Keeping the young and the reckless safe: lessons learnt

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Outline of Presentation

- Safe Communities Foundation NZ
- Injury & Crime Burden
- Interrelated risk factors require interrelated solutions
- Case Study One: Wellington Int. Safe Community
- Case Study Two: Injury Prevention within Schools
- Case Study Three: Passport to Safety
...How we support community safety

- Communicate the essential features of a Safe Community.
- Assist collaboration and capacity building within communities and at the government/national level.
- Create synergies, awareness & focus on simple action steps.
- Engage the community and government agencies with proven models, strategies and information on the injury burden.
- Leverage relationships & resources of others.
- Put best practice into new ideas, not simply new ideas into practice.
- Help eliminate duplication, streamline delivery and efficiency.
- Focus on results, not just activities.
- Designate those communities/schools that have achieved the Int. Criteria.

www.safecommunities.org.nz
Unintentional - refers to injuries that were unplanned (e.g. burns & scalds, MVTC, dog bites, falls, drowning)

Intentional - refers to injuries resulting from purposeful human action (e.g. violence & bullying, alcohol & drug misuse, self-directed harm & suicide)
In 2004, injury (& poisoning) was the leading cause of death among
young people aged 12-24 years, with 1,005 deaths – a rate of 28 deaths
per 100,000 young people.

This accounts for two-thirds of all death of young people aged 12-24
years.

The death rate was higher for males (40/100,000) than females
(15/100,000).

Between 1985-2004, the death rate due to injury decreased by 50% for
young males (81 to 40/100,000) and 31% for young females (from 22 to
15/100,000 young people).

Transport related crashes were responsible for 45% and intentional self-
harms (suicide) for 27% of the deaths of young people. In 2004, the male
suicide rate was 3 times as high as that of females.

Injury was the third leading cause of hospitalisation (referred to in
Australia as separation) for young people aged 12 – 24 years in
2004/05, with a rate of 2,307 per 100,000 young people, 15% of all
hospitalisations for young people.
Australian Crime Burden

- During 2003/04, 9,035 young people aged 12-17 years were under juvenile justice supervision (a rate of 549/100,000 young people).
- The supervision rate for males was higher than that for females (868 compared with 214/100,000 young people).
- Supervision rates increased with age – rate for 16-17 year olds was 1.5 times the rate for 14-15 year olds.
- The rate of indigenous 12-17 year olds in juvenile justice supervision was 13 times the non-indigenous rate (5,430 compared with 409).
- Young people are over-represented in the prison population. In 2006, young people aged 18-24 years comprised 20% of the total prison population, yet only 10% of the total Australian population were aged 18-24 years in the same year.
- Of young people imprisoned in 2006, 94% were males.
- Among young people aged 18-24 years, the indigenous imprisonment rate (2,420 per 100,000) was 14 times the non-indigenous rate (172 per 100,000) in 2006.
- In 2005, there were 245,700 young people aged 15-24 years who were victims of assault (a victimisation prevalence rate of 8.9%).
Impact of Injuries/Violence

Injuries/violence take lives, destroy families & ruin futures. They can be traumatic, debilitating, expensive, understood, predicted & prevented...

Community

Employers

Family

Health & Justice System

Individual

Society
Inter-related risk requires inter-related solutions

Risk factors affecting crime, violence & injuries include:

- Alcohol & other drug misuse;
- Anti-social behaviours;
- Aggression;
- Disadvantaged backgrounds; and
- Lack of connectedness to family, school/work & community.

High-risk groups identified in crime, violence & injuries statistics include:

- Young people aged 15 to 24;
- Males; and
- Indigenous peoples.
We know that ... 

- There are attitudes, values, beliefs and behaviours that minimise the potential for injury or death;
- Risk is part of life, but we can choose the level of risk we take;
- Environmental factors influence the outcomes of risk situations; and
- Even just thinking about risk is more likely to reduce the possibility of injury or death.
Intervening to reducing the injury & crime burden

➢ To increase safety & reduce the burden of injuries & crime, it is necessary to develop appropriate safety & injury prevention interventions.

➢ Community/school-based initiatives occur when people & organisations collaborate as communities to design & implement strategies.

➢ Necessary components include environmental change, awareness raising, education & behaviour change.
Case Study One:
Wellington Int Safe Community # 100
International Safe Communities

- The WHO Safe Community model established in 1989 is recognised as a beneficial way to address the injury (intentional & unintentional) burden.

- Both NZ & Australia have a long history of involvement in supporting Safe Communities, with both countries having Certifying Centres – the Australia Safe Communities Foundation & SCFNZ.

- Currently, Australia with a population of 21 million has 10 accredited Int. Safe Communities: Denmark, Hume, Northcott, LaTrobe, Mackay/Whitsunday, Melbourne, Noarlunga, SHOROC (inc. Manly, Mosman, Pittwater & Warringah), Ryde & Townsville/Thuringowa.

- New Zealand with a population of 4.2 million currently has 6 accredited Int. Safe Communities: Waitakere, Waimakariri, New Plymouth, Whangarei, Wellington, & North Shore.

- The next two communities to achieve the criteria for designation are expected to be Palmerston (pop. 29,000), the first Northern Territory community in Australia and Tauranga (pop. 100,000), in the North Island of New Zealand.
Since 2000 Wellington City has been systematically building more sustainable local partners which in turn has contributed to:

- The benefits of promoting safety being recognised & valued;
- Demonstrated reductions in crime & the injury burden in the CBD; &
- Improvements in overall community safety.
A campaign to keep Wellingtonians safe while they socialise at night in the central city won a top honour at New Zealand’s national safety awards in 2007.

Stay Safe in the City focused on alcohol consumption, and on the city’s late-night injury hotspots. Particular problems targeted were intoxicated people not getting home safely, stepping out into traffic, and making bad decisions.

More recently, WCC, has developed a set of playing cards with 52 safety messages as part of their orientation week campaign.

Following the campaign surveys showed that safety messages had reached about 70% of the public, with 84% of students now reporting being more aware of staying safe as a result of the campaign.
Case Study Two: Safety within school settings
Why focus on injury prevention & safety in schools?

- Schools provide a unique opportunity for IP & safety promotion messages in an environment conducive to learning.

- Children & young people need to have an age appropriate understanding of what safe behaviour is & how to avoid injury. Being challenged & safe.

- Injury Prevention/Safety within schools focuses on:
  - changing unsafe environments;
  - changing unsafe behaviour;
  - changing unsafe attitudes.
IP Resource themes

- Exploring life’s activities.
- Understanding injury prevention.
- Analysing & managing risk.
- Building safe physical & emotional environments.
A range of age-specific IP/safety activities were developed for each theme

4 themes -
safe environments;
risk;
IP; &
play.

Students develop knowledge, skills, attitudes & motivation to make informed decisions to develop critical thinking and problem solving skills to enable appropriate developmental risk management.
Example of some safety initiatives within an accredited safe school in New Zealand:

➢ **Programmes:** Emotional Intelligence, Road Safety, Eliminating Violence, Water Safety, Fire Safety, Sun Smart, Leadership & other life skills, Fitness, Nutrition, Cultural awareness, Self esteem, Property management & cyber safety.

➢ **Results:** Outcomes were identified including: increased awareness of road safety by students; playground safety & conflict resolution promoted; water-safety, sun-smart, personal hygiene, physical fitness improved; increased ability of students to say “no” to drugs; enhanced leadership & acceptance of responsibilities & differences; improvements in self esteem; & the physical environment was enhanced.

➢ All programmes contributed to promoting students’ ability to make safe choices for themselves, socially, emotionally & physically in a coordinated, comprehensive & sustainable way.
Safe School Community International Accreditation Programme (SSCIAP)

SSCIAP is a system for schools to use to become safer places to learn, work, live & play.

**Vision:** To develop an inclusive, cooperative, strong Safe School Community that enhances the social cultural, environmental & personal wellbeing of all its safe schools.

**Mission:** To develop, support & guide Safe Schools Communities worldwide.

**Core beliefs underpinning the vision:** Safe School Community will be a living expression of holistic, inclusive & empowering asset-based community development approaches through the promotion of:

- Safety & Wellbeing;
- Inclusion;
- Participation & partnerships;
- Honesty & respect;
- Celebration of strengths & successes;
- Appropriate, timely, respectful communications;
- Acknowledging & welcoming differences.
Key Enablers - 7 Criteria for SSCIAP

1. **Partnerships & Collaboration** – effectively established between BoT, staff, students, parents/whanau & local community.

2. **Policies & Procedures** – clear & comprehensive mission statement & unique qualities which are in line with core beliefs & vision of SSCIAP.

3. **Awareness of Injuries** – injury statistics within the school used to inform the development of health & safety plans.

4. **Sustainable Programmes** – 37 highlighted covering road safety, eliminating violence, fire & water safety, cyber safety, emotional wellbeing, life skills, safe environments & nutrition. Positive outcomes identified across all programmes.

5. **High Risk Groups & Environments** – Victims & Perpetrators of Bullying & at Risk Youth Offenders.

6. **Evaluation Measures** – very comprehensive & adopting continuous improvement approach to ensure evaluation findings inform policies, procedures & programmes.

7. **Involvement in Networks** – extensive involvement in supporting both the Red Hill School & wider Papakura community.

[www.safeschoolciap.org](http://www.safeschoolciap.org)
The school participated in an Education Review Office review at the beginning of Term 4, 2007 and the report states that:

“The tone of the school is settled and welcoming. The principal and staff have created a positive learning environment for students. They acknowledge the students’ diverse ethnic backgrounds and affirm their individual talents. Students are proud of their school. They are friendly, engaged in learning and enjoy a range of leadership opportunities and performing arts experiences. The school’s focus on positive behaviour management strategies encourages students to play an active role in promoting a safe environment.”
Red Hill Primary School is the first Decile 1 school to be designated under the SSCIAP and is the result of committed work by students, staff and the wider community.

It demonstrates an outstanding ongoing commitment to developing & maintaining the safety culture and a safe environment for its students, staff and wider community.

Safe School Model can & does make a difference?

www.safeschoolciap.org
Case Study Three: Passport to Safety
Overview Passport to Safety (P2S)

- A web-based, self-paced learning & test programme;
- Aimed at young people who are entering the workforce for the first time;
- Can be taken on an individual basis or as part of a co-ordinated approach through schools or workplaces;
- Programme highlights individuals rights & responsibilities regarding safety in the workplace;
- P2S a method to address the issues of identification of hazardous situations;
- A ‘Passport to Safety’ certificate awarded, demonstrating basic awareness of workplace health & safety; &
- P2S programme not designed to replace employer-based induction programmes.

www.passporttosafety.com/newzealand
Why P2S? Half the Age – Twice the Risk

- School-age young people are twice as likely to be injured in the workplace than other workers.
- Young people unlikely to question a task even if they consider it unsafe.
- Uninformed about their rights and entitlements.
- Concerned about job security if they exercise their rights.
How it works

- Teachers/facilitators receive training & register to receive a pre-determined number of memberships
- Students receive a personal log-on (pin) and password
- Students faced with questions that challenge them & are based on experiences i.e. school lessons & work experience work through the 6 modules at own pace:
  - Employer Responsibilities;
  - Worker Rights & Responsibilities;
  - Hazardous Substances Information System (HSIS);
  - The five hazards (Physical, Ergonomic, Chemical, Psychosocial, Biological);
  - Combined Unit 1 (Health & Safety is Part of Work, Workplace Injuries, Protecting Yourself); and
  - Combined Unit 2 (Understanding and Controlling Hazards, Personal Protective Clothing and Equipment, Emergency Procedures).
- Students print their “passport” certificate once completed
Evidence of Success

Between 1999/2000 to 2003/2004 in Ontario, injuries were reduced for young workers:

- **80%** decrease in fatal injuries for workers <19 years old
- **24%** decrease in lost time injuries for workers <19 years old
- **12%** decrease in total injuries reported – better than anticipated considering programme focuses on increased awareness.

In Australia evaluation findings reported a 22% increase in OSH knowledge post P2S.
P2S Mini-Challenge

1. Log on to: www.passporttosafety.com/newzealand or www.passporttosafety.com/australia

2. Click on try the free sample mini-challenge
Benefits of Improved Safety for young people

Children, young people families/whanau
- Continued quality of life.
- Ongoing participation in school, work, play, sport, leisure, & educational activities.
- Emotional intelligence.
- Preservation of future incomes & assets.

Schools, organisation & business
- Minimising disruption to operations.
- Increased learning outcomes & productivity.
- Retention of valued staff.
- Reduced levies (ACC & Workcover).

The wider community
- Safer, happier & more productive children, young people & populations.
- Decreased demands on the healthcare & justice systems.
LIVING SAFELY
Diary now!

17th International Safe Communities Conference

20-23 October 2008
Christchurch
New Zealand
www.safecom2008.org.nz
Thank You
Any ???????

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