



West Gore School

Our Place to Grow *E Kikiri Tātou*

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Student Wellbeing

- PB4L
- Restorative Practices
- Bullying
- Social Skills Programmes



West Gore School

Our Place to Grow *E Kikiri Tātou*

Student Wellbeing at West Gore School

At West Gore School we place great importance on the wellbeing of our students. This brochure is an overview of the practices and programmes we use to help our students become socially well-balanced individuals so they can enjoy growing and learning to their full potential.

Our Vision

Our vision is to make a positive impact by serving with authentic Hauora.

Our Kawa

Self worth, growth and community

The West Gore Way

Respect, Responsibility and Resilience

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PB4L

The purpose of West Gore School's Positive Behaviour for Learning school wide plan is to... Provide systems and support for all students and staff, and to enable students to learn academic, social and life skills in a safe and respectful environment.



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Restorative Practice

Restorative practice used in schools has evolved from restorative justice which is used in the New Zealand Justice system. The fundamental premise of restorative practice is that people are happier, more cooperative and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them.



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Bullying

Bullying is deliberate.
Bullying involves a power imbalance.
Bullying is not usually a one off.
Bullying is harmful.



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Social Skills Programmes

Kiwi Can
Keeping Ourselves Safe
Kia Kaha
PALS (Physical Activity Leaders)



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PB4L

At West Gore School PB4L is based on our three values: *Respect, Responsibility* and *Resilience*. Our lesson plans are based on these values.

Positive Behaviour for Learning

Positive Behaviour for Learning is built on the foundation that...

Positive behaviour can be learnt and difficult and disruptive behaviour can be unlearned. The focus is on...

- preventing problem behaviour
- developing students' social skills
- reinforcing desired behaviour
- consistently addressing and reducing problem behaviours
- using data based assessment to inform our teaching and learning
- specific lessons are designed and implemented to teach desired behaviours in the classroom and the playground



How will PB4L help my child and our school?

- PB4L promotes positive student behaviour by building the school's leadership capacity and teachers' knowledge, understanding and skills in applying effective school-wide behaviour systems
- PB4L boosts student engagement in learning by increasing attendance and retention, and improving student behaviour
- PB4L helps schools deliver highest quality learning programmes to improve student academic and behavioural learning



Behaviours

REWARDS and ACKNOWLEDGEMENTS are a core feature of building a positive school culture and change frequently to keep it relevant and maintain motivation from the children.

Minor and Major behaviours have been clearly defined. If a student has a minor or major incident, staff track behaviour. This informs future teaching and learning of behaviour.

Minor Behaviour

If a minor behaviour occurs this is recorded and resolved through a restorative conversation usually held in the playground. If minor behaviour is reoccurring contact will be made with parents/whānau.

Major Behaviour

Depending on the frequency and severity of the incidents will determine whether or not the student will participate in the regular playground reward and whānau/family will be contacted. A small group of children will have individual behaviour plans in place that fall outside of our regular school wide systems.





Restorative Practices

A way of viewing conflict and wrong-doing that focuses on the harm caused to people and to relationships and the obligation to repair that harm. It is a way for students to develop better understanding of, and empathy with others.

Why Restorative Practice?

It is inevitable that in any community we will experience conflict, disruption, hurt and disappointment. Wrongdoing, such as bullying, is a violation of people, property and relationships. The wrongdoer has a responsibility to make things right, to heal the hurts.

Situations requiring intervention in our school provide opportunities for learning, growth and building communities. Managing conflict effectively helps us learn skills such as active listening, problem solving, expressing emotion appropriately and taking responsibility for our actions.

Restorative Practices in Action

There are a variety of ways that you will see and hear Restorative Practices in action across the school:

- Conferences
- Restorative conversations
- Class meetings

Sometimes depending on the nature of the incident, other steps will need to be taken.



Key Questions in the Restorative Practice Process

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected?
- In what way(s)?
- What needs to be done to put things right?
- What can be done to make sure this doesn't happen again?

Restorative Practices:

- Seek to heal and put things right - by treating all involved with fairness and respect.
- Create an opportunity to discuss issues honestly.
- A process that involves those who are the victim(s), the wrongdoer(s) and those who are affected.
- Involve a fresh way of looking at wrongdoing and interpersonal conflict - a new 'lens' - embracing both support and acceptance.
- Heal and restore relationships.

How can Parents Help?

- Listen to your child - discuss with them their choices.
- Support your child regardless of whether they are a victim or the wrongdoer in the situation.
- Remember - there are always two sides to the story.
- Trust the school and the process.
- Seek clarification from the relevant school staff if you have concerns or questions.



Bullying

Bullying varies in severity, frequency and impact. At West Gore School we use a combination of Ministry of Education resources, professional judgement and communication with parents/whanau to determine our response.

What is Bullying?

Bullying is deliberate - there is an intention to cause physical and / or psychological pain or discomfort to another person.

Bullying involves a power imbalance - there is an actual or perceived unequal relationship between the target and the initiator that may be based on physical size, age, gender, social status or digital capability and access.

Bullying has an element of repetition - bullying behaviour is usually not one-off. It is repeated over time, with the threat of further incidents leading to fear and anxiety. Repeated acts of bullying may involve single acts with different targets, as well as multiple acts with the same target.

Bullying is harmful - there is short or long-term physical or psychological harm to the target (e.g. as a result of coercion or intimidation)

Types of Bullying Behaviour

It is widely accepted that there are different types of bullying. These fall into four main groups:

Verbal Bullying: repeated mocking, name-calling, unwanted teasing, homophobic or racist remarks

Physical bullying: repeated hitting or kicking, taking or threatening to take possessions

Social or relational bullying: repeated exclusion, spreading rumours or gossiping, withholding friendship pulling faces

Cyber bullying: repeated threats, criticism or unkind comments or images sent by text, email or posted on social networking sites

Is it Bullying?

When someone says or does something unintentionally hurtful and they do it once, that's RUDE.

When someone says or does something intentionally hurtful and they do it once, that's MEAN.

When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you're upset - that's BULLYING.

What is Bullying Behaviour?

Bullying behaviour involves three parties. It involves initiators (those doing the bullying), targets (those being bullied), and bystanders (those who witness the bullying).

Targets

Students of all ages can be at relatively greater risk of being bullied (ie, being targets) for a whole host of reasons, including:

- being unassertive or withdrawn (e.g. isolated students with low self-esteem)
- differing from the majority culture of a school in terms of ethnicity, cultural or religious background, sexual orientation, gender identity, or socio-economic status
- having a disability, special education needs or mental health issues
- academic achievement (perceived as high or low achiever)
- having recently transitioned into a school (through natural progression through schools, changing

Bystanders

Bystanders (i.e. witnesses to bullying behaviour) can have a powerful effect on either encouraging or inhibiting bullying behaviour. There are three main types of bystanders:

- followers (assistants) – do not initiate, but take an active role in the bullying behaviour
- supporters (reinforcers) – support the bullying behaviour (overtly or covertly, e.g. by turning a blind eye) but
- do not take an active role in the bullying behaviour
- defenders - dislike the bullying and try to help the target by intervening, getting teacher support (using safe telling) or providing direct support to the target

Initiators

Students who bully others often do so to gain status and recognition from their peers. Their bullying behaviour is reinforced when they intimidate their targets and when the peer group colludes by not challenging the initiator or reporting the bullying to staff.



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Social Skills Programmes



Students develop strong relationships through a variety of activity based programmes, both within the classroom and at break times.

These programmes also reinforce our school values in such a positive way, keeping them alive in a proactive natural way.

Kiwi Can

Kiwi Can is a life skills and values programme delivered to the whole school by a trained *Kiwi Can* Leaders, with every child attending a *Kiwi Can* lesson once a week, every week of the school year.

Kiwi Can lessons have been shown to contribute to greater communication skills, social interaction, cooperation and displays of kindness and caring.

School Principals tell us that *Kiwi Can* programme has a noticeable effect on how well their children interact with each other - with significant decreases in truancy and bullying in the playground. The Graeme Dingle Foundation has been successfully partnering with schools and communities for over 20 years.



Kia Kaha

Bullying behaviour harms children and their educational and life outcomes. Bullying is not new and is an issue that all schools face.

The New Zealand Police recommends that learning activities in *Kia Kaha* operate within a whole-school approach. *Kia Kaha* consists of a comprehensive range of anti-bullying resources to help children and young people learn and apply a range of safe practices that they can use to build and maintain successful relationships throughout their lives.

PALS (Physical Activity Leaders)

PALS is a mentoring programme for primary school students

The Physical Activity Leaders (PALS) is a leadership initiative designed to provide senior-primary and intermediate school students with the opportunity to develop leadership skills and apply them in the context of sport and physical activity. The implementation of this initiative is unique to each school, according to their vision, beliefs, needs and wants. Some of the opportunities for these students to lead activities could be, but not limited to: lunchtimes, assemblies, special school events, family days and schools' exchanges.

