



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

HIGH

firmness/control (limit-setting, discipline)

TO Whakahawea

punitive

- controlling
- bossy
- "because I said so"

authoritarian

NOT

Whakakuuare

neglectful

- disinterest
- uninvolved
- passive
- submissive irresponsible

WITH Whakapakari

restorative

- respectful leadership
- relational & assertive
- enabling growth
- mutual communicator
- problem solving
- responsibility
- high standards

authoritative

FOR Whakawaha-nguu

permissive

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

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

Otaki College 2015



Senior Leadership

Deans and/or **Curriculum Leaders**

Classroom Teacher/Form **Teacher**

Gang afficiation display Dishonesty - theft Language & gestures abusive/aggressive/threatening Physical -aggressive/violent/threatening Use possession of weapons Use/possession of alcohol and other drugs

Bullying/harassment Callback non-attendance Behaviour expectation card not completed Dishonesty - forgery Four referrals. Incorrect uniform - continued Interfering with other students' work Out of Bounds / inappropriate location Property – vandalism/damage Referral. Smoking. Truancy Parent condoned truancy. Withdrawal Behaviour - dangerous, repeated unresolved minor, threatening Assessment – major inappropriate behaviour

Late, Absent, Truancy - minor Absentee concern Behaviour – conflict with, disobedient, disruptive Dishonesty - lying Failure to bring appropriate materials/gear Language & gestures -abusive/aggressive Physical contact - low level Property- misuse/littering **Referral**-behaviour – conflict, dangerous, defiance, disobedient, disruptive, repeated unresolved minor, threatening, uncooperative Incorrect uniform, Non-regulation jewellery worn

Disrespect, Disengagement, Lack of OC Pride, Irresponsible

5 % Tier 3

Tertiary Prevention: Specialised individualised systems for students with high risk behaviour

> 15 % Tier 2

> > **Secondary Prevention: Specialised** group systems for students with at-risk behaviour

80 % Tier 1

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

How it all works together

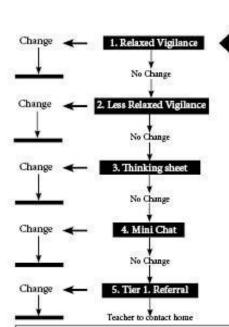


Be The Best We Can Be- The OC Way

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 low intensity 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 requests
Safety of others at risk
Chronic/repeated minor violations
Defaulted 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/possesion of tobacco
Forgery, theft
Possesion of lighters, matches

6. Tier 2. Dean Managed

Dean contacts home

Restorative hui/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

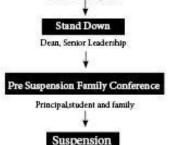
No Improvement Teacher, Dean, Senior Leadership, Principal

Tier 3. Crisis Behaviours Senior Leadership Involvement

Physical- aggressive/violent/threatening
Use/possession of drugs/alcohol
Use/possession of weapons
Gang affiliation/display
Language & gestures- abussive/aggressive/threatening

Relentless Schoolwide Consistency

Teach Reteach Practice Reward Consequences



Board of Trustees

Restorative Family Conference

Dean, student and family

Behaviour contract

Dean's daily report

Expectations, Routines, Physical arrangements

Relaxed vigilence - proximity control; signals; non-verbul cues; ignore, direct instruction, Praise 4:1, OTR

Less Relaxed Vigilence - pre-correct; re-direct; re-teach; provide choice; name on the board

Thinking Sheet - student completes in class

Mini Chat - teacher facilitated 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

- •is Respectful
- has Otaki 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??????

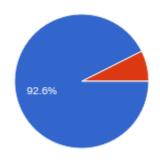
- on-going analysis of schoolwide data (note- Kamar more inline with SWIS)
- School wide surveys (staff, student, community)
- PB4L surveys SET, TIC, BoQ
- NZCER Well-Being Survey
- Martin Jenkins survey tool RP Pilot



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

Do you feel safe at Otaki College?



Yes **75** 92.6% No **6** 7.4%

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.

Do teachers at Otaki College care about you?



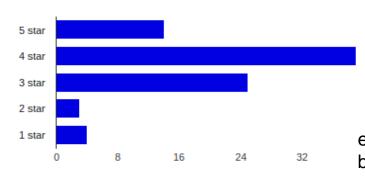
 Yes
 50
 61.7%

 No
 1
 1.2%

 Sometimes
 35
 43.2%

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.

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



4 star 39 48.1% 3 star 25 30.9% 2 star 3 3.7% 1 star 4 4.9%

17.3%

every day is awesome and i love it here. wouldn't want be anywhere else

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.

3 Take Aways

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

