prevention Managers partner with regional Ministry of Education staff (e.g., to discuss children and young people disengaged from education)
- District Prevention Managers partner with the Regional Directors of Education.

## **Overcoming challenges**

Various challenges may hinder effective partnerships with school communities, for example:

- The school being reluctant to partner with Police
- A lack of trust that restricts the sharing of information
- A school's belief that information Police hold may harm the school's reputation in the community
- The Police officer lacks cultural training/awareness.

Persevere if possible and ensure appropriate engagement, building relationships and trust can take time. A different approach, or using a different SCO or officer, may make a difference.

If still unable to overcome the challenge within a school, escalate the issue internally so that it can be addressed at the appropriate level with the school's management.

## **Recording relationship-building and information-sharing**

It is recommended that there is at least one engagement per school each year. Engagement should be recorded into productivity tool for each school.

## Analysis of Shared Goals



This stage of the Police-School Partnership Model aligns to the ‘Analyse’ phase of the SARA problem-solving model.

The analysis should define and lead to a better understanding of how to achieve the goals set in the previous stage, e.g., through a [SARA problem-solving plan](#).

During the previous stage, Police and school will have gathered preliminary data regarding their shared goals. In this stage they drill down to be even more specific about problems, by testing theories and analysing data to determine why they occur.

### Additional information

There may be other information that is required to gain better understanding of what is required to achieve the shared goals or to address problems. This information might come from the Police, from the school, or from other sources.

### Previous responses and evidence base

There may be examples of how a specific problem has been dealt with elsewhere, for example through the knowledge bank of school-wide intervention narratives on the Police’s [School Portal](#), each describing how an intervention was implemented, and the impact it had.

## Response: Education, interventions and restorative justice



This stage of the Police-School Partnership Model aligns to the 'Response' phase of the SARA problem-solving model.

### Undertaking a response

The following three steps can be used to undertake a response.

#### 1. Outline the response aims:

- Refer back to the measures of success and the agreed outcomes from Stage 1 of the School-Police Partnership Model.
- Discuss the analysis of the problems from Stage 2.
- Drill down to be more specific about how you will measure your success, using SMART goals.

2. Select the response(s): consider the different responses, and have a rationale for choosing one or more, i.e. whether it has been shown to work nationally/ internationally, the timeframes and resourcing required, buy-in of all stakeholders, clear logic of how it will affect the problem.

The range of responses could include prevention activities such as:

- Safety education
  - Training School Traffic Safety Teams
  - Program approach
  - Inquiry approach
- Shared interventions ('problem solving')
- Restorative justice.

These responses are described more fully on the following pages.

3. Implement the response(s): break the response(s) into steps (if appropriate), record timeframes and resources required, and nominate the lead, e.g., through an [annual partnership plan](#).

### Response: Safety Education

Safety education consists of activities that increase student safety related to crime and victimisation, and provide opportunities to prevent harm.

### Themes

Safety education is grouped under five themes:

#### 1. Successful Relationships

2. Travelling Safely
3. Responsible Citizens
4. Healthy Body, Healthy Mind
5. Living in a Safe Community.

## Requirements for Safety Education

Districts must be aware School Road Safety Education delivery is required. Police receive significant annual funding from our external partners to facilitate this, and it includes the training and monitoring of the School Traffic Safety Teams (STST). The number and location of delivery sessions is recorded and reported in the SCO productivity tool.

## Guidelines for Safety Education

When Police support safety education and/or give advice to students, they should follow the appropriate guidelines, e.g., [road safety guidelines](#), [child protection guidelines](#) and Ministry of Education guidelines.

### Roles of Teachers and Police in Safety Education

The teacher's role is to:

- Plan and prepare resources
- Teach the bulk of the lessons
- Remain in the classroom and take full responsibility for classroom management
- Evaluate the effectiveness of the safety education.

Police support to schools may include:

- Accessing Police-created resources via the School Portal [[schools.police.govt.nz](https://schools.police.govt.nz)]
- Identifying effective safety education resources from other providers, e.g., NZTA & Netsafe
- Helping with initial planning with syndicates of teachers
- Co-delivery of some lessons, especially lessons related to the law or sensitive components that the school does not believe it is currently confident to cover
- Participating in staff, parent and/or community meetings
- Participating in the evaluation.

### Including Other Police Groups or Organisations in the Classroom

SCOs may encourage other resource people (for example other Police staff or other organisations) to contribute in some lessons. When selecting resource people to be involved:

- Choose a person who can engage well with young people
- Explain the learning intentions well before the lesson
- Go over guidelines for working with school children
- Act as liaison between the resource person and the school
- Gather information to evaluate the lesson and whether to use this person again
- Ensure the person has completed the vetting process as per the school's policy and the Vulnerable Children Act 2014.

## One-off lessons and talks

Research evidence shows that activities that are less effective include:

- One-off activities that are not linked to students' ongoing learning, or to the school culture
- Isolated fear appeals and scare tactics
- Prevention activities without clear goals to target risk behaviour, e.g., raising awareness about drug abuse without addressing the risky behaviour that leads to drug abuse.

Activities are more effective if:

- They are applied within a whole school approach

- The learning is explicit, personal, authentic and challenging
- They encourage students to explore causes of risk behaviour, rather than just explaining the risks and consequences
- They result in students taking subsequent action.

For the evidence base, refer to [One-off Lessons](#) and Talks and the Good Practice Index on Fear Appeals.

## Barriers to effective Safety Education

Barriers that may prevent effective safety education include:

- The school wanting a one-off information session or assembly without any other prevention activity
- The school leaving all the work to the SCO, and not working in partnership
- The teacher leaving the SCO in a class to manage difficult students
- The SCO not planning the lesson thoroughly
- The SCO delivering information without:
  - Arousing student curiosity, and/or
  - Providing an opportunity for students to use an inquiry approach, and/or
  - Expecting students to clarify the action they will take to prevent crime, victimisation and harm.

## Types of Safety Education

Police support three type(s) of safety education:

1. Training School Traffic Safety Teams - children trained to do duty as School Patrols, School Wardens or Bus Wardens.
2. Program approach - children learn the knowledge, skills and attitudes to keep themselves and others safe, using a prescriptive process and approved resources, for example 'Keeping Ourselves Safe'.
3. Inquiry approach - children learn the knowledge, skills and attitudes to keep themselves and others safe, through exploring personally-relevant ideas based on their curiosity, facilitated by the educator.

These three types of safety education are described more fully below.

## Training School Traffic Safety Teams

All schools that have School Traffic Safety Teams (STSTs), i.e. school patrols and/or school wardens, must be trained and monitored, evidenced by entry into the productivity tool.

## Training STSTs

When Police train and monitor STSTs, refer to:

- NZTA's [School Traffic Safety Team Manual](#) (the operational manual written for schools)
- Police's [STST Guidelines for Police](#) (the supporting manual written specifically for Police officers).

School STST members must be trained in accordance with the procedures in the NZTA's [School Traffic Safety Team Manual](#)

To train STSTs, the trainer must have completed the STST module through the RNZPC. When training STSTs, Police officers must:

- Wear a Police hat, high visibility safety jacket, and full appointments
- Ensure on-road training complies with the school's health and safety policies, procedures and practices.

A teacher or other delegated adult from the school must be present during training.

## Monitoring STSTs

Any constabulary employee can monitor (but not train) STSTs, as long as they have been trained to monitor by a trained STST trainer, e.g., a SCO.

The constable's training includes what to do when monitoring STSTs (i.e., ensuring compliance with approved procedures, identifying and reporting any issues, motivating the children in their role), and how to record the monitoring session.

For auditing purposes, districts/areas must keep a local record of who has been trained to monitor STSTs.

## STST uniforms and equipment

Standard STST raincoats and jackets are provided to all school patrol and school warden crossings in New Zealand. These uniforms are only supplied for the use of the children operating the crossings. The school is responsible for supplying any safety wear for adult supervisors.

All physical equipment used by school patrols and school wardens is the responsibility of the Road Controlling Authority (RCA). This includes all regulatory signage such as school patrol STOP signs, kea crossing flags, posts, permanent signs, road markings and other road engineering features.

The school is responsible to look after the uniforms and equipment. Replacement uniforms may be ordered through SAP. Equipment issues should be reported directly to the RCA to ensure that problems are resolved quickly.

## District responsibility for accurate information regarding STSTs

Each district is responsible for ensuring that the productivity tool is updated, so that it shows the numbers and types of STSTs at each school in each area/district. Locally, district SCO's should maintain a record of traffic wardens, bus wardens and patrols that have been trained in each school during that financial year. Additionally, SCO's should ensure that each school is monitored during that financial year.

## Program approach

A 'program approach' means learning occurs through the use of a prescriptive process and approved resources, for example our 'Road Safe' programs.

## Police program resources

Police created resources are publicly accessible from the [resources section of the School Portal](#).

Schools and individual teachers may copy, edit and adapt the Police resources to develop their own safety education units. What is important for safety education is that:

- The overall content of the unit is based on best practice evidence
- The learning intentions are explicit and understood by students
- The learning activities are engaging and clearly address the learning intentions.

## Other providers' program resources

Many providers view schools as a market for their messages and products. Police are often sought as a partner to legitimise their program, or to deliver their program.

Before Police endorse any other provider's program, for example in co-branding, their program should be compared against the [Intervention Assessment Tool](#).

Some providers may advise that Police are a partner. If Police National Headquarters partner with any organisation (e.g., Waka Kotahi) this will be communicated to districts. If you are unsure whether a partnership exists, contact Youth and Schools Partnerships at Police National Headquarters.

## Inquiry approach

Inquiry learning is an evidence-based method of teaching and learning that differs from traditional learning in that the learning occurs through exploring personally relevant ideas based on curiosity, facilitated by an educator.

Inquiry learning starts by posing questions, problems, or scenarios, rather than simply presenting established facts, or portraying a smooth path to knowledge. Inquirers will identify and research issues and questions to develop their knowledge or solutions.

An inquiry approach enables dialogue among children and gives them the space and tools to develop their own questions and examine safety issues.

Some Police-created inquiry learning examples are publicly accessible from the [resources section of the School Portal](#).



## Response: Shared Interventions

An intervention is a systematic approach to solving an identified problem, in partnership with a school.

Shared interventions based on proactive and robust methodologies are most likely to solve problems and change behaviour, e.g., through the use of a [school-wide intervention plan](#).

## Challenges with Interventions

Locally, district SCO's should maintain a record of traffic wardens, bus wardens and patrol that have been trained in each school during that financial year.

If there is resistance, it may be better to gain trust and confidence by completing a smaller and less comprehensive intervention. However, if resistance still prevails, escalate as per the section on tiered relationships with the education sector.

## Short and longer Interventions

Time spent on interventions will depend on the size and complexity of the issue being addressed.

Some problems can be resolved using short timeframes and with few additional prevention activities, for example where beneficial structures are already in place, e.g., Positive Behaviour for Learning (PB4L).

However, other problems will need more input to develop a school-wide intervention using a whole school approach and the SARA problem-solving process.

### Whole School Approach

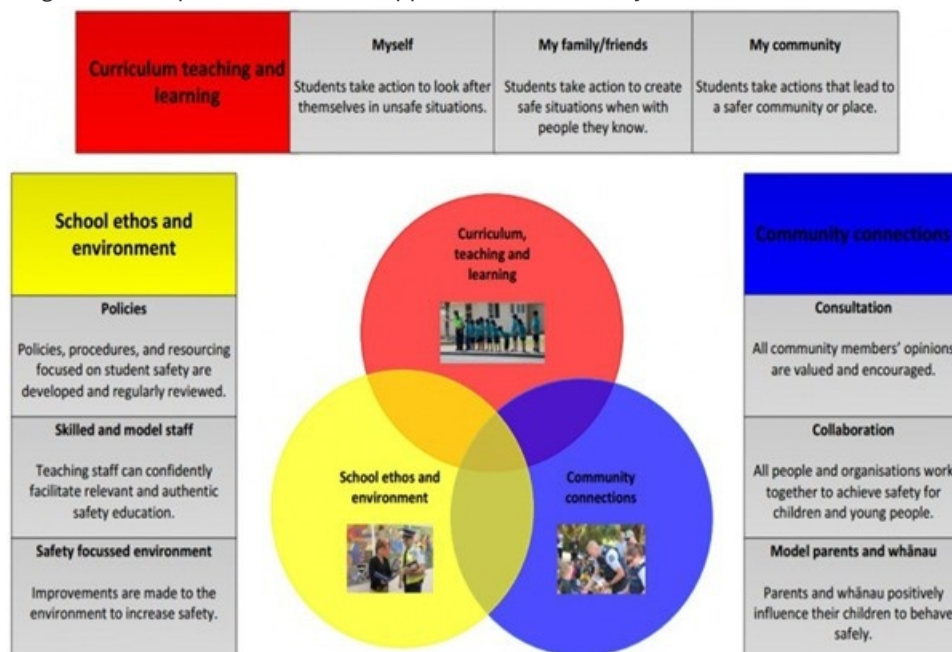
To change behaviour, an intervention should not focus on the individual, but on the whole school community as a system that will enable the behaviour change to occur. This is called a whole school approach.

The whole school approach means moving beyond the traditional thinking of safety lessons within the confines of the classroom, to identifying the school's unique issues around crime, victimisation or social harm, and using collective action to respond to them.

Schools cannot solve such issues in isolation. Prevention requires a whole school approach with everyone - students, staff, parents and whānau - sharing responsibility for making the school a safe and inclusive place, in collaboration with Police and other parts of the wider community.

Police use an explicit whole school approach for school-wide interventions, which consists of nine components to ensure a system-wide approach to solving problems:

Diagram: The explicit whole school approach model used by Police.



The whole school approach is described more fully in the [intervention planning tool](#).

## SARA process

The SARA problem-solving process (Scan, Analyse, Respond, Assess) is summarised on the [Police Intranet](#).

## Who should be involved

A school-wide intervention plan is likely to assign prevention activities to a range of people and roles across the school staff (teachers, management, BOT), different parts of Police, and/or other organisations, e.g., territorial local authority, health services.

## Response: Restorative Justice

Police support individual student victims and student offenders to prevent re-victimisation and reoffending, through applying restorative justice principles and practices.

Restorative justice is a process to involve those who have a stake in a specific incident, and to collectively identify and address harms, needs and obligations in order to heal and put things as right as possible.

The restorative justice process aligns with the Ministry of Education's [Restorative Practices](#) and Police's [Youth Resolution Model](#), with the use of structured restorative conversations through to formal Family Group Conferences.

Schools may ask for Police support around restorative justice if the severity of harm meets a certain threshold, e.g., the 'major' level of bullying from the guide [Bullying Prevention and Response](#).

## Why use Restorative Justice

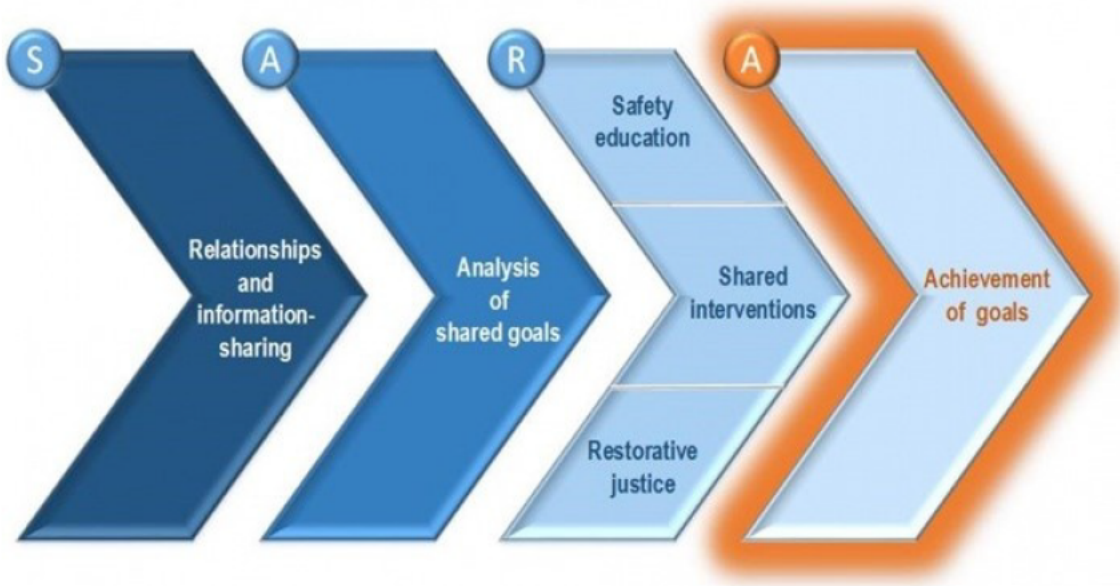
Evidence shows that preventing reoffending and victimisation of young people is more successful with a restorative justice approach than with a retributive approach. Prevention is about:

- Establishing cause for the harmful behaviour
- Offenders and potential offenders becoming more empathetic
- Victims and potential victims becoming more resilient
- Establishing why the behaviour has occurred, and providing appropriate support
- Building trust and confidence of all
- Designing out opportunities for harm.

## Who is involved in Restorative Justice?

Restorative justice may involve a range of partners, such as the school, Police Youth Aid and Youth Development staff, local youth services and NGOs.

## Assessment: Achieving aligned goals



This stage of the Police-School Partnership Model aligns to the 'Assess' phase of the SARA problem-solving model.

Assessment is about identifying whether the shared goals have been achieved or not and provides learning opportunities for continuous improvement.

### Assessment and ongoing learning

By having SMART goals, Police and the school can assess whether the goals of their partnership have been achieved or not achieved.

Whether the goals were achieved or not, it is important to reflect on the practice of the partnership. Reflective practice is about learning from experience by thinking what happened, why it happened, and what you would do differently as a result.

Identifying the 'next steps' ensures continuous improvement. Next steps may involve modifying the goals and/or changing the actions towards achieving the goal.

### Acknowledging and celebrating achievement

Acknowledging and celebrating the achievement of a Police-school goal acknowledges and recognises the contribution of the many individuals and organisations who contributed to that goal.

Actions that involve Police working with a school may provide an opportunity to celebrate the partnership, as shown in the following examples:

1. **Safety education:** After participating in Loves-Me-Not, students use the school's newsletter to promote actions to reduce power and control behaviours in relationships.
2. **STST:** Running an 'Orange Day' parade where students share why being in a school patrol is important for them and their community.
3. **School-wide intervention:** The school promotes the published narrative on the [School Portal](#).
4. **Restorative justice:** Acknowledging that a student wellbeing survey has shown the use of structured restorative conversations when dealing with harmful behaviours has resulted in students feeling safer at the school.