



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

KEYS TO SUCCESS AT MSS



MSS

(M_{otueka} S_{outh} S_{chool})

Keys to Success Programme

Manage Self

Show Respect

Strive to Learn



Nature Park South School's Vision is:



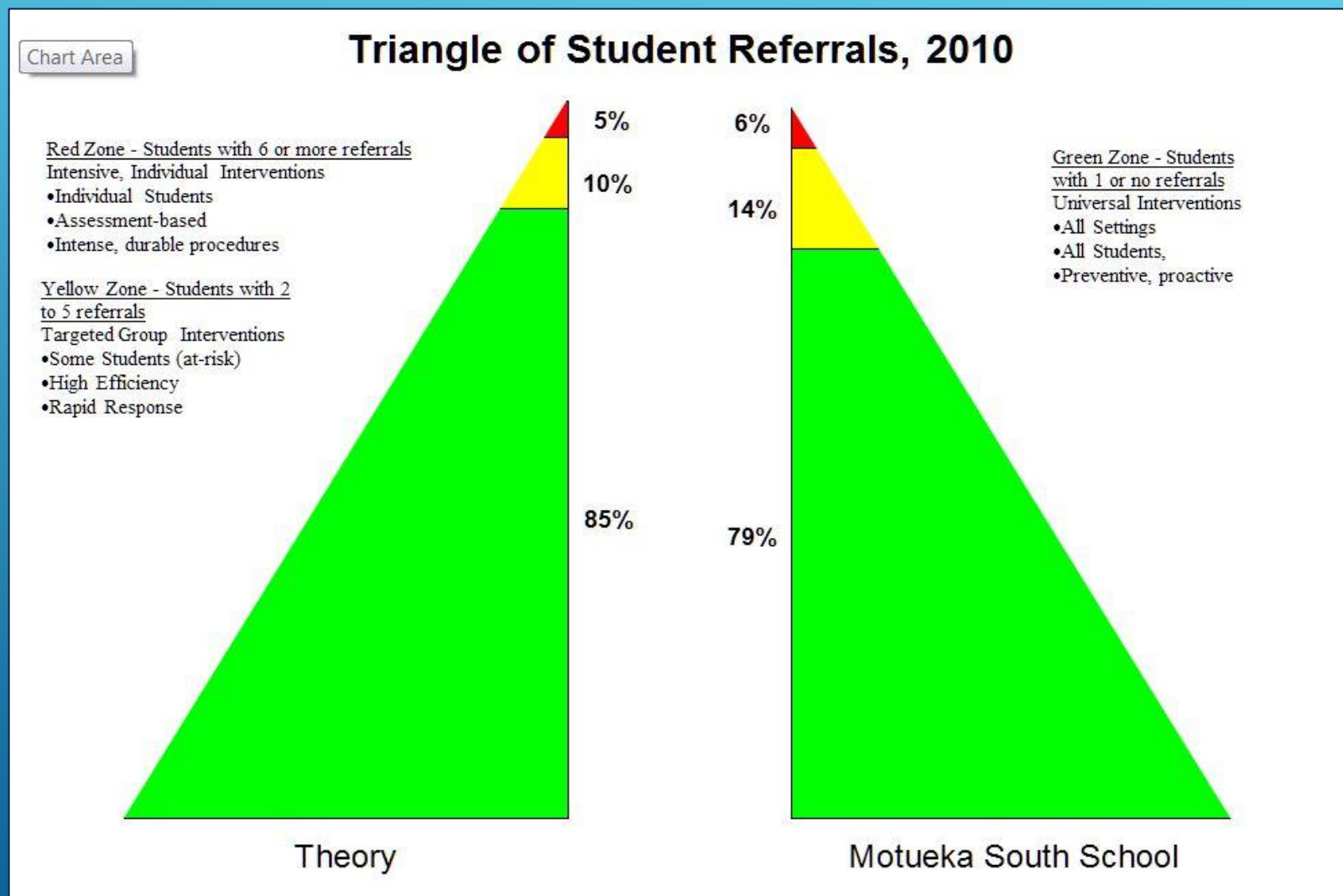
**To provide a positive balanced education in a
trusted and safe environment
that educates and supports children to be lifelong learners**

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

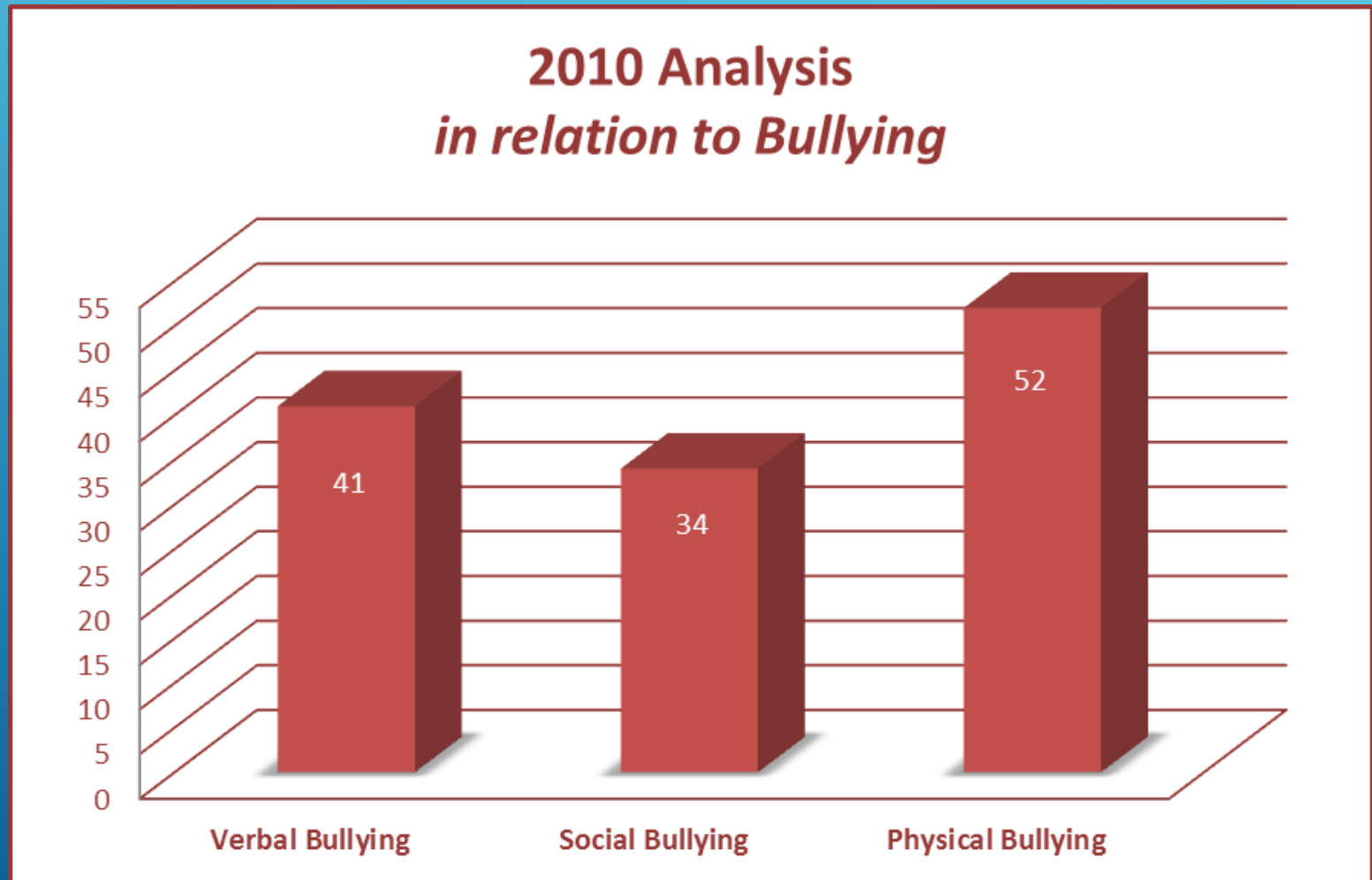
PB4L data identified concerns:



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**



SETTING THE SCENE - Culture / Environment



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





A school for everyone
He Kura ma tatou

School Rules/ Expectations of Behaviour – ANNUAL WEEKLY FOCUS PLAN

Human Rights, Expectations of behaviour along with the Key Competencies and Values from the New Zealand Curriculum are integral to the MSS Social Skills and School Rules Programme.

		Week 1	2	3	4	5	6	7	8	9	10
Term 1	SENIOR SCHOOL LEADERSHIP PROGRAMME	SHOW RESPECT Everyone is different and special. Relating to Others is an important Key Competency.	MANAGE SELF Manage yourself by being ready and organised. Make the most of your right to an education.	STRIVE TO LEARN Set and try to meet goals. Practise and keep trying to improve. Make the most of your right to an education.	SHOW RESPECT Caring for the Environment is an important value. Stay within set boundaries.	MANAGE SELF Managing Self is an important Key Competency. Stay on task and take turns in group work and games so you include others.	STRIVE TO LEARN Everyone has the right to express their ideas and opinions. Actively participate & contribute; share and listen to others ideas.	SHOW RESPECT Everyone has the right to have their feelings respected.	MANAGE SELF Managing Self is an important Key Competency. We should think about the consequences of our actions: STOP – THINK – DO!	STRIVE TO LEARN Challenge yourself with learning.	SHOW RESPECT Use your Values. Show respect for your teacher and classmates. Listen and follow directions. Be focussed and allow others to be focussed.
		MANAGE SELF Play safely with positive and happy interactions.	STRIVE TO LEARN Have a go at new challenges, take a risk & show understanding that mistakes are part of learning.	SHOW RESPECT Use put ups. Listen to and encourage others' points of view.	MANAGE SELF Participate in a positive manner and use equipment correctly.	STRIVE TO LEARN Focus on next learning experience, prepare calmly and quietly.	SHOW RESPECT Play fair and take turns. Solve problems peacefully by listening to others.	MANAGE SELF Stay within set boundaries. Participate and follow instructions.	SHOW RESPECT Greet bus driver, and all others by name.	STRIVE TO LEARN Finish tasks to B.E.S.T. standard. Stay on task to finish tasks on time.	MANAGE SELF Try again showing curiosity and creativity.
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Term 2											
Term 3											
Term 4											

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

MSS Lesson Plan format for PB4L teaching:
(Remember PB4L lessons are about setting up for success or correcting behaviour.
The process should be adapted for varying class levels.)

Behaving well 'When Things Go Wrong'

Lesson Focus:

How should MSS Learners when things go wrong?

Key Question:

Follow the 3 MSS Learner rules when things go wrong

Goal: Students will:

Expected MSS Learner behaviour (Invite students to generate ideas, then share matching chart):

I Can:

- Keep calm
- Stop and think before I 'do'
- Use my words, not my hands or feet

M- Manage Self

- Listen to others
- Say 'I'm sorry' if I should
- Give people a chance

S- Show Respect

- Get help if needed
- Try again, learn from my mistakes
- Set a good example of behaviour
- Solve problems peacefully

S- Strive to Learn

- Keep calm
- Stop and think before I 'do'
- Use my words, not my hands or feet
- Listen to others
- Say 'I'm sorry' if I should
- Give people a chance
- Get help if needed
- Try again, learn from my mistakes
- Set a good example of behaviour
- Solve problems peacefully

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 thing, to help sort out the problem.

Teacher modelling (include a non-example):
Teacher models/has students model behaving in a way that would fit with the rules and then again in a way that would not, in a conflict situation (eg 'he said, she said') and in an upset/hurt situation (eg damaged scooter or injury). Invite reflective comment from the students.
(Includes going for first aid help, a duty teacher, etc)

Re-cap: Set out rules/ expectations (Teacher leads, students contribute ideas until all agree):
eg.
1. Keep calm, use a quiet voice
2. Treat self and others with respect
3. Try to sort conflict problems with words and listening
4. Walk away from conflict to calm down if needed
5. Seek help if needed

Practise (Student role play): (Include a 'what if?' Incident)
What if a crisis is just all too much to cope with? (Strategy: Walk away and seek help from an adult)

Follow-up with observations and praise, or re-teach as necessary- Use focus statements going to the agreed rules and reminding students about MSS Learner expectations.

MSS Lesson Plan format for PB4L teaching:
(Remember PB4L lessons are about setting up for success or correcting behaviour.
The process should be adapted for varying class levels.)

Well in the Playground

How should MSS Learners behave, to make our playground a safe and happy place?

What are the rules in the playground?

Invite students to generate ideas, then share matching chart):

- Positive
- Take turns

Boundaries

Helpfully

Try trying
behaviour for others
Get help if needed

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

behaving in a way that would fit with the reflective comment from the students.
nearby is not doing the right thing.

Students contribute ideas until all agree):

ds
cefully

you or spoiling the game?

as necessary- Use focus statements going reminding students about MSS Learner expectations.

MSS Lesson Plan format for PB4L teaching:
(Remember PB4L lessons are about setting up for success or correcting behaviour.
The process should be adapted for varying class levels.)

Transitioning between activities

How should MSS Learners behave when moving around the school or when waste time and nobody else is disturbed?

When moving between places or activities

Invite students to generate ideas, then share matching chart):

es

around the school

to myself

for the next job

and classroom

ers

r

next learning activity

school or change activities in the opportunities.

a way that would fit with the comment from the students.
not doing the right thing.

tribute ideas until all agree):

to transition?

ch partly finished work, how

focus statements going expectations.



A school for everyone
He Kura ma tatou

Keys to Success / PB4L Traffic Light Card System

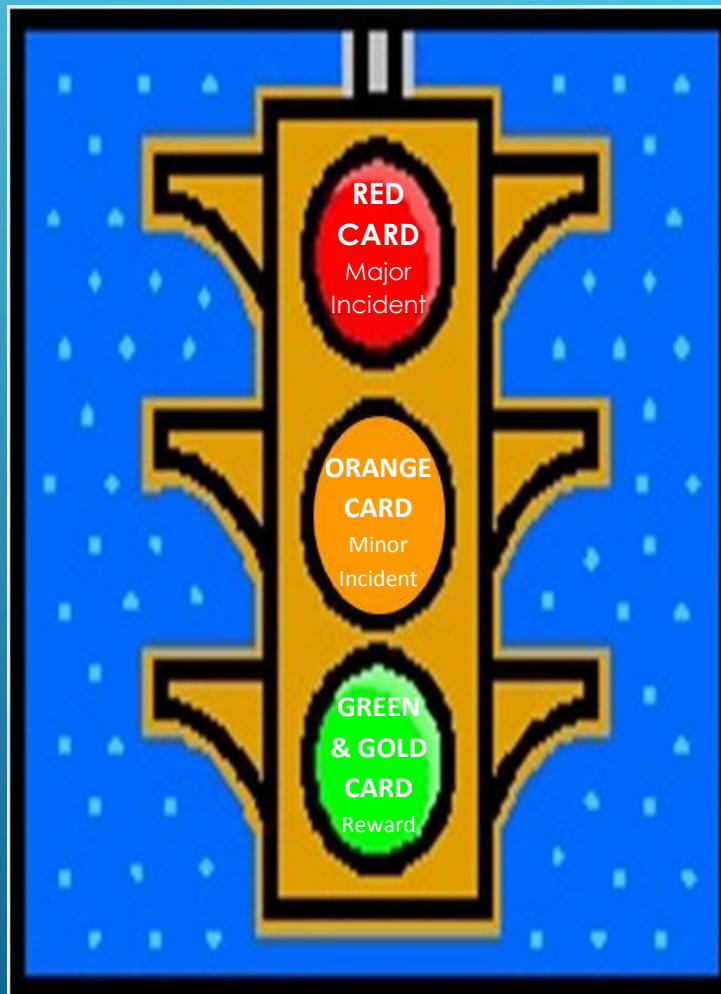
Who issues?

Principal:
Stand-down / Suspension

Team Leader: 1st & 2nd
Principal: 3rd & 4th

Teacher
Relief Teacher:
refer to any Team Leader

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



Issued for:

- Extreme Crisis **OR**
- 4th Red Card in School Year

- Major incident/misbehaviour, e.g., abuse, violence, vandalism
- AARI Crisis Card may lead to Orange or Red Card.

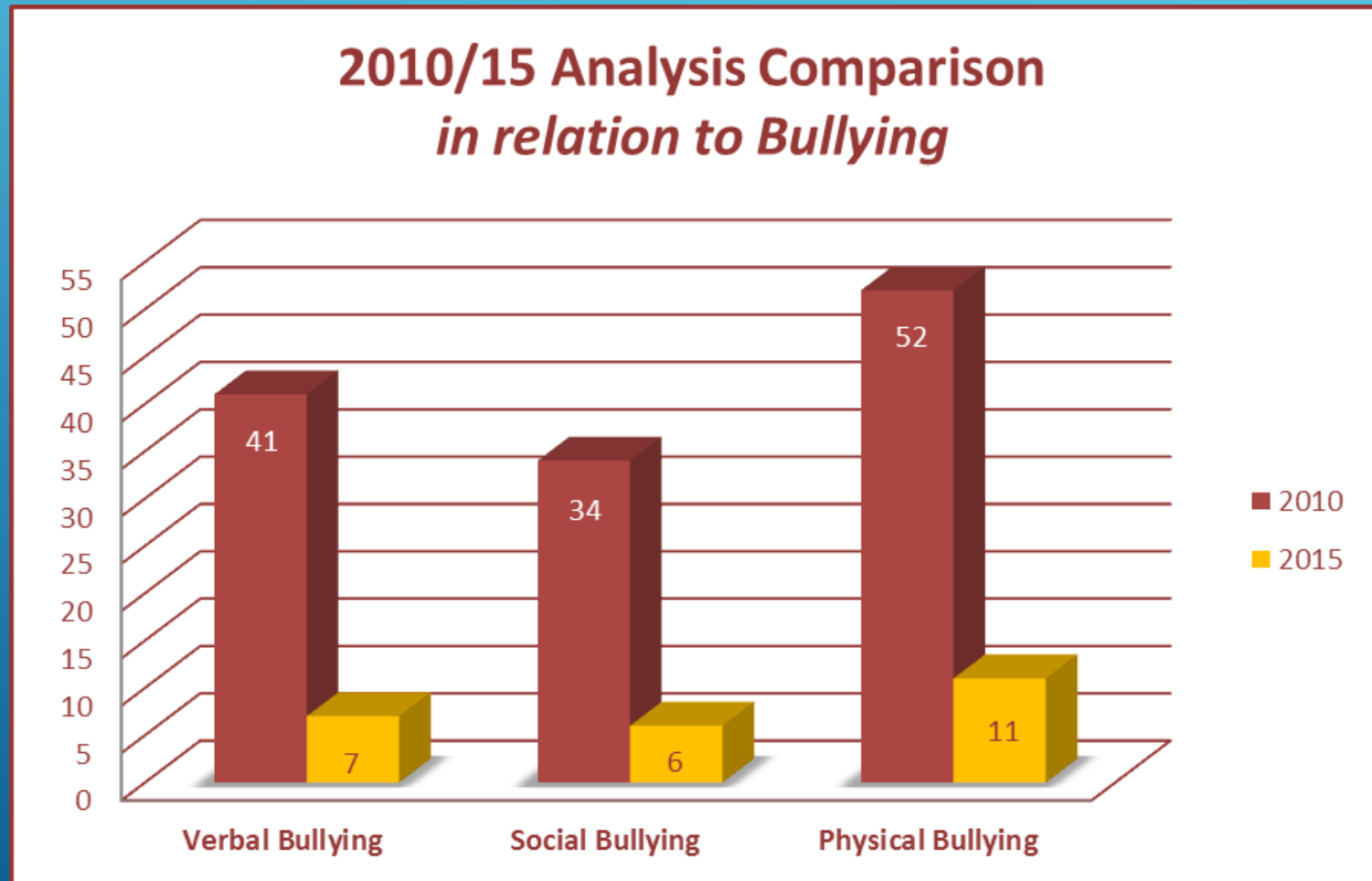
- Minor incident/misbehaviour in classroom or playground
- 4th Orange Card in Term = Red Card

- 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

2010/15 - DATA ANALYSIS COMPARISON

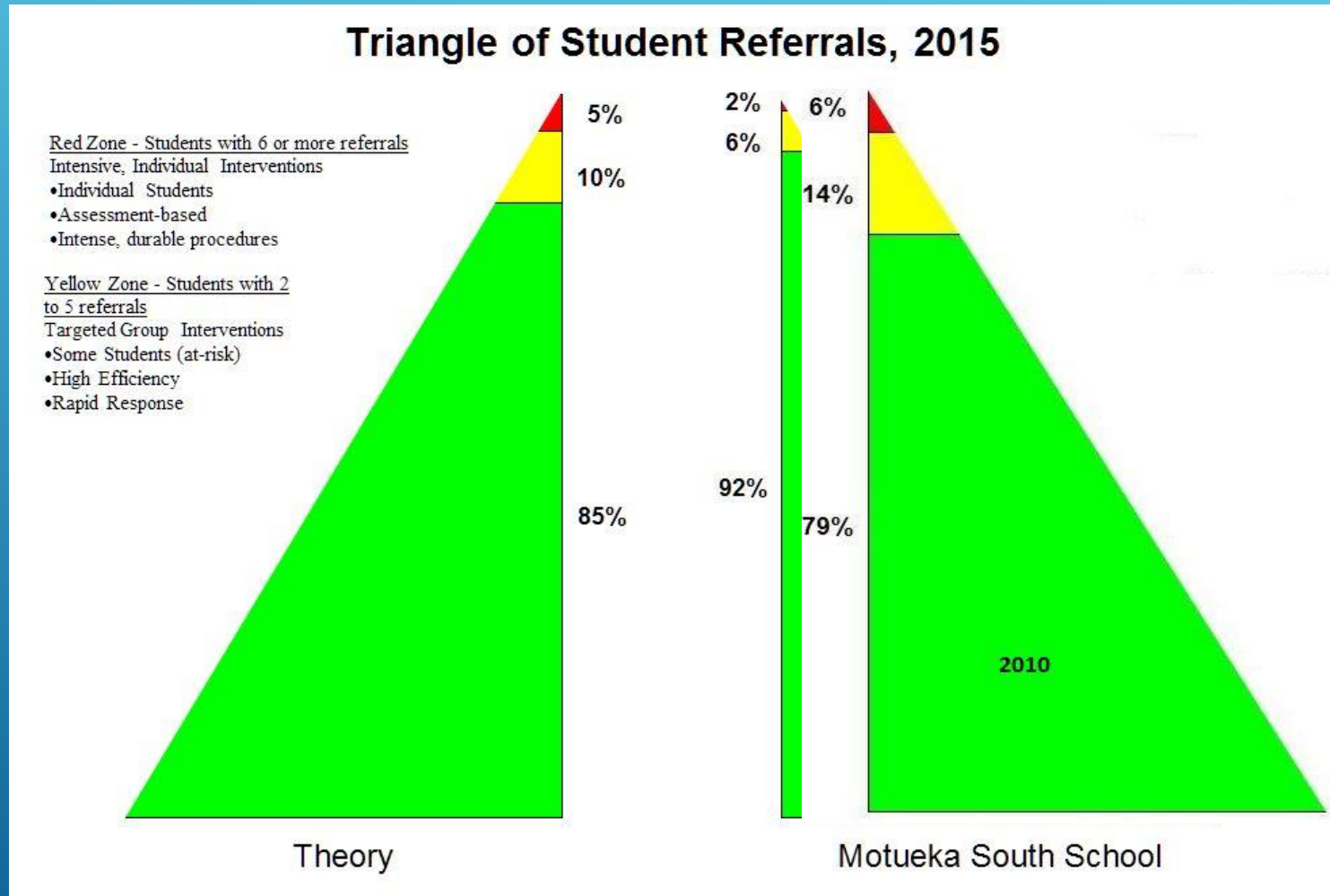
Comparison of data (in relation to bullying) identified:

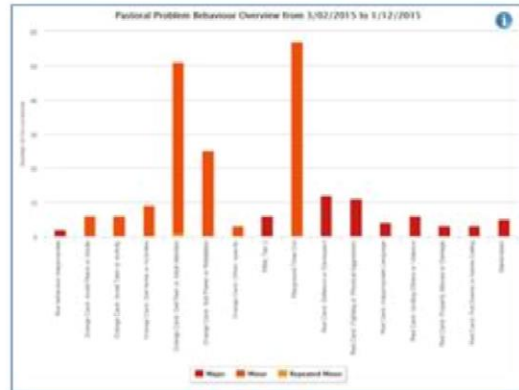
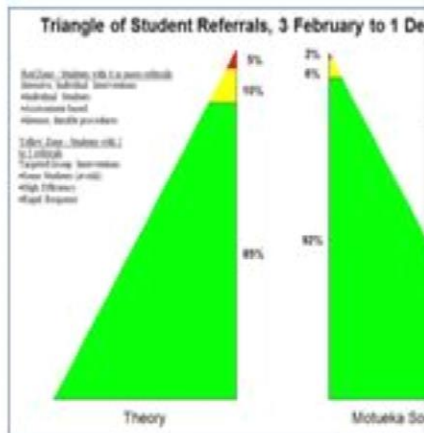
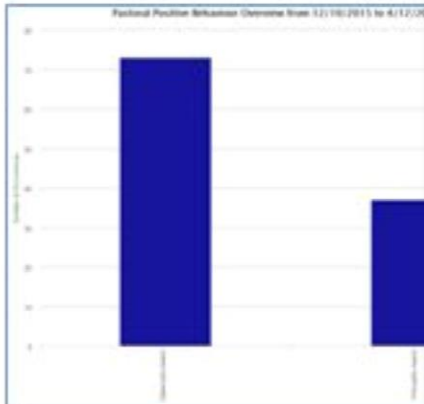
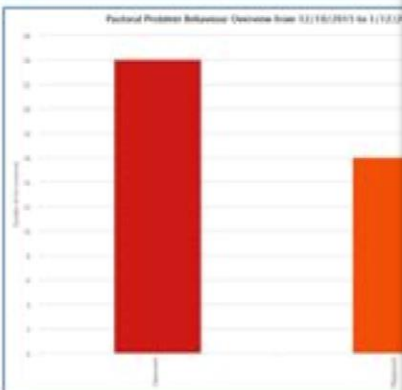
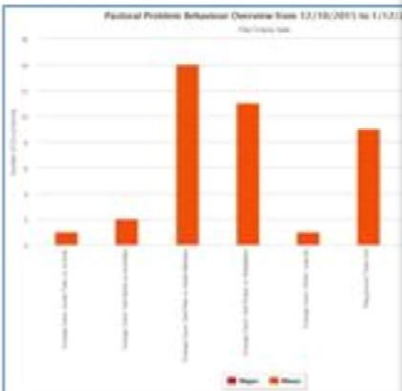
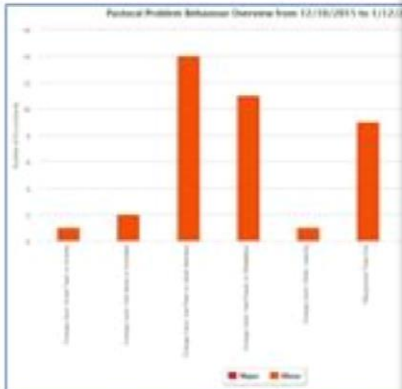
- 9% of the student population 'reported' incidents of bullying in 2015, compared to 51% in 2009 (42% reduction)



2010/16 - DATA ANALYSIS COMPARISON

Comparison of PB4L Triangle:





Recommendations for 2016:

- > 5 Gold Cards Issued - 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 reward 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 is recorded and entered into Edge Pastoral database.

- > 209 offences recorded from 3rd February to 30th November 2015
- > Analysis of the 35 students by gender who have recorded 2 or more offences, Term 1 to 4:
 - > Female - 1
 - > Male - 34
- > Analysis of the 35 students (represents 12.8% of school population) who have recorded 2 or more offences, Term 1 to 4, against their 'Interim OTJ':
 - > 4 'Well Below' (11%)
 - > 4 'Below' (11%)
 - > 26 'At' (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 - 28 students (80%)
 - > 80% to 90% - 7 students (20%)
- > Analysis of the 35 students who have recorded 2 or more offences, Term 1 to 4 identifies 10 students (29%) who have transferred to MSS since the beginning of 2014.

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