Integrating Restorative Practice Principles into the PB4L-SW Framework

GORE HIGH SCHOOL SEMINAR
FRIDAY 14TH AUGUST 2015
Aim of this Seminar

1. This session will explore how Gore High School has used flow diagrams and a continuum of consequences to manage both minor and major problem behaviours.

2. Key documentation - ‘high on structure and support’ - will be shared during the seminar, and at the end.
Gore

1. Located 64km northeast of Invercargill on SH1
2. Named after Sir Thomas Gore Browne – an early Governor of New Zealand
3. First European occupation – 1836
4. Extension of the railways in the 1870s established Gore as an important transport hub
5. Booming agricultural economy led to Gore being known as ‘The Chicago of the South’
6. Highest per-capita retail turnover of any New Zealand town in the 1960s
7. Economic decline from 1976 onwards
8. Gore District Population – 12,400 (June 2014)
9. Urban Area Population – 9,860 (June 2014)
10. Service town for surrounding farm communities, fuelled by the recent dairy boom
Famous for...

1. Moonshine in the Hokonui Hills
2. New Zealand Capital of Country Music
3. World Capital of Brown Trout Fishing
4. Hokonui Fashion Awards
5. Eastern Southland Gallery
6. Flemings Creamoata Mill
7. Jimmy Cowan, Justin Marshall, and Jenny Shipley
8. https://www.youtube.com/watch?v=MLihWWLgZGk
EVERY BRAND TELLS A STORY
THIS IS OUR STORY...
Gore High School

1. Established in 1908
2. Largest school in Eastern Southland
3. Current roll: 517
4. 78% Pākehā, 15% Māori, 2% Asian, 1% Pasifika
5. Decile 6
6. School Motto - *No Reward Without Effort*
7. School Vision - *Learning To Make A Difference*
ERO Report 2007

1. ...a high performing school
2. ...a well ordered and supportive environment
3. ...high expectations of students, but
4. ...relatively high stand-down and suspension rates...‘necessary to maintain the school's high standards and expectations’.
5. ...strategies for managing student behaviour are not always effective
## Suspension and Stand Down Data 2007-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand Downs</td>
<td>126</td>
</tr>
<tr>
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<td>26</td>
</tr>
<tr>
<td>Exclusions</td>
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</tr>
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As a result...

1. All staff were involved in extensive **Teacher Effectiveness Training** led by Robert Pereira

2. Key members of the pastoral team were also involved in **Restorative Practice Training** with Marg Thorsborne
Punitive Responses vs. Restorative Responses

Punitive Responses focus on punishment.
1. Which rule has been broken?
2. Who is to blame?
3. What will the punishment be?

Restorative responses focus on accountability, healing and needs.
1. What happened?
2. Who has been affected? How?
3. What needs to be done to put things right?
4. What do we need to do to move forwards?
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<tr>
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<td>2</td>
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</table>
Why PB4L? Our Statement of Purpose

We believe that good relationships between all members of the school community help students achieve a sense of belonging, a sense of purpose and appropriate success. Using school data, we will develop our behaviour management systems to continually strengthen our relationships, and build positive mind-sets amongst our students and staff. We will use culturally responsive methods to engage all our learners in becoming purposeful and successful citizens.
Our Whakatauki

He tapuwae o mua mō muri

‘Pathways from the past to guide the future’
Responding to Problem Behaviours: Developing Our Approach
Our EBS survey said that...

1. Clearly defining problem behaviours was a high priority task for 84% of our staff.

2. Clearly defining consequences for problem behaviour was a high priority task for 84% of our staff.

3. Developing a clear distinction between office and classroom managed problem behaviours was a high priority task for 53% of our staff.
I said the “S-H” word.

I said the “F” word.

I said “CHRISTMAS.”
Overview of Process to Develop Consistency – Minor Problem Behaviours

1. Clearly **define** all problematic behaviours using the SWIS definitions as a guide

2. **Differentiate** teacher-managed misbehaviours (minor behaviours) from office-managed misbehaviours (major behaviours)

3. **Determine a menu of responses** to minor misbehaviours that are focused on re-teaching the expected behaviours

4. **Develop a flow diagram** to help staff respond to minor problem behaviours, and a supporting document
How Did We Make This ‘Our Own’?

1. Our AP re-wrote the PB4L-SW sample scripts with a TET focus
2. We provided the opportunity for staff to make a Level 1 Withdrawal when instructional approaches failed to bring about the desired change in behaviour
3. This involved withdrawal to a colleague’s room, and the use of a blue ODR form to document the problem behaviour
4. Staff are expected to hold a Student Conference before the next lesson, supported by Deans where necessary
Overview of Process to Develop Consistency – Major Problem Behaviours

1. **Identify** the full range of consequences that we currently use

2. **Place** those consequences into a continuum ‘From Mavis Riley to Mussolini’

3. **Group** consequences into similar groupings

4. **Develop** a Continuum of Consequences from which Deans/SMT can choose the most appropriate consequence

5. A table d’hote, rather than an a la carte menu
Mavis versus Mussolini

MAVIS RILEY

Mavis first appeared in Coronation Street in 1971. Often appearing fluffy-headed and whimpery in a crisis, her cries of 'Well, I don't really know what to do' became her well-known catchphrase.

MUSSOLINI

Established the Fascist political system, whereby a dictator with complete power forcibly suppresses all opposition and criticism.
### A Continuum of Consequences for Responding to Major Problem Behaviours at Gore High School

<table>
<thead>
<tr>
<th>The student’s behaviour in the next lesson is observed by the dean or another teacher. The dean may also hold a TET conversation with the student.</th>
<th>Verbal and/or written contact is made between the classroom teacher and the student’s parent(s)/carer(s).</th>
<th>The student writes a declaration of remorse (apology letter) to the affected party/parties.</th>
<th>The teacher and student hold a brief restorative conversation. This may happen at the end of the lesson, or at any agreed time within the next forty eight hours.</th>
<th>The student is referred to the RTLB, learning centre, guidance counsellor, student advocate or health nurse.</th>
<th>The student is stood down for no more than five days in any one term, or ten days in any one school year.</th>
</tr>
</thead>
</table>

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<tr>
<th>The student is withdrawn from the teacher’s next lesson and supervised by a teacher within the same department.</th>
<th>Verbal and/or written contact is made between the dean and the student’s parent(s)/carer(s).</th>
<th>The student and teacher co-construct a behaviour contract, clarifying the teacher’s expectations of future behaviour.</th>
<th>The teacher and student hold a more thorough restorative conversation, supported by the head of department or the student’s dean.</th>
<th>The student is placed onto a yellow report form which is monitored by a member of the SMT.</th>
<th>An adjustment is made to the student’s programme of study (subjects and/or teachers). The board of trustees holds a diversion meeting with the student and their parent(s)/carer(s)/whānau.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The student is withdrawn from the teacher’s next lesson and supervised by their dean, or by a member of the SMT.</th>
<th>Verbal and/or written contact is made between a member of the SMT and the student’s parent(s)/carer(s).</th>
<th>a) The student makes up time in detention and/or undertakes a period of voluntary/community service. b) The student takes part in some form of restorative action e.g. fixing the problem or paying for damage.</th>
<th>The teacher, student, victim and their parent(s)/carer(s)/whānau hold a restorative meeting. This is facilitated by the student’s dean.</th>
<th>The student is placed onto a blue report form after being stood down or after a full restorative conference. This report is monitored by a member of the SMT. Alternative education is provided by agencies such as REAP.</th>
<th>The board of trustees holds a suspension meeting with the student and their parent(s)/carer(s)/whānau. The suspension is either lifted or extended.</th>
</tr>
</thead>
</table>

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<tr>
<th>The student is isolated from other students in a time-out room. Students may only be placed in the time-out room by a member of the SMT.</th>
<th>Verbal and/or written contact is made between the rector and the student’s parent(s)/carer(s).</th>
<th>a) The student loses privilege(s) such as attending the school ball or graduation ceremony, taking part in extra-curricular visits, participating in sports matches/tournaments. b) Rescindment of positions of responsibility.</th>
<th>The teacher, student, victim and their parent(s)/carer(s)/whānau participate in a full restorative conference. This is facilitated by a member of the SMT.</th>
<th>The student is placed onto a red report form after taking part in a suspension meeting. This report is monitored by a member of the SMT. The Board of Trustees authorise the student to undertake work experience in accordance with Section 71 of the 1989 Education Act.</th>
<th>Students under sixteen are excluded to another school. Students sixteen and over are expelled from full time education.</th>
</tr>
</thead>
</table>
Table d'hôte Versus an à la carte Menu

1. In restaurant terminology a table d'hôte menu is a menu where multi-course meals with only a few choices are charged at a fixed total price. The terms set meal and set menu are also used. The cutlery on the table may also already be set for all of the courses.

2. Table d'hôte contrasts with à la carte, where customers may order any of the separately priced menu items available.
## Suspension and Stand Down Data 2007-2014

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand Downs</td>
<td>126</td>
<td>35</td>
<td>13</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Suspensions</td>
<td>26</td>
<td>9</td>
<td>14</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Exclusions</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cause</td>
<td>2007</td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>----------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
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<td>------</td>
</tr>
<tr>
<td>Defiance</td>
<td>25%</td>
<td>57%</td>
<td>42%</td>
<td>43%</td>
<td>16%</td>
</tr>
<tr>
<td>Abuse of Staff</td>
<td>30%</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>5%</td>
</tr>
<tr>
<td>Violence and Intimidation</td>
<td>21%</td>
<td>23%</td>
<td>42%</td>
<td>23%</td>
<td>21%</td>
</tr>
</tbody>
</table>
## NCEA Results 2014

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% Pass Rate</th>
<th>In Last 11 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>87.9</td>
<td>Best</td>
</tr>
<tr>
<td>Level 2</td>
<td>95.9</td>
<td>Best</td>
</tr>
<tr>
<td>Level 3</td>
<td>85.2</td>
<td>Best</td>
</tr>
<tr>
<td>UE</td>
<td>75.4</td>
<td>Best</td>
</tr>
</tbody>
</table>
# NCEA Results 2014 National Comparisons

<table>
<thead>
<tr>
<th>Year Level</th>
<th>GHS %</th>
<th>National %</th>
<th>Dec. 4-7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>87.9</td>
<td>84.2</td>
<td>82.9</td>
</tr>
<tr>
<td>Level 2</td>
<td>95.9</td>
<td>88.1</td>
<td>87.1</td>
</tr>
<tr>
<td>Level 3</td>
<td>85.2</td>
<td>80.4</td>
<td>77.8</td>
</tr>
<tr>
<td>UE</td>
<td>75.4</td>
<td>61.2</td>
<td>56.0</td>
</tr>
</tbody>
</table>
Lessons that we have Learnt

1. Take your time
2. Stay true to the framework
3. Involve your whole staff in all decision making
4. Be open and honest about your intentions
5. Bring your outliers into the fold
6. Celebrate your achievements
7. Keep the faith, even when the going gets tough
Staying True To Your Course
THANKS FOR YOUR ATTENTION AND ANY QUESTIONS?
Thanks for listening!
Any Questions?
No? SUPER!
Contact Us

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