



NORTHLAND DISTRICT HEALTH BOARD
Te Puari Rauemi i Rotorua o te Tai Tokerau



Smokefree Schools Approach Evaluation

INTRODUCTION

Smokefree Schools Approach (SFSA) was a 2-year collaborative pilot between Northland DHB Smokefree and Health Promoting Schools (HPS), Cancer Society Northland and Manaia PHO that commenced in 2007.

The SFSA uses a whole school (Health Promoting Schools) approach which is a way of thinking and working that is adopted by the whole school. This process empowers school communities with the knowledge, skills and ability to identify their individual smokefree issues and enables them to create a supportive, caring and sustainable smokefree environment for students, staff and families according to their individual needs.

The aim of Smokefree Schools Approach (SFSA) aims to create a safe, supportive and sustainable smokefree school environment.

- Reducing smoking uptake,
- Providing support to those students that smoke to become smokefree,
- Promoting Smokefree lifestyle and culture as the norm.

RATIONALE

Smoking among youth in Northland still remains well above the national average according to Action on Smoking & Health (ASH) national Year-10 survey 2005. 33.4% of Northland youth report smoking daily or regularly compared 25.8% nationally, while 40.3% of Northland youth reporting that they have Never Smoked compared to 49.4% nationally.¹

METHODS

All Whangarei High Schools and Adult and Alternative Education facilities were invited to attend an afternoon presentation of SFSA project and then invited to participate in the 2-year pilot. Six high schools and one adult education facility choose to participate however, one high school that signed up to participate never actually did and the adult education facility withdrew in the first year. (Refer Appendix 1)

The SFSA aimed to create a safe, supportive and sustainable smokefree school environment by:

1. Utilising existing frameworks (HPS Framework and Fruit in School Smokefree Criteria).
2. Using the ASH Year-10 survey results to provide baseline data and provide a measure for success, highlighting the importance of participation.
3. Utilising existing school structures (Health & Well-being teams) that involved students.
4. Equipping the school with smokefree knowledge, skills and abilities through professional development and the provision of Effective Brief Intervention (EBI).
5. Working with the school to develop a comprehensive Smokefree School Policy focusing on smoking as a health issue rather than a discipline issue.
6. Ensuring each school has a trained Cessation Practitioners (CP) on staff.
7. Working with teachers to develop personal skills and de-normalising tobacco through a variety of Curriculum subjects.
8. Providing Advocacy & Leadership training to students.
9. Participating in Smokefree events.

¹ Paynter J. 2009. *National Year 10 ASH Snapshot Survey, 1999-2008: Trends in tobacco use by students aged 14-15 years*. Report for the Ministry of Health, Health Sponsorship Council and Action on Smoking and Health. Auckland, New Zealand.

RESULTS

1. Utilising existing frameworks

Schools are committed to the development of the whole individual and already use a whole school approach to enhance their capacity to do this. Schools achieve effective learning when the school organisation and the wider community reinforce and support the curriculum.

There was a deliberate and systematic approach in the smokefree schools approach pilot to plan and deliver smokefree activities which were co-ordinated across the three components of the school using a whole school approach that schools were already familiar with.

The Smokefree Schools approach was supported by people from both within and across the three components working together to address smokefree in the pilot schools. Students, teachers, principals, other school staff, outside providers and the wider school community all had a role collaboratively in the pilot schools. ^(Refer Appendix 2)

Utilising existing school structures

In the schools that piloted the Smokefree Schools Approach student health and well being teams had already been established as part of a whole school approach to identifying and addressing needs within the school. The involvement of students adds much value to schools decision-making processes and promotes student engagement and connectedness with the life of the school community.

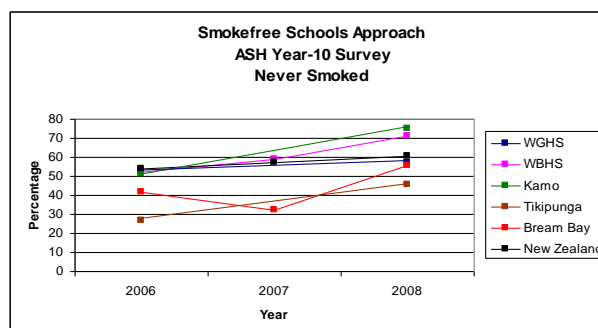
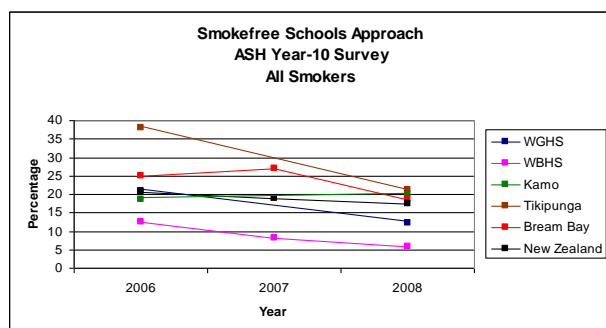
An Evaluation of Smokefree presence at Participating SFSA Health & Wellbeing Team (H&WT) meetings was undertaken at end of 2008 (response rate of 13 forms returned) demonstrated that students on the H&WT understood the purpose of having a Smokefree representative at the meetings. 7 students reported 'Yes' they would be able to use any of the smokefree information obtained at these meetings', while 6 reported that they would be able to use 'Certain Aspects'.

2. ASH Year-10 survey results

Smoking among youth in Northland is decreasing according to Action on Smoking & Health (ASH) national Year-10 survey 2008. 14.9% of Northland youth report smoking regularly (daily, weekly or monthly) compared 19.1% in 2006, a decrease of 4.2% since the SFSA project commenced¹.

Nationally 12% of youth report regular (daily, weekly or monthly) smoking in 2008 compared to 14.2% in 2006, a decrease of 2.2%.¹

Students who reported that they have Never Smoked in 2008, not even a puff, is 60.5% nationally compared to 53.7% in 2006 and increase of 6.8%.¹



In Northland 52.4% of youth reported that they have Never Smoked an increase of 8.2% since 2006 (44.2%) when the SFSA project commenced.¹

While the ASH Year-10 survey figures account for the whole of Northland we can see the increases and decreases in Northland's data as much larger than the national average, while this can not be totally attributed to the SFSA a portion of it can, especially when we look at the individual results for each of the participating schools.

Overall there has been a significant reduction in smoking behaviour across all schools and a significant increase in reported never smoking. ^(Refer Appendix 3)

3. Effective Brief Intervention

A free 3-hour EBI training session was held inviting all participating schools to attend. Representative from 4 of the 5 participating schools attended while the fifth school arranged for its own EBI training to be held for all staff as part of staff's professional development. In addition to those two sessions, two participants from the first training went onto arrange for the EBI training for all their school staff as part of professional development. A total of 4 EBI trainings were held.

Schools were more interested in having EBI training when the focus on smoking was removed and emphasis placed on transferable skills such as communication skills that teachers can use with youth and to support their existing practice and restorative justice initiatives.

The training was reworked to focus more on providing teachers with the confidence to discuss issues with youth, assisting them to assess their own issues, giving appropriate advice, understanding and empathising with the other person, while maintaining their own objectivity and then referring them for support if required.

Smoking was still included in the training it was used as examples and in role modelling exercises.

4. Smokefree School Policy

Since the EBI training workshop was so well received we thought we would attempt a policy workshop inviting school principals to attend, unfortunately this did not work out. Instead individual meetings were held with each of the participating school principals with regard to reviewing schools smokefree policy. A Smokefree Schools Policy template was provided. ^(Refer Appendix 4)

Having a smokefree policy/procedure is linked to the National Administration Guidelines for schools (NAG). Guideline 5 requires Boards of Trustees to:

- provide a safe physical and emotional environment for students;
- comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

Smokefree school policies have been proven to reduce students smoking when they are comprehensive and well implemented.² Current smokefree policies addressing NAG 5 may tend to focus on the school's legal obligations (i.e. Smoke-free Environments Amendment Act 2003). A more comprehensive policy (recommended here) would cover smokefree issues in the curriculum; promotion and communication with the school community; and processes related to cessation support for students, staff and parents.

Schools were also encouraged to view smoking as a health rather than discipline issue with students receiving support to deal with this as a personal health issue. In some cases, students found smoking will have broken school rules, it is important that in dealing with such behaviour it is separated from discipline and identified as a health issue.

Meetings were held with all 5 participating schools Principals to discuss review of Smokefree policy. At the time of the evaluation only 1 of the schools has reviewed its Smokefree Policy to include referral to school's Cessation Practitioner for students caught smoking, which we are aware of.

5. Cessation Practitioners

² Evans-Whipp T, Beyers JM, et al. A review of school drug policies and their impact on youth substance use. Health Promotion International 2004; 19: 227-234.

The aim of Smokefree Schools Approach (SFSA) is to create a safe, supportive and sustainable smokefree school environment. For a school to be sustainable they must have the skills within the school environment to solve a particular problem.

Therefore each of the participating schools were encouraged to have at least 2 staff who were trained Cessation Practitioners able to provide Quit Cards for subsidised Nicotine Replacement Therapy patches (not gum as schools have a 'no-gum' policy). We recommend a Public Health Nurse, Guidance Counsellor and a staff member from Student Support Centre should be trained.

The National Heart Foundation Cessation Practitioner Training was held in Northland three times during 2007 and 2008 enabling school staff to attend. Of the 5 participating schools all have a minimum of 2 – 3 trained Cessation Practitioners on site.

Schools were provided with a Smoking Cessation Patient Record book to keep track of students whom they had provided Quit smoking advice and support. However not all schools used this book or recorded all their data.

From the data that was recorded we can establish that in 2007 Cessation Practitioners within participating schools saw a total of 80 students and 3 adults for Quit smoking advice and support. In 2008 of the schools that recorded and provided data Cessation Practitioners saw a total of 53 students for Quit smoking advice and support.

6. Curriculum

It was anticipated that we would work with a number of teachers and TEAM Solutions to look at developing teaching units that address the key competencies of the curriculum. There are a number of subjects that could utilise Smokefree as a topic outside of the Health and PE curriculum.

- English - advocacy skills and legislation.
- Science - what is in a cigarette?
- Social Sciences - the impact of tobacco on culture and populations, tobacco taxation.
- Arts – smoking in movies,
- Technology - the design of tobacco packaging and the image it aims to portray.

Unfortunately this component of the project was never developed due to time constraints and workloads. However, we spoke with teachers about de-normalising tobacco through a variety of subject areas and using SF curriculum based resources available on www.smokefreeschools.co.nz.

7. Advocacy & Leadership training

Three students from each of participating schools attended a Youth Advocacy & Leadership workshop developed by Rod Baxter of Ministry of Youth Development in conjunction with Manaia PHO using feedback from the Health & Well-being Teams. The workshop focused on enhancing the skills of the youth (leading projects, team dynamics, strengths and weaknesses, facilitation skills, how to talk to adults, conflict management). The workshop used practical and interactive exercises to demonstrate these skills and an important part of this workshop was the opportunity for students to share what was going on in their schools and how they did things. Many of the students have taken leadership roles in health teams and continue to mentor younger students – tuakana / teina relationship.

Cancer Society Smokefree Youth Ambassadors are a national network of young people that work with the Cancer Society to support Cancer Society campaigns. Youth Ambassadors are playing a key role in the campaign to get tobacco out of sight in shops.

Six Cancer Society Smokefree Youth Ambassadors have come forward from the schools involved in the Smokefree Schools Approach schools.

Cancer Society Youth Ambassadors from participating SFSA schools have:

- Spoken to Parliamentary Select Committee on Banning Tobacco Displays.
- Spoke at 'Out of Sight, Out of Mind' DVD launch held in Whangarei.
- Spoke to and presented a submission and petition to Whangarei District Council Mayor for World Smokefree Day 2008.

8. Participating in Smokefree events

4 schools participated in World Smokefree Day 31 May 2007, 'Out of Sight, Out of Mind' petition collecting 2775 signatures, the highest number collected regionally.

65 students from 3 participating schools sought quit support for No Smoking Day promotion 1 November 2007.

World Smokefree Day promotion 27 May 2008 saw students from 3 of the 5 participating schools hiko around Kensington Park to raise awareness of smokefree outdoor areas and present a submission to Deputy Mayor Kahu Sutherland requesting Kensington Park become smokefree. This submission was supported by a petition containing 535 signatures and 81 letters of support from sporting codes, the community, and other key stakeholders of Kensington Park that the students had collected.

No Smoking Day 2008 saw 4 of 5 schools participating in a variety of in-school smokefree/Quit promotions. Students from one school created a 'Smokefree Clothesline' a simple a line strung up between classrooms and hung on this are smokefree posters and smokefree messages from the students. Under the clothesline students had drawn chalk outlines to represent deaths from smoking and three students 'dropped dead' during one of the school breaks. Another school held a mural competition, the winning entry was painted one of the school external walls.

9. Other

To advertise and promote the schools smokefree status all schools under went a Smokefree *Signage Audit* to ensure their signage complied with Smoke-free Environments Act 1990 requiring all schools to prominently display 'Smokefree at all times' signs at every entrance to the premises and at every outer entrance to every building.

Each school's principal was advised that a compliance audit would be undertaken and a walk over of the schools grounds was completed with the school's grounds/maintenance person to point out where the school was not meeting legislative requirements. All participating schools lacked adequate smokefree signage and all were provided with enough to comply. A follow-up visit was undertaken to ensure schools had achieved compliance.

All schools were provided with 'Smoking not our Future' *Smokefree Posters* to display around the school, schools were encouraged to create their own 'Quit Smoking' posters to accompany the smokefree posters advertising where students could obtain quit support within the school.

All schools were provided with a CD containing a number of brief smokefree messages for regular insertion into *School Newsletters*, further promoting and raising awareness of the schools smokefree status among adults, family and community.

DISCUSSION

SFSA Strengthens

The strengths of the SFSA came from the participating schools. Each school chose to participate as they had identified smoking as an issue within their school that they wanted to address.

Each school adopted a whole school approach, the project was owned by the school and staff, but was student lead - student representation on Health & Well-being Committees.

As each participating school wanted to address the issue of smoking they were willing to train staff as Cessation Practitioners creating a sustainable environment within the schools.

When schools were without a Cessation Practitioner we were still able to offer quit smoking support through the local GP services, the 0800 Quitline, the StubIT project and Aukati Kai Paipa.

Schools communicated their smokefree status and Smokefree messages and local quit services were promoted to the wider school community through school newsletters, school websites and the schools participation in Smokefree events like WSFD and NSD.

Another notable strength of the project was that it was a collaborative project. Manaia PHO & HPS played a key role in supporting schools to establish Health & Wellbeing Teams, & for the schools to understand the importance of having students involved as members of these teams.

SFSA Weaknesses

Six high schools and one adult education facility choose to participate at the initial meeting at the beginning of the project, however, one high school that signed up to participate never actually did and the adult education facility withdrew in the first year. When asked for reasons why this happened there was no response. Due to a number of factors, including; workload, time, and continued commitment not all schools were able to complete all components of the pilot.

Not all schools had Cessation Practitioners continuously throughout the pilot. By the end of 2007 each pilot school had fully trained Cessation Practitioners on staff. However in 2008 staff movement, retirement or sabbatical left some schools with no Quit trained staff for up to 12-months. Cessation Practitioner training had to be sourced from Auckland and the frequency of this was beyond the control of the pilot which meant the training could not happen at more regular intervals, or times convenient for school timetables.

The SFSA aimed to link smokefree into other areas of the schools curriculum other than just in Health and Physical Activity. Unfortunately this component of the project was never developed due to time constraints and workloads. However, we spoke with teachers about de-normalising tobacco through a variety of subject areas and using SF curriculum based resources available on www.smokefreeschools.co.nz.

Effective Brief Intervention is not a new concept to teachers; however the challenge was getting teachers to recognise and understand the relevance. The key was to use the language of education and highlight the transferability of skills to areas such as questioning techniques used in teachable moments with students, restorative justice initiatives etc. Not all staff were able to attend trainings in all schools.

SFSA Opportunities

This was a great opportunity for the health sector to develop strong, trusted relationships with the education sector (senior management, BoT, schools staff, students etc) enabling the introduction of other health related issues.

Schools are learning institutions that is their core business; we need to learn to speak the language of schools so the components of the project (or other health initiatives) meet the needs of schools and can be related to the National Administration Guidelines (NAG's), curriculum and pastoral care responsibilities.

The skills developed from participating in the pilot (EBI, student leadership training etc) are transferable across other issues identified by the school community. The SFSA pilot was student lead, student driven and developed both student leaders and positive student role models in participating schools. These students engaged with the student population and have been able to provide leadership in other identified areas.

The SFSA pilot moved smoking behaviours within the school setting from a punitive, negative approach to a supportive, positive approach looking at changing behaviour,

providing the opportunity for the risk & protective factors of smoking uptake to be highlighted to the wider whole school community.

As Cessation practitioner training in Northland is dependent on the availability of training providers outside of Northland. An opportunity exists for schools to work with their local GP and set up cessation groups within the school and for the wider community.

SFSA Threats

Resources are limited, both within schools and externally. The roles and expectation of schools and the outside providers have to be clear from the beginning.

Although participating schools identified smoking as an issue that they wanted to address, it is not always a priority for schools.

Staff commitment/passion is fundamental as the project is school owned and driven. However as with all workplaces staff turnover, changing roles and responsibilities of staff within the participating schools means that although key staff are identified and trained, they may not remain long term in the role.

Some of the pilot schools were not able to participate in all aspects of SFSA due to busy schedules and competing demands on staff time.

Cessation Practitioner training for new staff is dependent on the availability of trainers outside Northland.

Unfortunately the Curriculum component of the project was never developed due to time constraints and workloads. This component would have allowed teachers to see that smoking/smokefree as a topic is cross-curricular.

RECOMMENDATIONS

To create a safe, supportive and sustainable smokefree school environment it is important to take a whole school approach involving students, teachers, principals, other school staff, outside providers and the wider school community.

That schools have established a solid foundation, a comprehensive and well implemented smokefree school policy has been proven to reduce students smoking.

All schools should have at least 2 trained Cessation Practitioners on staff, and that they have the resources available to provide support to those students that smoke to become smokefree

Regular Cessation Practitioner trainings are made available and a training practitioner is available in the Northland region.

Identified high risk schools (high daily smoking rates) in Northland should be given the opportunity to implement the SFSA project at least annually with supporting resources. Health Promoting Schools that identify smoking as an issue should have the opportunity of implementing the SFSA model with the support of their HPS advisor.

That the curriculum component of SFSA be completed before the Smokefree Schools Approach is implemented elsewhere.

Appendix 1

School Statistics

Tikipunga High School

School type Secondary (Year 7-15) Decile rating 1

School roll 489 Gender Girls 53%, Boys 47%

Ethnic **Māori 73%**, NZ European/Pakeha 23%, Other 4%

Special features Centre for students with physical and intellectual disabilities

WBHS

School type Secondary (Year 9-15) Decile rating 5

School roll 1153 Gender Boys 100%

Ethnic Pākehā/NZ European 69%, **Māori 27%**, Pacific 1%, Korean 1%, Indian 1%, Other 1%

Special features Student boarding hostel: Carruth House

Bream Bay College

School type Secondary (Year 7-13) Decile rating 5

School roll 479 Gender Girls 51%, Boys 49%

Ethnic NZ European/Pākēha 59%, **Maori 38%**, Other 3%

Special features Year 7 & 8 Bilingual Class

WGHS

School type Secondary (Year 9-15) Decile rating 5

School roll 1287 Gender 100% Girls

Ethnic NZ European/Pākēha 60%, **Māori 31%**, European 4%, Pacific 1%, Other 4%

Special features Boarding facilities & Teen Parent Unit

Kamo High School

School type Secondary (Year 9-15) Decile rating 5

School roll 1297 Gender Boys 56%, Girls 44%

Ethnic NZ European/Pākēha 60%, **Māori 33%**, Other 7%

Special features Community Education & Alternative Education Unit

Appendix 2

The Health-Promoting Schools Framework for Action

Areas of Action	Smokefree Schools Key Area of Learning: Body Care & Physical Safety	Curriculum Links
Classroom Teaching & Learning	<ul style="list-style-type: none"> - Smokefree topics – Units written - Poster competition – Our Smokefree School - Enter the Cancer Society Bi-annual Theme 	<p><i>Strands A, C and D</i> <i>Concepts: hauora, health promotion</i></p>
Creating Supportive Physical Environment	<ul style="list-style-type: none"> - Display smokefree signage throughout school in accordance with legislation - Promote Smokefree School with posters, charts, pamphlets, displays etc - Have smokefree policy displayed / readily available - Cessation support for Staff / students - All School Events/Sports/Cultural/Arts promoted as smokefree 	<p><i>Strand A, C and D</i> <i>Concepts: hauora, health promotion</i></p>
Creating Supportive Social Environment	<ul style="list-style-type: none"> - Cessation support for Staff / students - All School Events/Sports/Cultural/Arts promoted as smokefree - Posters <ul style="list-style-type: none"> o Where to get support o Smokefree 	<p><i>Strands A, C. and D</i> <i>Concepts: hauora, health promotion, socio-ecological perspective, attitudes & values</i></p>
Involving Parents, Whanau & Community	<ul style="list-style-type: none"> - Advertise Schools Smokefree Status. <ul style="list-style-type: none"> o Newsletters o Signage o Posters - Consult BOT & PTA/FOS as representative of parents. - Community Events in School positively promoted as Smokefree - Cessation support for parents 	<p><i>Strands C & D</i> <i>Concepts: hauora, health promotion, socio-ecological perspective attitudes & values,</i></p>
Working with other Agencies	<ul style="list-style-type: none"> - Consult Public Health Nurse/Health Promoting Schools Co-ordinators. - Public Health Unit - Action on Smoking & Health (ASH) - Te Hotu Manawa Maori (THMM) - Cancer Society Health Promotion - Cessation Providers 	<p><i>Strands C & D</i> <i>Concepts: Health Promotion, socio-ecological perspective</i></p>
Policy Development & Implementation	<ul style="list-style-type: none"> - Adopt/adapt the Smokefree Policy - Policy is reviewed regularly 	<p><i>Strands C & D</i> <i>Concepts: Health Promotion, socio-ecological perspective</i></p>

Appendix 2

Smokefree Criteria for Fruit in Schools Programme

	STEP 1	STEP 2	STEP 3
Policy Procedures	<ul style="list-style-type: none"> - Develop a Smoke-free Schools Policy to ensure that the smoke-free status of the school is communicated to all parents, visitors, contractors etc on a continuing basis. This should include signage at the school's entrances, information in materials such as school newsletters, orientation packs and recruitment advertisements. This may include the statement "Our school is proudly 100% smoke-free", information about the school policy, information about local cessation services etc. - Encourage and support staff and students to quit smoking.³ This could include educating staff as to why quitting smoking is important, putting smoking staff in contact with cessation support, offering time off for staff to meet with a quit coach etc 	<ul style="list-style-type: none"> - Further develop your Smoke-free Schools Policy to make all school events and activities 100% smoke-free by adopting or adapting the policies provided for this purpose on the Smoke-free Schools website. - Further develop your Smoke-free Schools Policy to deal with student smoking. A draft policy is provided on the Smoke-free Schools website.⁴ 	<ul style="list-style-type: none"> - Further develop your Smoke-free Schools Policy to refuse to accept money from, or work with, tobacco companies or their agents.⁵ This includes organisations that accept financial support from the tobacco industry such as the Life Education Trust and He Papa Pounamu. A draft policy is provided on the Smokefree Schools website.⁶
Curriculum	<ul style="list-style-type: none"> - Ensure tobacco control issues are appropriately addressed through the 	<ul style="list-style-type: none"> - Ensure that teachers understand the risk and protective factors associated with smoking uptake. 	

³ Staff can receive support to quit smoking from cessation providers such as the National Quitline (call 0800 778 778) and Aukati Kai Paipa providers. For further information see the Managing Smoking section of the Smokefree Schools website – www.smokefreeschools.org.nz

⁴ Information on developing smokefree policies and procedures (including policy templates) can be found in the Maintaining Compliance section of the Smokefree Schools website – www.smokefreeschools.org.nz

⁵ Information on the damage which accepting tobacco industry funding does can be found at: www.cqct.qc.ca/Documents_docs/DOCU_2003/DOCU_03_05_00_DonsENG.PDF

⁶ Further information on the Smokefree Schools website – www.smokefreeschools.org.nz

(teaching and learning)	curriculum. Smokefree teaching resources are available on the Smokefree Schools website. ⁷ The Lungfish website ⁸ (a smokefree website for students) has links to Primary and Intermediate school resources.	- Support and encourage students becoming actively engaged in activities which identify and address issues in the wider community environment in relation to smoking i.e. experiential learning activities. This may include community projects relating to smoke-free environments (such as encouraging local councils to make skateboard parks, playgrounds etc smokefree), smoking, social sources of cigarettes etc.	
Community Links	- Ensure that the wider community participate in curriculum application.	- Encourage students involved in their community through participation in community events such as Kapa Haka, kids triathlons, scouts, volunteering etc.	- Work to strengthen family connections participation in family days, the promotion of positive parenting strategies, greater involvement of all parents etc.
Senior Management / Board of Trustees	- Ensure that the school fully meets its obligations under the Smoke-free Environments Act 1990 ⁹ including ensuring compliance to a ban on smoking in school premises and grounds at all times ¹⁰ , and properly informing people through appropriate signage etc. ¹¹	- Ensure that Senior management and the Board of Trustees are aware of the critical role that schools play in youth smoking, including the risk and protective factors for smoking uptake ¹² and support the schools' Smoke-free policies. - Register for Smoke-free Schools E-News on the Smokefree Schools website. ¹³	- Agree to participate in tobacco control / health focused research projects to help inform better understand risk and protective factors for youth smoking uptake.
Wider School Environment	- Become involved in existing programmes and interventions which promote a sense of wellbeing, participation and ownership by students in their school community eg. Peer support programmes, encouraging all students to become	- Continue to highlight to parents the risk and protective factors of smoking uptake by young people including the impact of smoking by parents and families. Advice for parents is available on the Lungfish website. ¹⁴ - Highlight the benefits of quitting	- Become involved in programmes and initiatives which develop students' personal skills and self-confidence.

⁷ Smokefree teaching resources are available in the Curriculum Support section of the Smokefree Schools website – www.smokefreeschools.org.nz

⁸ Lungfish is an informative, interactive and entertaining Smokefree website for Primary and Intermediate students. The Smokefree Info – Teachers section provides information for teachers on how they can help children stay smokefree – www.lungfish.org.nz

⁹ Further information on the legal requirements for schools can be found in the Maintaining Compliance section of the Smokefree Schools website – www.smokefreeschools.org.nz

¹⁰ Further information on making compliance easier can be found in the Maintaining Compliance section of the Smokefree Schools website – www.smokefreeschools.org.nz

¹¹ Further information on signage can be found in the Maintaining Compliance section of the Smokefree Schools website – www.smokefreeschools.org.nz

¹² Information on risk and protective factors of smoking uptake are available on the Smokefree Schools website – www.smokefreeschools.org.nz.

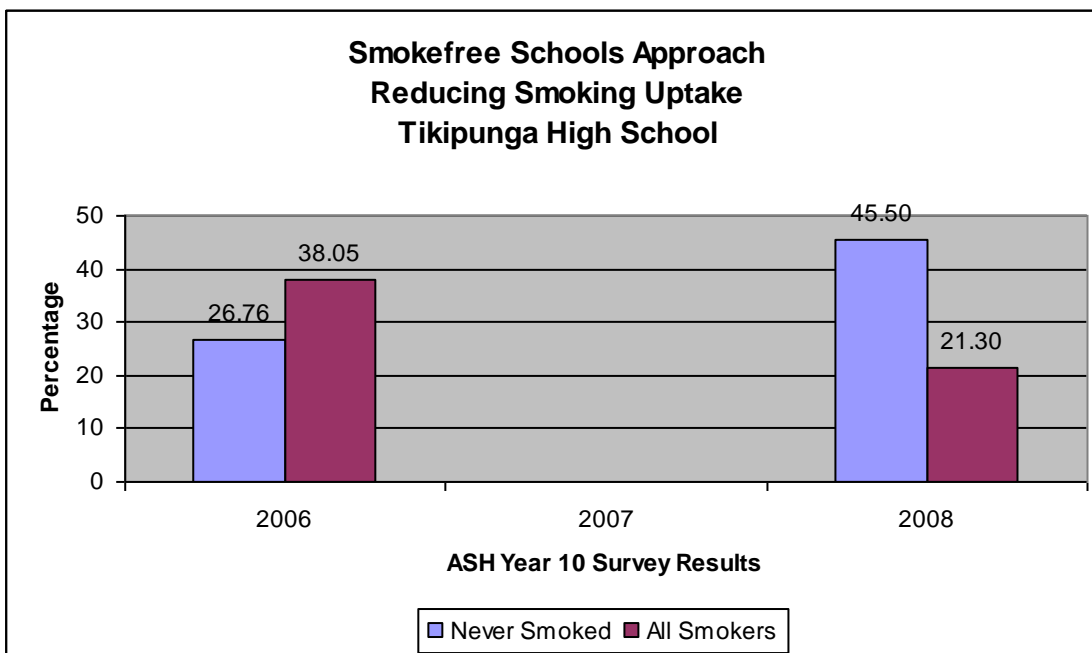
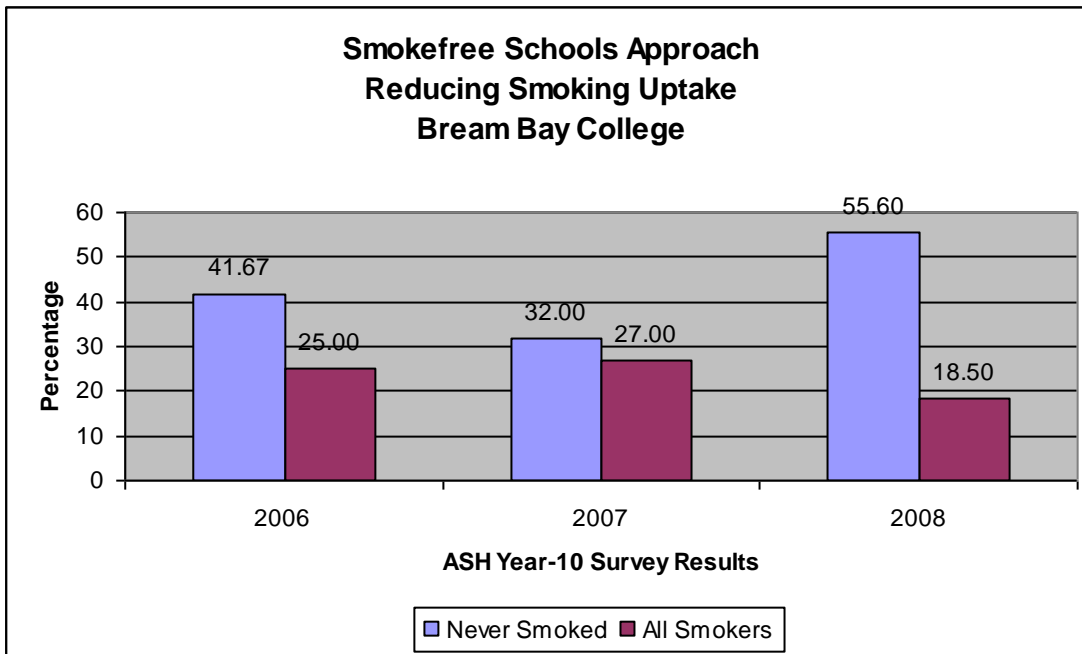
¹³ Register for the Smokefree E-News on the Smokefree Schools website – www.smokefreeschools.org.nz.

¹⁴ Further information on how parents and teachers can help children stay smokefree can be found in the Smokefree Info - Parents section of the Lungfish website – www.lungfish.org.nz

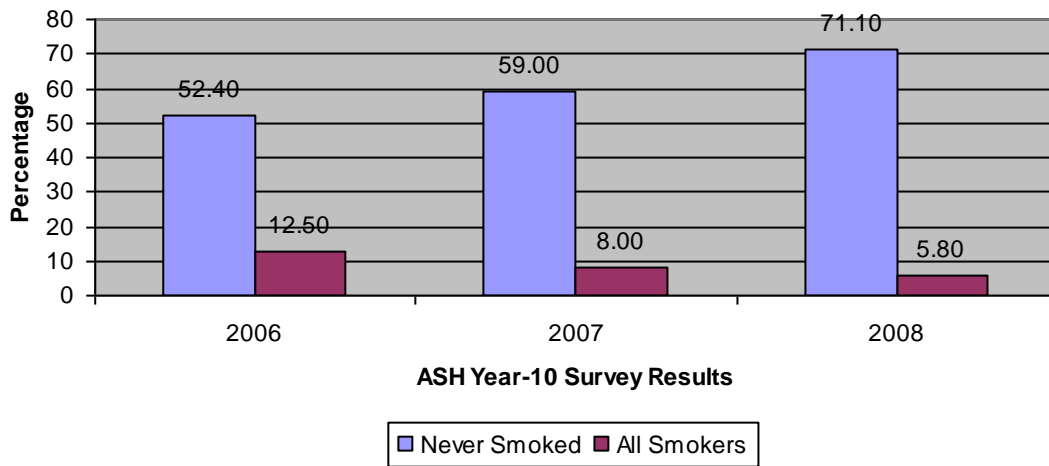
	involved in extra-curriculum activities, school fairs, dances, cultural groups etc.	smoking to parents and support and encourage parents to quit smoking. Activities could include the inclusion of information on local cessation services in school newsletters, holding of 'quit smoking evenings' etc.	
--	---	--	--

Appendix 3

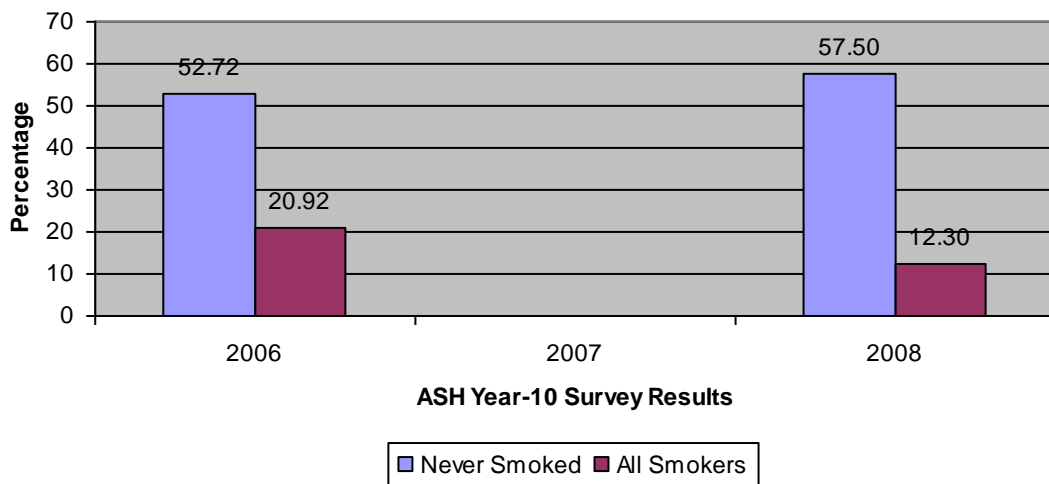
Reduction in Smoking Graphs



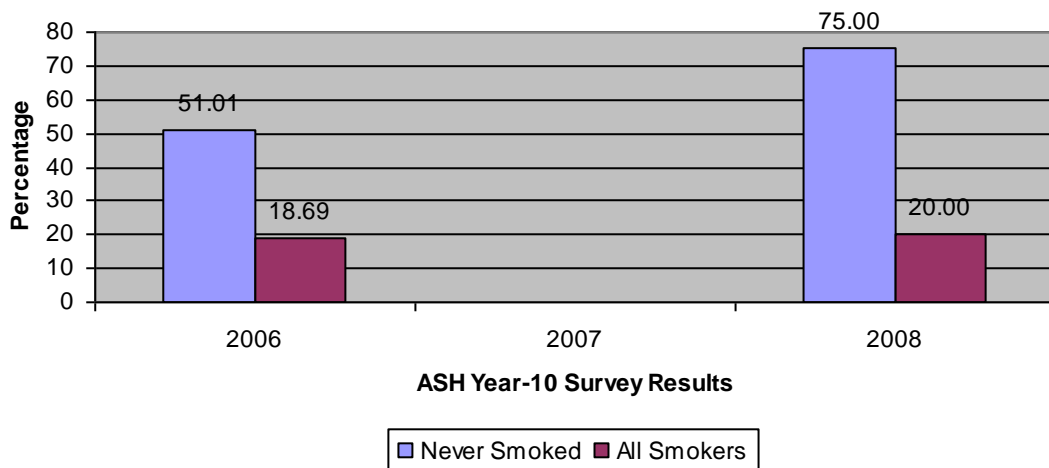
**Smokefree Schools Approach
Reducing Smoking Uptake
Whangarei Boys High School**



**Smokefree Schools Approach
Reducing Smoking Uptake
Whangarei Girls High School**



**Smokefree Schools Approach
Reducing Smoking Uptake
Kamo High School**



Appendix 4

Smokefree Policy Framework

Background

While many policies begin with a rationale, the need for this may be limited due to the National Administration Guidelines (NAGs).¹⁵ Specifically, NAG 5¹⁶ covers health and safety issues under which smokefree belongs. Having a smokefree policy/procedure is integral to school's meeting NAG 5.

Smokefree school policies have been proven to reduce students smoking when they are comprehensive and well implemented.¹⁷ It is important that the school's physical environment is smokefree to protect students from the negative health (and role-modelling) effects of second-hand smoke. Evidence also supports the wider social and cultural aspects that a school community plays in ensuring young people remain smokefree (see Appendix for protective factors in a school environment). These aspects are also important for achieving good educational outcomes.

Structure

The school policy may contain the following sections:

- Purpose/Rationale – including aims and importance
- Application of the Smoke-free Environment Amendment Act (2003)
- The intervention process (including transgressions, curriculum and communication with the school community)
- Assistance and referral – for those in the school community who smoke
- Author, consultation process, date of creation and review date.

Issues

- Current smokefree policies addressing NAG 5 may tend to focus on the school's legal obligations (i.e. Smoke-free Environments Amendment Act 2003 – part iv below). A more comprehensive policy (recommended here) will also cover smokefree issues in the curriculum; promotion and communication with the school community; and processes related to cessation support for students, staff and parents.
- Some schools may group smoking with alcohol and other drugs in their policy/procedure. This approach is not advocated here because: smokefree is covered by separate legislation and the issues differ in terms of relaxation around alcohol in the school environment under controlled conditions/special occasions in some schools.
- Student smoking should be viewed as a health rather than discipline issue and students should receive support to deal with this health issue. In some cases, students found smoking will have broken school rules. It is important that dealing with such discipline/student behaviour is separated from the health issue of smoking.

¹⁵ The National Administration Guidelines for school administration set out statements of desirable principles of conduct or administration for specified personnel or bodies (<http://www.minedu.govt.nz/>).

¹⁶ NAG 5 – Each Board of Trustees is also required to:

- i. provide a safe physical and emotional environment for students;
- ii. promote healthy food and nutrition for all students (term 3 2008);
- iii. where food and beverages are sold on school premises, make only healthy options available (term 3 2008);
- iv. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.¹⁷ Evans-Whipp T, Beyers JM, et al. A review of school drug policies and their impact on youth substance

use. Health Promotion International 2004; 19: 227-234.

¹⁷ Evans-Whipp T, Beyers JM, et al. A review of school drug policies and their impact on youth substance use. Health Promotion International 2004; 19: 227-234.

- The review of school procedures (i.e. NAGs) is required every three years. Ideally, this review should evaluate the strengths and weaknesses of the current policy as well as the impact of the policy.

Factors in the school environment that help keep students smokefree/auahi kore¹⁸

- School/kura supports the participation of students/taura in all aspects of school life: academia, sports, culture, music, performance, event organisation etc.
- School/kura supports the involvement of taura/students in Māori learning environments.
- Students/taura achieve well academically in a safe and supportive learning environment.
- Teachers/kaiako are smokefree/auahi kore role models.
- Students/taura feel connected to their school/kura through whānaungatanga/relationships with peers, kaiako and the wider school community.
- Students/taura do not believe smoking is 'normal' or 'socially acceptable'.
- Students/taura know and see that 'Te Ao Māori, Te Ao Auahi Kore' – the Māori world is a smokefree world.
- Students/taura have a sense of meaning, purpose and hope/ manaaki, aroha, tautoko.
- There are low levels of smoking within the student body.
- School rules (in general) are clear to students and consistently applied.
- School/kura culture/kaupapa is supportive of student wellbeing and hauora.
- Social skills and the skills to refuse tobacco are developed.
- School/kura communicates with home and whānau about smokefree/auahi kore.

¹⁸ Reducing Smoking Initiation Literature Review, Health Sponsorship Council, 2005.

MODEL POLICY

School Smokefree/Auahi Kore Policy/Procedure

NAG 5

1. Purpose

This procedure covers how the school will (1) address smoking and comply with smokefree legislation, and (2) create an environment which supports students to remain smokefree.

2. Rationale

Smoking is the single most preventable cause of premature death and ill-health in our society. The vast majority of people who smoke initiate smoking by the age of 18 years. Passive smoking also affects the health of non-smokers. Everyone has the right to breathe clean air, and non-smokers are in the majority. Children who receive consistent messages, see non-smoking role models, and grow up in a smokefree environment are less likely to smoke. Our school can reduce smoking uptake among students and has a role to play in working towards a smokefree society.

3. Providing a smokefree environment

The Smoke-free Environments Amendment Act (2003) is a government regulation requiring school buildings and grounds to be smokefree from 2004. This procedure outlines how the school will comply with this legislation.

Procedure

- The smokefree policy applies to all visitors to the school, for example, relieving staff, parents and contractors.
- In accordance with the requirements of the smokefree legislation, the school will display appropriate signage at each entrance to the school. The purpose is to ensure that all people who come onto the grounds are aware that the entire grounds are considered smokefree. Signs inside the school office and within the staff room will be displayed to remind visitors (such as contractors) that smoking is not permitted. Where appropriate, contractors and visitors to the school will be advised of the policy.
- Current employees will be regularly reminded and all prospective employees will be given or shown a copy of this procedure.
- While the purpose is not to create confrontation, any person seen smoking within the school grounds should be asked to cease.
- Smokefree areas include the school road crossing patrol for staff on duty. Employees who smoke will be asked to ensure they cannot be seen smoking by students (even if off the school grounds). Education outside the classroom and other similar events held off-site are also considered to be smokefree. Parent helpers in particular will be reminded prior to such trips that they must not smoke while looking after pupils.

4. Promotion of smokefree

Supporting students to remain smokefree requires intervention in social and cultural aspects of the school environment. This procedure outlines how the school will promote a smokefree environment.

Procedure

- Smokefree messages, information and skills will be incorporated into the curriculum. Where possible, staff will be provided with smokefree-related professional development.

- Students found smoking in or around the school environment will be offered assistance and referred to counselling/cessation support. This support will be separated from and not viewed as part of the school's behaviour management programme. Parents will be contacted with the emphasis on how to assist their child to quit smoking (as a health rather than discipline issue).
- Parents will be informed of the school's smokefree status and the smokefree procedure and messages will be promoted to the school community (e.g. via school newsletters).
- Quit smoking services will also be promoted to parents.
- School staff members who smoke will be offered information and support to assist them to quit smoking.

5. Complaints

All complaints involving smoking will be referred to the Principal, who may pass these to the Board of Trustees for investigation. Investigations shall take place within 20 working days of the complaint or incident. The investigation shall follow the procedures as laid down in the Smokefree Environment Amendment Act (2003).

6. Self review and consultation

The Board of Trustees will undertake a review of the policy as part of the three-yearly review cycle. The school will seek input into this policy from the school community, particularly the Māori community.

Date created (and version):

Author:

Chair of Board of Trustees (signature):