PB4L Conference 2016 – ‘Working Together’
Bullying Prevention and Response

KEYS TO SUCCESS AT MSS
MSS
(Motueka South School)
Keys to Success Programme

Manage Self  SHOW Respect  Strive to Learn

MSS Learners
Motueka South School's Vision is:

To provide a positive balanced education in a trusted and safe environment that educates and supports children to be lifelong learners.
HISTORICAL BACKGROUND

2005 - Keys to Success (K2S) was developed and implemented as part of our review of Curriculum Delivery
- In consultation with students and school community the MSS Learner was developed

2010 - MSS commenced PB4L (Tier 1)
- K2S became the overarching umbrella for the development of our school’s culture/values within PB4L
- Data was broadly collected (‘Minor’ / ‘Major’)
- Further in-depth analysis was required, i.e., specific behaviours, times, locations
2010 - DATA ANALYSIS

PB4L data identified concerns:

Triangle of Student Referrals, 2010

Red Zone - Students with 6 or more referrals
- Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Yellow Zone - Students with 2 to 5 referrals
- Targeted Group Interventions
- Some Students (at-risk)
- High Efficiency
- Rapid Response

Green Zone - Students with 1 or no referrals
- Universal Interventions
- All Settings
- All Students,
- Preventive, proactive

Theory

85%

Motueka South School

79%
2010 - DATA ANALYSIS

Further in-depth analysis (in relation to bullying) identified:
- 51% of the student population ‘reported’ incidents of bullying
K2S/PB4L Process for Prevention & Response

Consultation with Staff, Board of Trustees, Students and our wider School Community to:
- identify what behaviours were considered bullying and
- establish the ‘definition’ of bullying

Implemented a comprehensive education programme
- In-Class / Weekly Assembly
- Newsletters / Information Evenings
- Induction at Enrolment

Regular and Planned in-school PLD regarding consistent ‘response’ and ‘management’ of behaviours

Regular and Consistent analysis and reporting of incidents/data within Teams and at Management/Board level

Focus on and promote the positive behaviours

K2S/PB4L Targets included in MSS Charter / Strategic Plan
K2 SUCCESS

- Consistent
- Rigorous
- Inclusive
- Best Practice (Performance Management)
- Purpose Built
- Responsive
- Communication
Motueka South School’s Vision is:

A School for Everyone  He Kura ma tatou
A RESPECTFUL COMMUNITY STRIVING FOR AND CELEBRATING SUCCESS

Our Purpose (Mission) is:

To provide a positive balanced education in a trusted and safe environment that educates and supports children to be lifelong learners.

As a MSS Learner, I try my best (Better Every Single Time) to:

M - manage myself (and make good, responsible choices)

S - show respect (care and value myself, others, our environment and learning)

S - strive to learn
A HUNCH ……
The Cotton Wool / Bubble Wrap Syndrome …
A PUNT ......
A PUNT ......
As a MSS Learner, I try my best
(Better Every Single Time)
**Behaving well 'When Things Go Wrong'**

**Lesson Focus:**
- How should MSS Learners behave when things go wrong, to do the best thing?

**Key Questions:**
- Follow the 3 MSS Learner rules when things go wrong

**Teacher Introduction/Rationale:**
(Use a calm voice)

We need everyone to behave well when things go wrong because that's when we really need to do the right things, to help sort out the problem.

**Teacher modelling (Include a non-example):**

Teacher models how to behave in a way that would fit with the rules and then again in a way that would not, in a conflict situation (e.g. ‘he said, she said’) and in an upset/hurt situation (e.g. damaged scooter or injury). Invite reflective comment from the students.

Discuss positive strategies for what to do if someone nearby is having a conflict, hurt or upset.

(Includes going for first aid help, a duty teacher, etc.)

**Recap:**
- Set out rules/ expectations (Teacher leads, students give ideas until all agree).

**Expected MSS Learner behaviour:**
- **Maintain Self:**
  - Keep calm
  - Stop and think before I ‘do’
  - Use my words, not my hands or feet

- **Show Respect:**
  - Listen to others
  - Say ‘I’m sorry’ if I should
  - Give people a chance
  - Try again, learn from my mistakes
  - Try to set a good example of behaviour

- **Strive to Learn:**
  - Solve problems peacefully

**Rules in the playground:**
- 1. Follow the agreed rules and reminding students about MSS Learner expectations.
- 2. Students contribute ideas until all agree.

**Focus statements going such as necessary:**
- Use focus statements going such as necessary. Use focus statements going.

**Behaving in the Playground:**

- Students contribute ideas, then share matching chart:
  - Positive
  - Take turns
  - Prepare
  - Help if needed

- Behaviour for others:
  - Help if needed
  - Help if needed

- So, that our playground is a safe, happy place, everyone plays better together.

- Transitioning between activities:
  - From learning to the next learning activity
  - From school or change activities in the next job
  - From the classroom

- Focus on how to transition:
  - Walk away and seek help from an adult
  - Don’t get caught up in the moment.
  - Don’t get caught up in the moment.

- Focus statements going such as necessary. Use focus statements going such as necessary. Use focus statements going.
**Who issues?**

- **Principal:** Stand-down / Suspension
- **Team Leader:** 1<sup>st</sup> & 2<sup>nd</sup>
- **Principal:** 3<sup>rd</sup> & 4<sup>th</sup>

**Teacher**
- **Relief Teacher:** refer to any Team Leader

**Issued for:**

- Extreme Crisis OR
- 4<sup>th</sup> Red Card in School Year
- Major incident/misbehaviour, e.g., abuse, violence, vandalism
- AARI Crisis Card may lead to Orange or Red Card.
- Minor incident/misbehaviour in classroom or playground
- 4<sup>th</sup> Orange Card in Term = Red Card

**Teacher:** Gold Card
- **All Staff:** Gotcha Cards
- **Sports Coaches:** Sport Gotchas
- **Local Business:** Community Gotchas

**Red Card**
- Major Incident

**Orange Card**
- Minor Incident

**Green & Gold Card**
- Reward

**Other rewards:**
- Positive Feedback/forward
- Community Gotchas
- Stickers
- Class/Assembly Certificates
- Term Gold Card & House Prizes
- Principal’s Awards
- House Points
- Positive Postcards
- Gotcha Cards
- Gold Cards
- Weekly House Award
Comparison of data (in relation to bullying) identified:
- 9% of the student population ‘reported’ incidents of bullying in 2015, compared to 51% in 2009 (42% reduction)
Comparison of PB4L Triangle:

**Triangle of Student Referrals, 2015**

- **Red Zone** - Students with 6 or more referrals
  - Intensive, Individual Interventions
    - Individual Students
    - Assessment-based
    - Intense, durable procedures

- **Yellow Zone** - Students with 2 to 5 referrals
  - Targeted Group Interventions
    - Some Students (at-risk)
    - High Efficiency
    - Rapid Response

- **Theory**
  - 85%
- **Motueka South School**
  - 92%

- **2010**
  - 79%
  - 6%
Recommendations for 2016:

- 5 Gold Cards (Red): If a student receives an orange, red card offence or stand-down during a school term and they have received 5 Gold Cards, they are removed from the end of term rewards list. This expectation would need to be explained to all students at the start of the school year.

- Develop a system to ensure students who receive Classroom Certificates at Assembly each week are recorded and entered into Edge Pastoral database.

- 209 offences recorded from 3rd February to 30th November 2016

- Analysis of the 35 students by gender who have recorded 2 or more offences Term 1 to 4:
  - Female: 3
  - Male: 34

- Analysis of the 35 students (representing 12.8% of school population) who have recorded 2 or more offences, Term 1 to 4, against their Term 1 GPA:
  - 4 Well Below (11%)
  - 4 Below (11%)
  - 25 Mid (75%)
  - 1 Above (3%)

- Analysis of the 35 students who have recorded 2 or more offences, Term 1 to 4, against their ‘Attendance’ and using the Ministry of Education’s benchmark of 91% or above:
  - 91% or above: 12 students (34%)
  - 80% to 90%: 17 students (49%)
  - 79% or below: 6 students (17%)

- Analysis of the 35 students who have recorded 2 or more offences, Term 1 to 4 identifies 10 students (29%) who have transferred to MBSS since the beginning of 2014.