# Supporting school issues through a whole-school approach

Successful relationships

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| Police district | School name | School demographics | Submitted by |
| Auckland City | Tamaki College | State secondary, co-educational  Urban Decile band 1–3 | Const. G. Campbell School Community Officer |

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| Summary | Reducing the incidence of bullying and cyber-bullying. | |
| Issue | The main issue to be addressed was bullying and cyber-bullying by students. The intervention could also address other behavioural issues that arise in the school. | |
| Identification and prioritisation | The issue was identified and prioritised on the basis of:  referrals to senior management  disclosures to the school’s social workers and guidance counsellor  a matrix score following a visit from Ministry of Education staff  truancy data. | |
| Short-term goal | The short term goals of the intervention were to:  define the school’s expectations of student behaviour with regard to bullying and cyber bullying and other behavioural issues  teach these expectations to students. | |
| Long-term goal | The long-term goals were to achieve:  a decrease in disclosures of bullying and cyberbullying to social workers, the guidance counsellor and senior management  a 20% decrease in student truancy. | |
| Prevention activities | Activities that occurred within a whole-school approach included: School ethos and environment The school instigated [PB4L School-Wide](http://pb4l.tki.org.nz/PB4L-School-Wide) and established [RISE – The Tamaki Way](https://sites.google.com/a/tamaki.ac.nz/pb4l-the-tamaki-way/).  Teachers attended PB4L workshops throughout the year on behavioural issues and on how to use restorative practices. This learning was applied in the classroom.  School policies were updated, and a school website was set up for RISE. The four components of RISE are:   * **R**espect in all areas of the school, public transport and the community. * **I**ntegrity in all areas of the school, public transport and the community. * **S**uccess in all areas of the school, public transport and the community. * R**E**sponsibility in all areas of the school, public transport and the community. * RISE supported: * teachers to actively teach expectations * students to focus on their learning with positive outcomes. * RISE became the school-wide behaviour matrix. | |
|  | | Community connections  * The school’s staff and students were fully consulted in establishing RISE. * Regular messages were placed on the school’s website and online newsletters asked for parent feedback on RISE and the school’s RISE website. * The school held a RISE Open Day that was attended by various partner agencies, including CYF, Odyssey House, South Auckland Families Against Violence, Shakti (Support For Asian And Middle Eastern Families), and Police. * The SCO increased visibility around the school and participated in classroom lessons about bullying/cyber bullying and legal responsibilities. * Local churches advertised RISE to their congregations and explained its benefits for both families and students.   Curriculum teaching and learning   * Students were rewarded for positive behaviours and were given more responsibility around the school. Other incentives were included in their schooling. * Various class workshops on RISE were held throughout the year. These allowed students to focus not only on sustaining the values of Respect, Integrity, Success and Responsibility but embedding them into their learning. * Student working groups were set up, establishing champions to take the RISE message to other students.   The aim of RISE is not just to improve students’ learning and behaviour in school, but to encourage them to carry these values into the community. Consultation with community groups such as local churches has seen these values implemented outside the school. |
| Impact | | In terms of the short-term goal, the school’s expectations for behaviour were established through RISE, which is now part of school policy and the way teachers and student do things in the classroom.  In terms of the long-term goal, there was a decrease in bullying around the school (measured by the decrease in disclosures to social workers).  Student truancy as a whole dropped by 20%. |
| Next steps | | The school will continue to implement RISE and evaluate its success as the Tamaki Way of using PB4L. |
| Obstacles | | The main difficulty was in the accurate reporting of behavioural issues. |
| Improvements | | This is a very effective intervention. PB4L and RISE work well together to achieve the long-term goal. |
| Conclusion | | The school is proud of how its students took to the challenge and how the values of RISE have been integrated in the school, to the benefit of the students, staff and community for many years to come. |