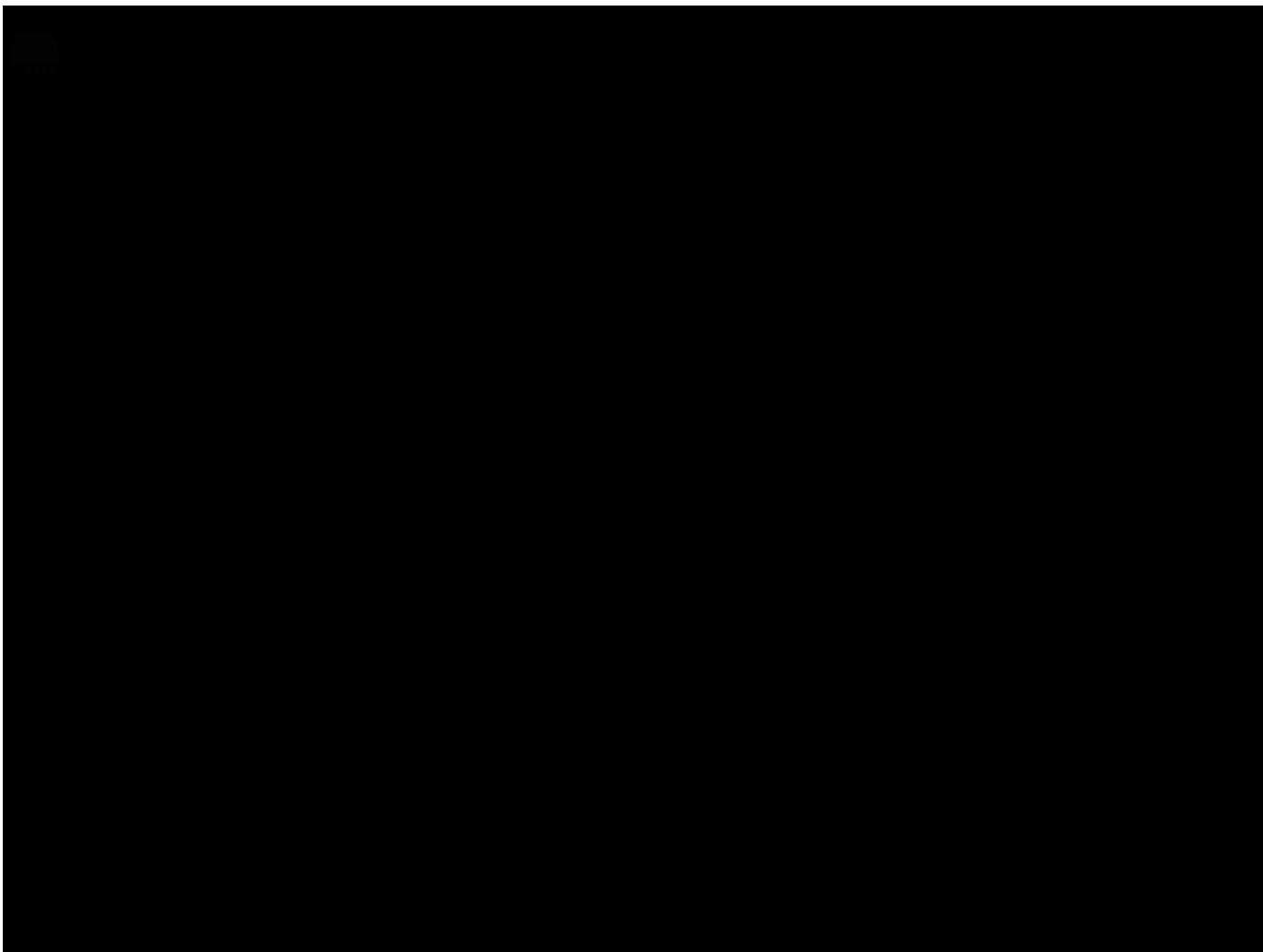


Integrating Restorative Practice Principles into the PB4L-SW Framework

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

Year	2007				
Stand Downs	126				
Suspensions	26				
Exclusions	10				

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?

Suspension and Stand Down Data 2007-2015

Year	2007	2011			
Stand Downs	126	35			
Suspensions	26	9			
Exclusions	10	2			

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’



COURTESY
ATAWHAITANGA



EFFORT
MANAWANUITANGA



RESPONSIBILITY
TAKOHANGA





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.



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

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.	Verbal and/or written contact is made between the classroom teacher and the student's parent(s)/carer(s).	The student writes a declaration of remorse (apology letter) to the affected party/parties.	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.	The student is placed onto a white report form which is monitored by the dean.	The student is referred to the RTLB, learning centre, guidance counsellor, student advocate or health nurse.	The student is stood down for no more than five days in any one term, or ten days in any one school year.
The student is withdrawn from the teacher's next lesson and supervised by a teacher within the same department.	Verbal and/or written contact is made between the dean and the student's parent(s)/carer(s).	The student and teacher co-construct a behaviour contract, clarifying the teacher's expectations of future behaviour.	The teacher and student hold a more thorough restorative conversation, supported by the head of department or the student's dean.	The student is placed onto a yellow report form which is monitored by a member of the SMT.	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.
The student is withdrawn from the teacher's next lesson and supervised by their dean, or by a member of the SMT.	Verbal and/or written contact is made between a member of the SMT and the student's parent(s)/carer(s).	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.	The teacher, student, victim and their parent(s)/carer(s)/whānau hold a restorative meeting. This is facilitated by the student's dean.	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.	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.
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.	Verbal and/or written contact is made between the rector and the student's parent(s)/carer(s).	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.	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.	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.	Students under sixteen are excluded to another school. Students sixteen and over are expelled from full time education.

Table d'hôte Versus an a 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

Year	2007	2011	2012	2013	2014
Stand Downs	126	35	13	24	14
Suspensions	26	9	14	6	5
Exclusions	10	2	3	1	0

Causes of Suspension and Stand Down

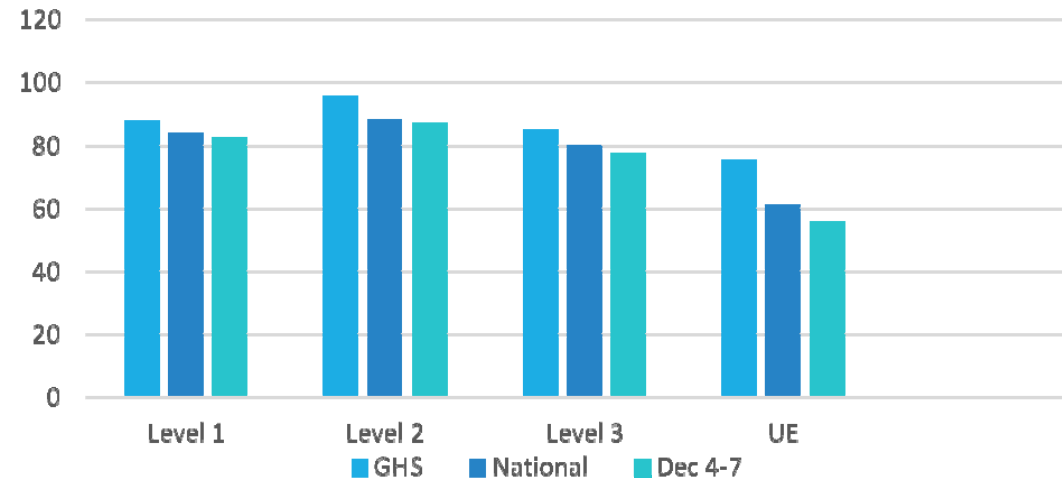
Cause	2007	2011	2012	2013	2014
Defiance	25%	57%	42%	43%	16%
Abuse of Staff	30%	11%	12%	13%	5%
Violence and Intimidation	21%	23%	42%	23%	21%

NCEA Results 2014

Year Level	% Pass Rate	In Last 11 years
Level 1	87.9	Best
Level 2	95.9	Best
Level 3	85.2	Best
UE	75.4	Best

NCEA Results 2014 National Comparisons

Year Level	GHS %	National %	Dec. 4-7%
Level 1	87.9	84.2	82.9
Level 2	95.9	88.1	87.1
Level 3	85.2	80.4	77.8
UE	75.4	61.2	56.0



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

John McKinlay - Rector

jmckinlay@gore-high.school.nz

Marcus Gough – PB4L-SW Coach

mgough@gore-high.school.nz

03 208 9130