Ōtaki College
RP/Positive Behaviour for Learning Journey
2007: Need for change

- Things at Ōtaki College needed to change; evidence of:
  - high stand down and exclusion rates
  - poor attendance rates
  - low retention rates
  - academic achievement below decile and national norms, particularly for Maori learners
  - poor relationships
  - poor community perception
  - Maori community feeling completely disenfranchised
Restorative Practice

Positive Behaviour for Learning Journey
Social Discipline Window

TO Whakahawea

- punitive
  - controlling
  - bossy
  - “because I said so”
  - authoritarian

WITH Whakapatikari
- restorative
  - respectful leadership
  - relational & assertive
  - enabling growth
  - mutual communicator
  - problem solving
  - responsibility
  - high standards
  - authoritative

NOT Whakakauare

- neglectful
  - disinterest
  - uninvolved
  - passive
  - submissive
  - irresponsible

FOR Whakawaha-nguu

- permissive
  - indulgent & lenient
  - rescues the kids
  - overly protective
  - excuse behaviour
  - paternalistic

LOW support (encouragement & nurture)  HIGH support (encouragement & nurture)
Commenced Restorative Practice Journey
2007

• Started working towards becoming a restorative school and the development of:
  • high end restorative conferences
  • commencement of Professional Learning and Development (Marg Thorsborne - Restorative Conferencing, Mark Corrigan- Circles, Restorative Chat & analysis of school data, internal PLD - practicing with whole staff restorative chat, relationship building, classroom tools, redeveloping pastoral student management systems, Restorative Schools - Matla and Jensen - circles & chats)
  • altered the college pastoral structure with Deans, Learning Support, Guidance Counsellor, Careers
  • integration with external support agencies - Interagency Meetings
  • class interventions referral system - restorative chat or mini conferences (W.A.R.M.)
Worked with staff to support a change in perception towards Restorative Practice

Shift in staff attitudes from punitive to accountability
- Staff PLD - ongoing/RP Pilot School
- Early successes with difficult students and/or situations
- Improved relations and attitudes both in and out of class (College community)
- College “felt better” - gut feeling
- Improvement verified through staff and student surveys

Schoolwide Mantras
- If it’s not on kamar it didn’t happen
- What have you done about it
- No student leaves the College without a place to go

Doing things ‘with’ our students, not ‘to’ or ‘for’ them
PB4L Restorative Practice

• Note: our Restorative Practice journey commenced before the Ministry established its pilot project to develop a best practice model of Restorative Practice

• Restorative Practice has existed for many years nationally and internationally
• PB4L Restorative Practice model is based on same principals of building positive, respectful relationships and provides tools and techniques to restore relationships when things go wrong
• Ōtaki College contributed to and continues to be part of the Ministry’s pilot project to test the best practice model
Key points

• This didn’t happen overnight
  • It took 4 years of focused effort before we saw any **real change** in embedded culture

• Managing tensions between traditional/assertive discipline model and Restorative Practice
  • Daily running of the classroom e.g. name on board, cross, 2nd cross referral (to letter of the law)

• All were responses to negative behaviour
  • Teachers encouraged to use their ‘tool kit’
  • Move to more proactive methods of classroom management
  • Revisited daily to ensure change in approach is embedded
2011: Along came PB4L School-Wide

The introduction of School-Wide highlighted a few key things for Ōtaki College:

- Lack of clear expectations
- Reliance on hierarchical negative rule based system
- No rewards or acknowledgement of positive behaviour
- Still elements of a punitive approach to managing behaviour
Review the School’s Strategic Plan

• Is the school committed to *improving behaviour* as a way to improve student performance?

• This should be stated *explicitly* in the School’s Strategic Plan (SSP) as one of the top school goals/objectives

• The SSP should be aligned with the School’s *Mission Statement*

• *Review* the PB4L component of the SSP with management/staff *frequently*
Secondary Prevention: Specialised group systems for students with at-risk behaviour

Primary Prevention: Classroom, school wide, for all students, staff and settings

Tertiary Prevention: Specialised individualised systems for students with high risk behaviour
How it all works together

Be The Best We Can Be - The OC Way

- Give genuine and positive feedback
- Provide explicit instructions
- Use frequent, guided and reinforced practice of desired behaviours
- Build and maintain positive relationships

Observe Inappropriate Behaviour

**Minor Behaviours**

**Teacher Managed**

- Uniform violation
- Disrespect towards others
- Brief/infrequent failure to comply with an adult's request
- Inappropriate language
- Late to class
- Minor property misuse
- Technology violation
- Inappropriate physical contact (non-serious)
- Disruption
- Lack of correct equipment
- Disengagement

**Major Behaviours**

**Dean Managed**

- Higher level/repeated failure to comply with adult's requests
- Safety of others at risk
- Chronic/repeated minor violations
- Detained Level 1 removal
- Number of Level 1 removals within a period of time
- Harassment, bullying, threats
- Fighting (mutual participation)
- Deliberate vandalism
- Verbal abuse, profanity, swearing
- Use of prohibited substances
- Forgery, theft
- Possession of weapons, matches

6. **Tier 2. Dean Managed**

- Dean contacts home
- Restorative

- Restorative house meeting held between student and teacher, facilitated by Dean
- Meeting to be held within 48 hours
- Behaviour contract drawn up
- Return to class after meeting held

- No Improvement or engagement
- Restorative

- Teacher, Dean, Senior Leadership, Principal

**Tier 3. Crisis Behaviours**

**Senior Leadership Involvement**

- Physical - aggressive/violent/threatening
- Use of prohibited substances
- Use of weapons
- Gang affiliation
- Language & gestures - abusive/ aggressive/threatening

- Relentless Schoolwide Consistency

- Teach
- Research
- Practice
- Reward
- Consequences

**Restorative Penalty Conference**

- Dean, student and family
- Behaviour contract
- Dean's daily report
- Stand Down
- Dean, senior Leadership

**Pre-Suspension Penalty Conference**

- Senior student and family

**Suspension**

- Board of Trustees

**Expectations, Routines, Physical Arrangements**

- Relaxed vigilance - proximity control - dignify non-verbal cues - ignore, direct instruction
- Less Relaxed Vigilance - pre-correct, re-direct, in-touch and provide distance
- Blazing short - violent comes to class

- Mini Chat - teacher initiates chat before the next lesson

- Tier 1 Referral - use the appropriate form to send student to the timetabled referral room
- Restorative conversation held before student returns. Can be facilitated by Dean
Ōtaki College’s behaviours

A student:

• is Respectful
• has Ōtaki College pride
• is an Active learner
• is Responsible
Sustainability

• Once you have developed Restorative Practices and School-Wide expectations it’s not enough to just post the words on the walls of the classroom.........

• YOU NEED TO TEACH THEM

How do you know it continues to work??????

• on-going analysis of schoolwide data - (note- Kamar more inline with SWIS)
• School wide surveys (staff, student, community)
• PB4L surveys - SET, TIC, BoQ
• NZCER Well-Being Survey
• Martin Jenkins survey tool RP Pilot
What does the College look like now?

- Calm and welcoming
- Classrooms are places where learning is the priority, not management of behaviour
- Raised expectations
- Greater pride in self and the College
- Raised academic achievement
- Few stand downs
- One exclusion in last 5 years
- It’s a good place to be for everyone
The environment and vibes that float around the college are a lot of the time very positive and inviting ones. Because I know that there are teachers and other students I can talk to and I know that the college is a safe place to be.

Yes I feel like being in a small school has the advantages of closer teacher and student relationships in the way of the teachers genuinely want us; the students, to do well. Yes they do, they are really nice and they care a lot about the students.

Because I feel proud to be a part of the college, and I think I represent being a R.O.A.R student well. Because I like this school and there are some really nice students and teachers here.

How do you feel about being a student at Otaki College?

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Every day is awesome and I love it here. Wouldn't want to be anywhere else.
3 Take Aways

1. Know why you are making change and have a vision of where you want to be

1. Model a process that values relationships by working WITH staff/students/community

1. It is a TIME rich process that never stops
Questions and feedback