

## Safer Schools- integrating CPTED and Safegrowth into the school curriculum

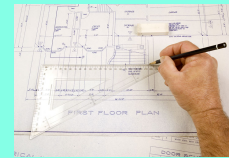


1

## What is it?

### Future Focussed Learning

Applying CPTED to Education.  
Making Education relevant to students and communities.



2

## Who created Safer Schools?

Joint initiative New Zealand Police:  
Sergeant Deane Mc Entee  
Senior Sergeant Jason Edwards  
Fleur Knight.  
Endorsed by Bill Searle (Assistant Commissioner  
New Zealand Police).

3

## Overview

Designed for members of the school community to identify  
and prioritise action that will enhance school environments.

Taught by:

Teachers

SCO's



4

## How does the Programme Work?

Teach 4 Physical Principles

Territoriality

Natural Surveillance

Natural Access Control

Maintenance

SCO- Beginning/ Audit/Presentation

5

5

## School Community Officer

What has happened?

Where has this happened?

How has the offender gained entry into the room?

What has helped the offender to commit the crime?



6

6

## Access Management

Where are the access points in your classroom?

Who uses them?

When do problems occur?

Where are the maps of the school? Are they current?

Is the signage on the maps in a variety of languages? Easy to read/interpret?

Identify target hardeners/entrapment sites



7

7

## Territoriality

Defining spaces.

Identify and photograph examples of Territoriality at your school.

Why is Territoriality important?

How does Territoriality work in your playground? How does it keep students safe?

What issues are caused around your school by confused Territoriality?



8

8

## Quality Environments

Identify and photograph Quality Environments at your school.

What are the characteristics of these environments?

How do people use these areas?

How do these areas make you feel?

Who maintains each area?



9

## Natural Surveillance

To see and be seen

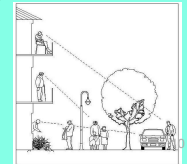
Measuring the lux of light

Transparent, translucent and opaque

How different materials are used

How Natural Surveillance works to improve safety

Student NS



10

## Apply Principles

Create hand drawn map of the area

Find out more about the area

Improve hand drawing skills

Improve geometry skills



11

11

## During the Audit

Get used to your area

Observe very carefully

Test everything



12

12

## Apply Principles- Audit the Area on the Map

Identify and colour code:

Green- safe aspects of the area

Orange- marginal areas

Red- aspects that are dangerous

Handwritten notes	Green circle	By slope	Top level
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE
Handwritten notes	Orange circle	By slope	ACCESSIBLE

13

13

## Orange Areas - that need improving

1. Walkway at the back entrance.



14

14

## Red Areas



- Centre of a concrete play area
- Broken, open concrete pipes on walkway leading to school

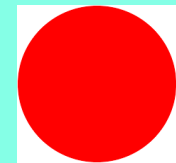


15

15

## Grading Red Areas - Identifying Urgency

- 1 means must be fixed within next month.
- 2 means must be fixed within next fortnight.
- 3 means must be fixed immediately.



16

16

## Collate Findings

Students type up and share:  
Green  
Orange  
Red  
Make recommendations from  
Red findings

These were the safe areas that we identified in our school:

### Green areas that were safe

- Flag court has good NS and NAC
- In front of room 9-12 good NS
- Art room has TR/M/NAC/NS
- Food tech - NS
- Lower car park - M/NS/NAC
- Corridor of rooms 37 and 38 - NAC
- International house - M/NAC/TR/NS
- Grass above basketball courts - M
- Administration office - TR/M/NAC
- Room 9-12 corridor - NAC/TR
- Room 15 - 16 doors NAC/TR/M

17

17

## Writing an Audit

Template/example for other students to follow.

Audit Template:

Audit Structure:
1. Heading: Safety Audit for _____
2. What are the four physical principles of safer schools?
3. Who carried out the audit? When? Why?
4. How was the audit carried out? What are the steps used in conducting a safety audit? <ul style="list-style-type: none"><li>- Map of school-digital-cut up into sections</li><li>- Digital transferred to hand drawn map using crayon-labelling buildings</li><li>- Colours used in the audit</li><li>- Explanation of the colours used</li></ul>
5. Safe areas /why are they safe?-identified in the school
6. Areas needing improvement in the school / Why is this so?
7. Unsafe Areas-Why are they unsafe? Grade these as 1-3 most urgent
8. Recommendations: The most urgent unsafe areas identified become the recommendations in the audit.

18

18

## Create presentation for Community

Management/Board of Trustees  
SCO/Police  
Parents  
Caretakers  
Community  
Council/Govt Reps/Local Boards



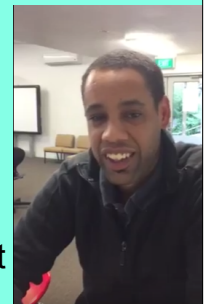
19

19

**Board Of Trustees-** Student Safety as a goal in the school charter.

Policies and Procedures:

- Five and ten year property plans
- Asset management and protection
- Wilful damage
- Health and Safety
- School Curriculum- authentic learning context



20

20

## Application to other schools: Auckland Normal Intermediate School- Deputy Principal



21

21

## Willowpark Primary School

- Students promoting Safer Schools to other schools



22

22

## Four Social Principles

Cohesion  
Connectivity  
Culture  
Capacity



23

23

## Murrays Bay Primary School



24

24

## Application by Students: Lessons planned by Intermediate for Primary

### Curriculum Coverage

English: Learn to use an audit template to write up an audit of their streets.

Technology: Design a programme to teach primary students how to write an audit.

Health: Work with the community to encourage people to walk and

improve their health

### Sequence Order

Introduce Ourselves

Do the two Kahoots

Show the PPT

Do the two Kahoots again

Play the card game

Play the outside game

Give out the prizes

### Key Competencies

Managing Self by listening for the Kahoots.

Relating To Others by playing the outside game.

Thinking by answering questions and playing the card game.

Participating and Contributing by doing the lesson so the

Primary and Intermediate are connected.

### Key Questions

What is the difference between public and private?

Would a library be private?

Would a road be public?

Explain what Territoriality is.



25

25

## Application of CPTED in Education



26

26

## Application Of CPTED in Education



27

27

## Community Artwork for Bus Station



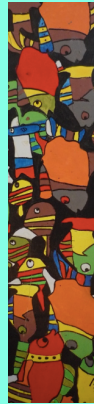
• Double-click to edit



28

28

## Application of CPTED in Education



29

29

## Data/Evidence of Safety Issues

Congestion at School Gates-

1200 Intermediate

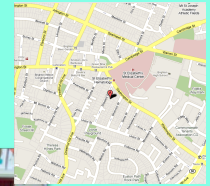
800 Primary

3500 Secondary

all on one street.

Mapping for Real.

Work with Auckland Transport, Auckland Council to collate data schoolwide.



30

30

## Investigating Problems- Auditing The Streets

Devices  
Maps  
Notepads



31

31

## Community Perspective on Issues

How and why we informed the community

How they are going to get involved

Our questionnaire



32

32



## Working on Recommendations

- How we made recommendations
- Some recommendations
- Who's helping us



**Auckland  
Council**  
*Te Kaunihera o Tāmaki Makaurau*



33

33

Bridge Club

## Auckland's North Shore has three finalists in AMI Community Grants scheme

DENISE PIPER  
Last updated 15:28, March 16 2017



Murrays Bay Intermediate School pupils, with the help of teacher Fleur Knight (back left) and Auckland Transport community transport co-ordinator Rachel Woodworth (back right), want to create safer walkways to school.

34

34

## Hosting a Community Day to raise money for "Make a Wish".



35

35

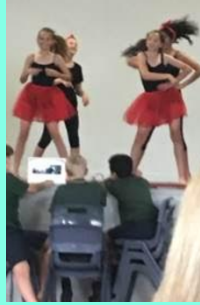
## Community Day



36

36

## Presenting the Artworks at our Art Exhibition



37

37

**Thank You for Listening.  
Any Questions?  
[fleur.knight@mbi.school.nz](mailto:fleur.knight@mbi.school.nz)**

38

38