



SAINT KENTIGERN  
SCHOOL

# *Values in Action*

## *Growing Character through Service*

SAINT KENTIGERN SCHOOL

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## SAINT KENTIGERN SCHOOL

### IBSC 18<sup>th</sup> Annual Global Conference 2011

#### Workshop Description

##### ***Values in Action: Growing Character through Service***

The development of ethically grounded character in boys is the focus of this workshop. Participants will trace one school's journey in search of an integrated approach to embedding *values in action* in an elementary school and its community.

The journey involves an examination of the school's philosophical roots and looks at data gathering on student relationships as the two foundational elements for a programme that has continued to evolve over a fifteen year period. The process involved extensive consultation with parents, leading to parent involvement on a Values Team which continues to monitor and grow the programme for the school's community.

The foundation for the programme is a class Charter that students negotiate annually with their teachers based on the School's core values. Using the Charter as a benchmark for their behaviour, the boys at the school are encouraged to work and play as a family, with a special emphasis on the mentoring role of older boys with younger students. Buddies are given the responsibility of caring for young boys within classes and House groups, where Haka (dance and chants) provides a vehicle for the boys to express their feelings for each other. The latest development in 2010 was the commissioning of a sculpture by a prominent indigenous artist, providing a visual symbol of the school's values and their influence on the lives of the students.

**Presenter: Geoff Burgess** M Ed Mgt (Hons), BA, Dip Tchg. Principal

Geoff has been principal of three boys schools in New Zealand and has held his current position since 1994. Saint Kentigern School is an Independent (private) Presbyterian school for boys aged from 5 to 13 and is part of a family of schools operated by the Saint Kentigern Trust Board, educating boys and girls from preschool (age 3) to the end of College (age 18) on three separate campuses in Auckland, New Zealand.

Geoff's passion is how to engage the emotional intelligence of boys in demonstrating values in action in their everyday interactions. The use of symbolism, in both the visual and performing arts has been a significant part of the School's programme that is based on both nurture and challenge to encourage the growth of young men who demonstrate a balance of confidence and humility as their defining characteristics.

##### **The Journey**

In the mid 90's the School's management team was wrestling with the issue of how best to promote a school culture that emphasised positive social interaction and minimised bullying. Attempts to deal firmly with bullies had met with little success, causing them to find more covert means to target their victims in indirect ways including the involvement of other students. Liaison with local schools through the Safe Schools Association provided

corroboration of this phenomenon and the knowledge that there were researched based methodologies to combat the problem.

We were also aware that any attempt to tackle such a contentious issue in our school had to involve consultation with the community and the negotiation of an essential agreement on any action plan that might evolve. We utilised the assistance of psychologists within Special Education Services of the New Zealand Ministry of Education to construct a questionnaire for use with students at school (Appendix 1) and also with parents at home (Appendix 2). These were independently analysed and the data were collated for sharing in a School Climate meeting to which all parents were invited. The attendance of more than 75% of School families was an encouraging start to the process.

Our data (Appendix 3) when compared with national and international data (Appendix 4) showed that the rates for bullying, while below overseas comparators were of sufficient significance to ignite our search for strategies to improve the situation. We also knew that we had to defeat the “code of silence” that prevented our students from informing their parents and/or the school when they or their peers were being subjected to bullying behaviour. Our research led us to believe that we had to tackle the problem at three levels:

1. Create a school environment where pro-social behaviour was promoted and affirmed
2. Promote transparency around bullying issues
3. Adopt a research proven methodology for managing bullying behaviour as it arose

### **Creating a Pro-Social Environment**

**The Values Team:** Interested staff members were invited to join a Values Team which was charged with the responsibility of monitoring the social climate of the School and suggesting strategies for promoting a positive environment. The School’s Student Council makes submission to the Values Team and several Values Monitors are appointed each year to assist with initiatives. After its first two years of operation the Values Team was augmented by representatives from the Parents and Friends Association and the Team has continued to meet at least four times per annum, being responsible for the initiatives described below:

**The Saint Kentigern Way Charter:** The first initiative to emerge was a Charter called the Saint Kentigern Way (Appendix 5), consisting of six counterbalanced rights and responsibilities that was displayed in all classrooms and used to evoke discussions in “circle time” that would create a set of expectations to guide behaviour in and around the school. When behaviour fell outside of the expectations there was a clear framework to identify a student’s accountability and to apply consequences, often decided in circle time. One unexpected sign that the Saint Kentigern Way Charter was gaining acceptance was its adoption by parents for creating guidelines for their children around the home. We also noticed a rise in the active inclusion of the more peripheral students in playground activities where before they would most often be found sitting alone.

After the Charter had been in operation for about four years the Values Team decided that it would have more appeal and traction with the boys if they were given ownership of its construction and application within their respective year groups. From that time to the present the Charter consists of five core values: **Respect, Integrity, Service, Excellence and Love (RISE in LOVE)** which each class uses to write its own charter at the beginning of each year (Appendix 6). These collaborative documents underscore the value of the democratic process and also a central principle of the Presbyterian Church; “reform and reform again” as a means of evolving an authentic and grounded community. By annually revisiting the values and what they mean the boys develop a growing understanding of their application to daily life in synchronisation with their maturation.

**The Big Tree:** The parents who had joined our Values Team suggested that the Saint Kentigern Way needed a visual identifier to connect with the boys and after some research amongst the student population the idea of using a prominent school landmark was born. Many boys in the school were often heard to use the expression, “meet me under the Big Tree,” when arranging to see each other at home time. The Big Tree is a large member of the *camphor laurel* family, growing in the centre of our campus and while not botanically significant it has certainly etched itself into the minds of our school students as a place of shelter and friendship.



Several senior boys were given the job of painting the tree on a large canvas under the direction of a graphic artist. The trunk shows the Christian and Celtic heritages of our community with the School's values and other key identifiers stencilled around the perimeter. The painting hangs in a prominent position in the assembly hall and is also reproduced in the Parent Handbook that is updated annually and made available to all families in our community. By using a symbol that was already a large and living part of the peer culture in the school, we attempted to build a natural picture of nurture and strength for the boys with which they could readily identify.

An indication of the traction being gained in the school with our Big Tree graphic and the values it proclaimed, arrived on the principal's doorstep in the form of a student who brought forward an idea for an award based on the values shown in the painting. He was of the opinion that while most boys would not win a sports or mathematics prize, many were solid citizens of excellent character who upheld the values of the Saint Kentigern Way. The ensuing discussion led to an offer by his family to sponsor the Big Tree Awards that would be presented to three boys each term, one each from the Junior, Middle and Senior Schools, a total of twelve boys each year. The citation for the award demands that its recipient demonstrate the core values of **Love, Respect, Integrity, Service and Excellence** while also striving consistently to reach his personal goals. Student input is sought in the nomination process and the awards have become a much anticipated and revered aspect of the culture of our school.

**The Values Action Plan:** The Values Team produces an annual Action Plan (Appendix 7) which sets out the goals, strategies and expected outcomes of initiatives for the current year. The VT additionally provides resource kits each term to assist the Chaplain, Principal and teachers with lesson plans, video and book resources for leading the students through a comprehensive interaction with the values being studied. This information is shared with the school community through the weekly newsletter and we find a number of parents use this material in discussing matters of an ethical nature with their boys at home.

As part of the annual plan the VT works with the Parents and Friends Association to locate and promote a speaker of international repute who will assist the parent and teaching community to gain knowledge and skills for their respective roles. Michael Carr-Gregg, Steve Biddulph and Celia Lashlie are recent examples.

A strong values platform has become one of the key factors that parents espouse when choosing our school. On tours of our campus with senior students the value driven behaviour of the boys is so apparent that prospective parents rarely fail to notice and comment on the “confidence with humility” balance in the students' interactions.

**The Friendship Chair:** Ostracism is one of the most potent forms of bullying, producing lasting effects (Kipling D Williams, 2011, <http://www.sciencedaily.com/releases/2011/05/110510151216.htm>) and we know from the work of Dr Michael Carr-Gregg that isolation from peers is a common precursor in cases of youth suicide (2007, <http://www.heraldsun.com.au/opinion/suicide-syndrome/story-e6frfif0-111113396818>).

We have therefore given particular focus to the plight of our young students who become excluded or exclude themselves from playground activities. In our Junior School where we look after the 5 to 7 year old children, a brightly coloured friendship chair has been placed

in their playground and the children know that they can use it at any time they are feeling left out of games and activities. Classmates are encouraged to keep the friendship chair in view and to invite anyone sitting in it to come and join them.

We have not used the friendship chair further up the school, as individuals become reluctant to draw attention to themselves in this way. However, its use in the Junior School appears to serve as a training device, alerting children to classmates who withdraw from social interaction at playtime. The boys in Middle and Senior School seem to become attuned to keeping an eye out for any students who separate themselves from their peers and are quick to act positively in reengaging them.

**The Leavers Wall; Total Inclusion:** The exploits of high achieving students, whether in the classroom, on the stage or sports field are emblazoned on the honours boards and in the year books of our schools for all to see. The real test of a school's efforts at inclusion of every student, however, will reside in the heart of each and every boy who walks out the gates after his graduation. While this information can be distilled in part from surveys, the recognition of each and every student who has been a part of the school family remains an important aspect of his inclusion for the part of his life that has been entrusted to us.

The old boys of our school adopted a special project in our Jubilee year, 2009 to record the names of all students who had attended the school, inscribed on bronze plaques denoting the year of their graduation. Each year a new plaque is struck and the wall grows in its inclusivity. It has been gratifying to hear boys standing in front of the wall with remarks such as, "here's my father" and "he's my brother," knowing that the name of every unique individual who has passed through our gates is recorded in this special place.

**Peer Mediation:** The New Zealand Peace Foundation [www.peace.net.nz](http://www.peace.net.nz) has a well-recognised approach to peer disputes called the *Cool Schools Peer Mediation* programme. It consists of training selected students in the mediation process while informing all students of the mediator's role and their right to engage mediators by choice when attempting to solve playground disputes. We adopted the programme in 1997 and have found our Year 7 students (boys in their penultimate year with us) to be the most enthusiastic and effective mediators amongst our Years 1 – 4 students. As well as being able to assist students with conflict resolution the mediators look out for positive playground behaviour and report notable examples to the teaching staff who can then affirm the boys in class or assemblies. This, "catch them while they're good" strategy is well embedded across the school and at each of the weekly department assemblies affirmative awards are made based on both student and teacher observations of sound citizenship.

**Ngā Manu o Tāne (The Birds of Tāne):** While the image of the Big Tree has been helpful as a metaphor for the nurture and development of well-rounded citizens underpinned by the school's heritage and core values, there was still some hunger for a more masculine symbol to ignite the spirit and passion of the boys. It was also felt that we needed an indigenous metaphor that would balance the Celtic imagery of the school's Iona cross and we turned to well-known Maori sculptor, Joe Kemp for a commissioned work that would occupy a pre-eminent location outside the assembly hall.

After listening to the story of our school, its mission and values, Joe presented us with the concept of a sculpture with two elements:

A 2.5m statue of Tāne, the Maori god of the forest, who offered protection to the plants and animals therein, stands as the dominant figure in the work. As the guardian of the forest, Tāne represents a number of key character attributes, highly valued by the Maori people and explained in Appendix 8.



Two Miromiro birds (Tom tits) lie beneath Tāne and were chosen because they have an unusual characteristic; they nurture chicks of other species and were used by the New Zealand Department of Conservation to bring the Chatham Islands Black Robin back from the brink of extinction. The larger bird is in the lead and is showing its younger brother the way. This metaphor for inclusion and servant leadership in this crucial element of the sculpture inspires the boys to lead with dignity and respect.



The statue and its dedication in the presence of local council leaders and Kaumātua (Maori elders) of the local iwi (tribe) inspired our Assistant Director of Music to write a song (lyrics in Appendix 9) which explains the significance of the statue to the boys and has become a favourite song at our assemblies. A Haka (war dance) was also written especially for the Kapa Haka (Maori dance) group and is used on ceremonial occasions.

Through the sculpture the school now has a robust visual symbol of its mission and values that is supported by an aural modality (the song) and a kinaesthetic dimension (the Haka), which together provide an integrated learning experience to promote ethically grounded character development in the boys.

### **The Miromiro Badge:**



A badge in the shape of the larger Miromiro bird was made following the dedication of the sculpture and is presented to all senior students (Year 8) at a special assembly along with the Miromiro creed (Appendix 10). The creed underscores the School's values and the special role of senior boys as leaders and protectors of the younger students. The assembly ends with the Kapa Haka group facing the Year 8 students and delivering a Haka, which challenges the leaders to stand firm in their responsibilities.

### **The Service Award Programme:**

The most recent addition to our programme of character development through service has been the introduction of a Service Award based broadly on the concept of the Duke of Edinburgh scheme (Appendix 11). The students can elect to participate, beginning at a bronze level and rising to gold which incorporates a servant leadership camp on a local island run by the Department of Conservation. During the camp the boys perform voluntary work; cleaning up beaches, painting signs and maintaining walkways. The programme of service activities is largely self-managing with the boys themselves responsible for recording their service activities and obtaining the required sign offs from neighbours, parents, coaches and church leaders in their communities.

### **A Research Proven Anti-Bully Programme that Really Works**

Two major barriers confronted us in our quest to effectively deal with bullying when it occurred in our community. The first was the code of silence which hid much of the abhorrent behaviour under the radar, the second was gaining acceptance for our research proven methodology, which from an untrained parent perspective appeared to be a soft approach, lacking in punitive consequences.

**Breaking the Code of Silence:** Through a parent meeting and subsequent publications we established a bullying hotline with the mobile phone number of the Deputy Principal. Gradually we began to receive calls from parents when they would hear of bullying incidents from their own children or their children's friends. The boys themselves were encouraged to report incidents by telling parents, friends, teachers or using anonymous suggestion boxes. While reluctance to inform the school is still a factor for some parents,

there is a much more positive attitude amongst community members that all parties are working toward a common goal that starts with open communication.

**The No Blame Approach to Bullying:** Our efforts to find a suitable method for dealing with bullying led to the work of George Robinson and Barbara Maines, “The No Blame Approach to Bullying” in *Crying for Help: the No Blame Approach to Bullying* (Robinson, G. & Maines, B. Lucky Duck Publishing, 1997). The method relies on combining the resources of the victim and his friends with a number of positive role models within the peer group to produce an action plan for inclusion and support of the victim. As the title suggests, there is no blame or punitive treatment of the bullies and therefore little risk of an escalation of the bullying behaviour. Some parents, particularly those who believed that the method lacked accountability were quick to voice their disapproval and slow to give consent for the method to be used if their sons were involved. It took many positive outcomes for news of its success to permeate the school community and even so the phrase “soft option” became associated with the No Blame approach. To help change this perception we called the methodology the “Peer Accountability” approach, a name which more accurately describes its active mechanism i.e. the fact that the bullies in the community are made accountable to their peers for improving the wellbeing of their victims. A section in our school Handbook entitled, *Bullying and What Can Be Done About It* (Appendix 12) gives a full account of the approach and the school’s policy on bullying.

**Evidence of Progress**

Since taking a stand with the Saint Kentigern Way Values programme and the methodologies described above we have had the bullying levels in the school independently monitored to determine progress. The yard sticks that we have used are the bullying rates for those receiving the attention of bullies once a week and more than twice a week. Cases are shown as a percentage of the number of completed surveys. Our results are shown in the table below:

<b>Bullying Rates 1996 - 2004</b>		
	<b>Once/Week</b>	<b>Several Times/Week</b>
<b>1996</b>	<b>11%</b>	<b>9%</b>
<b>2000</b>	<b>8%</b>	<b>4%</b>
<b>2004</b>	<b>6%</b>	<b>3%</b>

The evidence in this table is complemented by the anecdotal information from parents within and beyond the school community, who perceive in our students and graduates a real balance of **confidence** and **humility**. This culture of character development

through service stems from the nucleus of our Mission Statement:

***The Mission of the Saint Kentigern Trust Board is to provide education which inspires students to strive of excellence in all areas of live for the glory of God and the service of others.***

***Fides Servanda Est***

# ***Values in Action: Growing Character through Service***

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**SCHOOL CLIMATE QUESTIONNAIRE**  
**Year 3 – Year 8**

Each question and the possible answers will be read to you by your teacher. After you have answered each question please wait until the next question is read by your teacher before you answer it.

Please answer the questions truthfully. The answers that you give are confidential.

Do not write your name on this questionnaire nor the name of any other person on any part of any answer.

Instructions for answering the questionnaire – there are two types of responses:

1. You are asked to write a number or word in a box. These boxes will be large rectangles.
2. You are asked to place a tick in a box. These boxes will be small squares. Only one tick per question or line is allowed.

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1. How old are you? I am  years old.

2. What is your class level? **Year 3** **Year 4** **Year 5** **Year 6** **Year 7** **Year 8**  
I am in

3. To what ethnic group do you belong? eg: Chinese, European, Indian, Japanese, Maori etc

4. How many friends do you have at school?

- None
- Some (one, two or three)
- Lots (more than three)

5. What do you mostly do during morning interval and lunchtime at school?

- Games with other boys
- School games with a teacher
- Reading
- Sitting and talking
- Walking and talking
- Sports, music or drama practices
- Other

6. Which best describes how you think about school?

- a.  I like school a lot
- b.  School is okay
- c.  I do not like school at all

### WHAT IS BULLYING?

Please read the definition of bullying before answering any more questions.

Three common features:

- ◆ It is deliberate hurtful behaviour
- ◆ It is repeated often over a period of time
- ◆ It is difficult for those being bullied to defend themselves

Three main types:

- ◆ PHYSICAL: hitting, kicking, taking belongings, unwanted touching
- ◆ VERBAL: name-calling, insulting, racist remarks, threats
- ◆ INDIRECT: spreading of nasty stories, excluding someone from groups

7. Have you ever been bullied at this school?

- Yes
- No

8. Have any of these things been done to you at this school?

	often	sometimes	never
a. I have been called names because of my race or colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have been called names because of a physical characteristic eg weight, height, freckles etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have been called names for another reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have been physically hurt by others eg kicked, punched	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have been threatened with physical hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I have been excluded from games and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| g. | Untrue stories have been spread about me                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. | My possessions have been deliberately taken                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. | I have been threatened by someone trying to obtain money or possessions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. | I have been threatened by someone trying to obtain food                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. | I have been pushed or shoved  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. | I have been touched by someone in a way I do not like                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. Have you been bullied in these places at this school? (All types of bullying are included in this question)

- |    | often                                 | sometimes                | never                    |                          |
|----|---------------------------------------|--------------------------|--------------------------|--------------------------|
| a. | In the corridors or cloakroom         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. | In the classroom                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. | In the toilet                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. | In the playground or on the field     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. | On the way to school                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. | On the way home from school           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. | On or waiting for the bus. Which bus? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. | Other _____                           |                          |                          |                          |

10. If people bully me they are mostly:

- |    |                                    |                          |
|----|------------------------------------|--------------------------|
| a. | No one bullies me                  | <input type="checkbox"/> |
| b. | In my class                        | <input type="checkbox"/> |
| c. | In another class at the same level | <input type="checkbox"/> |
| d. | Younger than me                    | <input type="checkbox"/> |

e. Older than me

11. If I am bullied it is mostly by:

a. No one bullies me

b. One boy

c. A group of boys

d. Several different boys

e. Teachers

f. Other adults

12. If you have been bullied have you told a teacher?

a. I have not been bullied

b. No I did not tell a teacher that I had been bullied

c. Yes I did tell a teacher I was bullied

13. If you have been bullied and told a teacher, was anything done about it?

a. I have not been bullied at school

b. No

c. Sometimes

d. Often

e. Always

14. If the teachers have done something about your complaint what happened as a result?

a. I have not been bullied

b. The bullying stopped

c. The bullying was reduced

d. There was no change

e. The bullying became worse

15. If you have been bullied at school did you tell someone at home?

a. I have not been bullied at school

b. I was bullied but I did not tell anyone at home

c. I was bullied and I did tell someone at home.

Who did you tell? \_\_\_\_\_

16. How often have you been bullied at Saint Kentigern School?

- a. Never
- b. Once
- c. Now and again
- d. About once a week
- e. Several times a week

17. Have you seen someone of your age being bullied at school?

- a. Yes
- b. No

18. If you have seen someone being bullied at school what have you done?

- a. I have not seen anyone being bullied
- b. I have done nothing
- c. I told the bully to stop
- d. I told another student
- e. I told a teacher
- f. I comforted the victim

19. Have you ever not come to school because you were afraid someone might hurt you mentally or physically?

- a. Yes
- b. No

Thank you for completing this questionnaire.

**Appendix 2**



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**PARENT QUESTIONNAIRE ON SCHOOL CLIMATE**

School climate is a generalised barometer of the following attributes amongst the school population:

- The degree of tolerance for differences
- The level of genuine concern for each other
- The willingness to include each other
- The level on encouragement and support for and by all members
- The quality of interactions between all members

Instructions for the questionnaire – there are two types of response:

- You are asked to circle the appropriate word or number. In some questions more than one circle may be appropriate.
- You are asked to place a tick in a box. Only one tick per question is allowed.

This questionnaire has been completed by:

Mother / Father / both parents (please circle one)

Section A

1. I currently have a child / children at Saint Kentigern School in the following class(es).

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
--------	--------	--------	--------	--------	--------	--------	--------

2. For what period have you had a son at Saint Kentigern School?

New this year	<input type="checkbox"/>	1 year	<input type="checkbox"/>
2 years	<input type="checkbox"/>	3 or more years	<input type="checkbox"/>

3. One or more of my sons attended Saint Kentigern School and left Year 8 prior to 1994.

Yes / No

4. My assessment of the current school climate at Saint Kentigern School is:

Negative				Positive
1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
				4
				<input type="checkbox"/>

Please write brief notes on your reasons for your choice.

5. If you answered **-No** to question 3 above go to question 6. If you answered **-Yes** please answer this question.

In my opinion the School climate has:

- Remained the same   
Deteriorated   
Improved

6. My opinion of the School's intentions and actions to enhance school climate is:

- I approve with enthusiasm   
I approve   
I think it is unnecessary   
I disapprove

Comment if desired:

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---

7. For each child that you currently have at Saint Kentigern School please rate their overall wellbeing. Write the class name for each child in the space provided. Please select a class name from the list below.

1B 1C 1M 2C 2S 3F 3O  
4B 4K 5E 5W 6D 6K  
7C 7J 7S 7Y 8L 8N 8W

1 <sup>st</sup> child	_____	Very unhappy	Unhappy	Happy	Very happy
2 <sup>nd</sup> child	_____	Very unhappy	Unhappy	Happy	Very happy
3 <sup>rd</sup> child	_____	Very unhappy	Unhappy	Happy	Very happy

## Section B

### **WHAT IS BULLYING?**

Please read the definition of bullying before answering any more questions.

Three common features:

- ◆ It is deliberate hurtful behaviour
- ◆ It is repeated often over a period of time
- ◆ It is difficult for those being bullied to defend themselves

Three main types:

- ◆ **PHYSICAL:** hitting, kicking, taking belongings, unwanted touching
- ◆ **VERBAL:** name-calling, insulting, racist remarks, threats
- ◆ **INDIRECT:** spreading of nasty stories, excluding someone from groups

1. My son has been bullied at school. Yes / No

2. If you answered -No" to Question 1 above go to Question 3. If -Yes" please answer this question:

I was alerted to the above bullying incident(s) by:

- My son
- His friends
- Another boy
- A school parent
- His teacher
- Another teacher
- The Deputy Principal
- The Principal
- Other  \_\_\_\_\_

3. If your son has not been bullied please proceed to Question 4.

When my son has been bullied I:

- Told him to ignore the bully
  - Told him to inform his teacher
  - Informed a staff member myself
  - Informed the Deputy or Principal myself
  - Ignored the complaint
  - Instructed him to defend himself
  - Other (please specify below)
- \_\_\_\_\_
- \_\_\_\_\_

4. In my experience when the School has been informed of a bullying incident the result has been:

- An improvement in the situation
- No change in the situation
- A worsening of the situation
- I do not have enough information to comment

5. In my view the most prevalent type of bullying at Saint Kentigern School is (please refer to the definition at the beginning of Section B and specify the particular type of bullying eg physical  removal of property):



Junior School (Years 1 – 3)	Physical	<input type="checkbox"/>
_____	Verbal	<input type="checkbox"/>
_____	Indirect	<input type="checkbox"/>
_____		<input type="checkbox"/>
Middle School (Years 4 – 6)	Physical	
_____	Verbal	<input type="checkbox"/>
_____	Indirect	<input type="checkbox"/>
_____		
Senior School (Years 7 and 8)	Physical	<input type="checkbox"/>
_____	Verbal	<input type="checkbox"/>
_____	Indirect	<input type="checkbox"/>
_____		

6. If your son has been bullied at School please indicate by whom. You may tick more than one box in this question.

	often	sometimes	never
One particular boy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A particular group of boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Several different boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. In my view the extent of bullying at Saint Kentigern School is:

Very low                      Low                      Moderate                      High                      Very high

8. I strongly believe that bullying is:

Acceptable at low frequency	<input type="checkbox"/>
Desirable to build character	<input type="checkbox"/>

Unacceptable at any frequency

Other \_\_\_\_\_

9. I have the following observations/suggestions to make on the subject of School climate and bullying/harassment.

Thank you for your valued opinion and the time taken to complete this questionnaire.

## Appendix 3



SAINT KENTIGERN  
SCHOOL

### SELECTED SCHOOL CLIMATE DATA

The following selected data were obtained from the return of 344 questionnaires out of a total of 424 families, an 81% rate of return. NB: As responses classified as null or in error have not been included in the data totals may not reach 100%.

1. Parental assessment of the School climate  
92% perceived the climate as positive  
8% perceived the climate as negative
2. Parental opinion on the School's actions to enhance the climate  
96% approved of the position taken by the School  
There was no disapproval
3. My son has been bullied at School  
57% Yes  
42% No
4. Pupils reporting having been bullied  
55% Yes  
44% No  
Note the consistency between numbers 3 and 4
5. How often have you been bullied at School?  
44% Never or once  
36% Now and again  
11% Once a week  
9% Several times a week
6. Number of friends at school  
2% None  
17% One to three  
81% More than three
7. Have you stayed away from School for fear of bullying?  
10% Yes  
90% No
8. Types of bullying:

	Junior	Middle	Senior
Physical	58%	41%	22%
Verbal	35%	44%	58%
Indirect	5%	2%	8%

Note the trend for physical bullying to decrease while verbal bullying increased from Junior to Senior levels of the school. We also know that the verbal bullying becomes more sophisticated at Senior level and that the highest incidence of bullying was reported in the playground.

9. At home who did the students tell about being bullied? (Original data corrected after removal of those not being bullied.)  
39% Did not tell parents  
56% Told Mum  
2% Told Dad  
3% Told another family member
10. After informing the school, what happened?  
57% Not enough information to answer the question  
33% The situation improved  
6% No change  
3% The situation got worse

Note the encouraging proportion of improved situations and the challenge to improve communication for those lacking information.

In a recent study of school bullying in New Zealand carried out with 2066 secondary school students from the upper North Island, Adair et al. (1999) found that 75 per cent of respondents had been bullied, and 44 per cent reported they had bullied others at some time during their schooling.

In *The Impact of Bullying on Children*, a study carried out by Maxwell and Carroll-Lind (1997), similar findings were reported. The authors asked 259 Form 1 and 2 (years seven and eight) students about bullying experiences at school over the previous nine months. In terms of:

**Direct experiences of physical violence**

- 49 per cent reported having been punched, kicked, beaten or hit by children
- 23 per cent reported being in a physical fight with children

**Direct experiences of emotional abuse**

- 70 per cent reported having tales told, being the subject of catty gossip, or being marked on by children
- 67 per cent reported being threatened, frightened or called names by children
- 54 per cent reported being ganged up on, left out or not spoken to by children
- 14 per cent reported being treated unfairly or bullied by adults

**Direct experiences of sexual abuse**

- 3 per cent reported unwanted sexual touching
- 40 per cent reported being asked unwanted sexual things

**Witnessing violence or abuse**

- 64 per cent watched someone threatened, frightened or called names by children
- 62 per cent watched someone ganged up on, left out or not spoken to by children
- 53 per cent watched someone punched, kicked, beaten or hit by children
- 51 per cent watched a physical fight
- 15 per cent watched another being treated unfairly/bullied by an adult

## Appendix 4 cont...

### SOME AUSTRALIAN RESEARCH FINDINGS ON BULLYING

#### Incidence

- Rigby and Slee (1999) report that, in Australia, one child in six or seven (20.7 per cent of boys and 15.7 per cent of girls) is bullied at least once a week.
- 14% of bullying lasts six months or more.
- Boys are perpetrators and victims more than girls.

#### Pattern and Type

- For boys there is a rise in victimization from 10 – 13 years. For girls there is a decrease (Rigby & Slee, 1991).
- Most common form of bullying is teasing related to physical appearance. (Dickinson, 1992)

#### Emotional and Social Correlates

- Victims have lower self-esteem. Bullies do not necessarily have low self-esteem. (Rigby & Slee, 1993)
- 6% of students who are bullied stay away from school.
- Bullying is associated with negative effect, low levels of emotional support, poor family communication (linked with low self-esteem especially in girls). (Rigby, 1993)

#### Reaction of peers

Most student want bullying to stop. Under the age of 14, girls are more sympathetic towards victims. Students over the age of 14 become less sympathetic to victims (Rigby & Slee, 1990).

#### Coping Strategies

- Bullies and victims produce fewer solutions to hypothetical aggressive situations than do “normal” children.
- Bullies will more readily adopt aggressive solutions to resolve conflicts. (Slee, 1993)

### INTERNATIONAL STUDIES OF BULLYING

*New Zealand National Values Summit 2002*

In a study conducted in Sheffield, England (Whitney and Smith, 1993), 27 per cent of primary school students reported being bullied “sometimes” or more frequently, and 10 per cent reported being bullied once a week or more. For secondary school students, these figures were 10 per cent and 4 per cent respectively.

Charach et al.’s (1995) study of twenty-two Toronto classrooms (with children aged four to fourteen) found that one-third of students had been involved in bullying situations, with involvement higher in boys in Grades 5 and 6.

Nolin’s (1996) American study of 6504 Grade 6 to 12 students showed that half of the students witnessed some form of crime or victimisation and that one in eight reported having been victimised at school.

*Taken from pp16-18, The Anti-Bullying Handbook (Oxford University Press, 2000) by Dr Keith Sullivan, School of Education, Victoria University.*



SAINT KENTIGERN  
SCHOOL

SAINT KENTIGERN WAY

First Iteration

One aim of our School is to provide a Christian environment that is positive, supportive and conducive to learning.

In the Saint Kentigern community you have:

1. The right to be yourself .....  
and the responsibility to respect individual differences
2. The right to participate and be included .....  
and the responsibility to be courteous and know appropriate behaviours
3. The right to receive encouragement and praise .....  
and the responsibility to strive to work to the best of your ability
4. The right to your own feelings .....  
and the responsibility to manage those feelings in a positive way
5. The right to be heard .....  
and the responsibility to listen
6. The right to individual space, time and property .....  
and the responsibility to be organised, punctual and considerate of others and their property

Treat others as you would like them to treat you with honesty and integrity.



SAINT KENTIGERN  
SCHOOL

THE SAINT KENTIGERN WAY

Second Iteration

*The Saint Kentigern Way is a unique and on-going experience that inspires boys to develop confidence and humility. It is built on a set of core values that shape our shared expectations about the way we work and play together.*

The core values and their affirmations are:

**Love   Respect   Integrity   Service   Excellence**

**LOVE**

As a loving person I show my love with thoughtful acts and kind words. I feel empathy with all that God has created.

**RESPECT**

I respect the dignity of others and treat them with consideration and courtesy, just as I would like to be treated myself.

**INTEGRITY**

As a person with integrity I stand up for what I know is right. I am honest and sincere with myself and others. I do the right thing even if it isn't the easiest or most popular choice.

**SERVICE**

I look for opportunities to be of service to others. I am thoughtful and do not wait to be asked to act in a caring way. I make a positive difference to my neighbours and the world.

**EXCELLENCE**

I strive to give my best effort in all that I do. I have the courage to set my own goals, using determination and patience to fulfill my potential.

**THE SAINT KENTIGERN WAY CHARTER**

The Charter is based on the Saint Kentigern School Core Values. The purpose of having a Charter is to guide the boys in living The Saint Kentigern Way. Class teachers assist their boys to draw up a class Charter at the beginning of each year. This Charter is owned by each class and is displayed in the classroom for reference. Ownership of the decisions involved in the Charter is an important aspect of our democratic society. In this way we

promote an awareness of each person's responsibility to abide by the standards and expectations that become the hallmark of a Saint Kentigern boy.

The following table shows the relationship of our Core Values to the other essential values that may be studied and practised during the year.

<b>CORE VALUES</b>				
<b>Love</b>	<b>Respect</b>	<b>Integrity</b>	<b>Service</b>	<b>Excellence</b>
Friendliness	Fairness	Assertiveness	Caring	Creativity
Compassion	Self-worth	Confidence	Faithfulness	Determination
Inclusiveness	Self-discipline	Courage	Responsibility	Flexibility
Empathy	Courtesy	Truthfulness	Generosity	Orderliness
Kindness	Gentleness	Honesty	Helpfulness	Patience
Enthusiasm	Justice	Honour	Humility	Purposefulness
Joyfulness	Mercy	Tolerance	Loyalty	Diligence
Peacefulness	Consideration	Trustworthiness	Obedience	Perseverance
Forgiveness	Trust	Commitment	Unity	Reflection
	Cooperation	Reliability	Sustainability	Resourcefulness
	Thankfulness			
	Tact			

### **THE SAINT KENTIGERN WAY VALUES PROGRAMME**

Each term a Core Value will be chosen as the overall theme to be studied. This Core Value will be reinforced by 3-4 week studies of supporting essential values.

The identified value is introduced to the boys at our weekly Chapel service. It is then reinforced for the next three weeks through our House meetings, Assemblies and within the classroom programmes. Relevant stories, Bible verses and songs are used to assist assimilation so that the boys have an understanding of the value.

Programmes that reinforce the Saint Kentigern Way:

- Cool Schools Peer Mediation
- Peer Accountability Programme

We build the Saint Kentigern Community through:

- Faith
- Values Programme
- Leadership Roles
- Chapel
- School Houses
- Sharing Shed
- Buddy Classes
- Student Council

### **Values Team**

Representatives from different parts of the School, teachers, administrators and support staff, plus parent representatives from our Values Team. These people meet regularly to discuss the Values Programme in the School and review resources. The wider community is kept informed through the School's newsletter, The Chanter.



## Appendix 7



SAINT KENTIGERN  
SCHOOL

### VALUES ACTION PLAN 2011

Objectives	Who/what	Performance Indicators	Time
<p><b><u>The Saint Kentigern Way</u></b> To promote the FIVE CORE VALUES identified in the Saint Kentigern Way and emphasise their relationship to Class Charters To discuss rewording/revamping of Big Tree in Hall To discuss 'sustainability' as an underpinning concept at SKS. Promote relationships with other Schools-staff exchange of ideas</p>	<ul style="list-style-type: none"> <li>Principal</li> <li>Values Team</li> <li>Class Teachers</li> <li>Values Booklet</li> <li>D Yates, Principals of SKS, SKSG GP</li> <li>CH GA</li> </ul>	<ul style="list-style-type: none"> <li>Pupil's understanding</li> <li>Class Charters</li> <li>Pupils' understanding of concept of Big Tree</li> </ul>	<p>Term 1 and on going</p> <p>Discussion begins term 1</p>
<p>To continue having a strong Peer Mediation team in the Junior School and use PMs in other capacities. To use Peer Mediators to help with Values games and activities once per term.</p>	<ul style="list-style-type: none"> <li>Peer Mediators</li> <li>Cool Schools Teacher</li> <li>Values Team</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Cooperation</li> <li>Staff willingness to promote the use of Peer Mediators in the playground.</li> <li>Number of boys showing enjoyment of activities.</li> </ul>	Term 1 ongoing
<p>To invite a Te Waipuna Puawai representative to address the School at an assembly  To continue parent delivery of Sharing Shed donations  Promote the correct use and types of donations for Sharing Shed via Values newsletter.  To repaint The Sharing Shed- perhaps having a design competition and work completed by Technology Monitors</p>	<ul style="list-style-type: none"> <li>Te Waipuna Puawai Staff</li> <li>Values Team</li> <li>Principal</li> <li>Whole School Community</li> <li>Lois Vaughan</li> <li>Art Specialist</li> <li>Use Chanter to promote parental involvement.</li> <li>Technology Monitors</li> <li>Principal</li> <li>School Council</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Te Waipuna Staff</li> <li>Children's interest</li> <li>Smooth running of each term's roster. Parents called to volunteer through Chanter.</li> <li>Use of Sharing Shed</li> <li>Appearance of Sharing Shed</li> </ul>	<p>Term 1 ongoing</p> <p>Term 1 and ongoing</p>
<p>To publicise current Value in Chanter each week.- major article in Week One of the Values under scrutiny.</p>	<ul style="list-style-type: none"> <li>Values Team Leader</li> <li>M Houltham</li> </ul>		Weekly
<p><b>Optimise delivery of Values Programme cross curricula</b> To give class teachers ideas for integrating Values into all areas of teaching To keep class teachers supplied with worthwhile resources to assist programme Trial idea of Senior Boys of SKS and Girls of SKSG designing the Values Posters- promoted by element of competition</p>	<ul style="list-style-type: none"> <li>Values Team Leader</li> <li>Music Director</li> <li>Senior Pupils</li> <li>M. Houltham</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Syndicate Leaders in Values meeting</li> <li>Feedback from staff</li> <li>Use of board games and posters etc.</li> </ul>	Term 1 & 2 ongoing
<p>To continue Values involvement with the School Council – assist the SC Leader develop student led initiatives in Service learning. Have the SKS School Councillors and SKSG pupils submit material for the Values newsletter and design and implement Hall displays.</p>	<ul style="list-style-type: none"> <li>Student Council Leader</li> <li>G Pilkington</li> <li>Student Council</li> </ul>	<ul style="list-style-type: none"> <li>Projects identified</li> <li>Success of projects undertaken</li> <li>Quality of materials supplied for Values Newsletter</li> <li>Quality of displays</li> </ul>	Term 1 onwards
<p>To co-host (with P&amp;F) an evening with a parenting expert</p>	<ul style="list-style-type: none"> <li>P &amp; F Committee</li> <li>Values Team</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from audience</li> <li>Feedback from Staff</li> </ul>	Term 2 or 3



## Ngā Manu o Tāne Joe Kemp, acclaimed Maori sculptor

Ngā Manu o Tāne, the birds of Tāne, depicts the strength or Kaha symbolised by Tāne whose Kaitiakitanga or guardianship reminds us of the guidance we seek in God through our Christian Faith.

Tāne also represents our mana or self respect which we derive from our integrity, a core value of our Saint Kentigern Way. He stands as the image of strength and power (Tu Te Tanagata – a place to stand with pride) at the top of our sculptural garden but it is the birds, the native miromiro, with which the boys of Saint Kentigern School will have an authentic connection. The two miromiro, native Tom Tits, symbolise the boys in our School. The larger one in the lead, offering leadership and nurture to the younger and smaller one bringing up the rear as they both head towards our community space, the J C Chalmers hall, the home of our School family. From prefects to monitors and buddies to mediators our younger boys look to the older students with a trust that invites responsibility and respect. For an older boy to assume this responsibility for leading them is to mirror the qualities of Tāne and to offer strength and guardianship as they lead them along the right flight path.



## Appendix 9



### Ngā Manu o Tāne (Song)

E te Atua, Oh God  
Ko tenei to tatou kura,  
This place is our school  
We welcome Tāne\_\_\_ and the Miromiro,  
Tāne, Tāne, Tāne represents Kaitiakitanga, (*spoken: Guardianship!*)  
Mana, strength and integrity  
Kaha, Power and Tu Te Tangata,  
A place to stand with pride  
We welcome Tāne and the Miromiro  
Tāne and the Miromiro  
Tāne\_\_\_ Tāne and the native...  
Miro, miro, miro, coming to the rescue  
Of the orphaned child  
Nurture them, lead them  
Older brother, younger brother  
Showing them the way\_\_\_  
We sing of Tāne and the Miromiro  
Tāne and the Miromiro  
Tāne\_\_\_ Tāne and the native...  
Miro, miro, miro, coming to the rescue  
Of the orphaned child  
Nurture them, lead them  
Older brother, younger brother  
Showing them the way\_\_\_  
We sing of Tāne and the Miromiro, (*loud accompaniment*)  
Kaitiakitanga,  
Mana,  
Kaha e Tu Te Tangata! UUH!

*Edwin Randell  
Assistant Musical Director*

## The Miromiro badge



### Saint Kentigern School

#### Presentation of the Miromiro Badge to:

Your badge is an image of the larger Miromiro bird carved by Joe Kemp in his sculpture Ngā Manu o Tāne at the entrance to the J C Chalmers Hall. The two Miromiro symbolise the boys in our School. As a senior boy you are represented by the larger one in the lead, offering leadership and nurture to the younger and smaller one bringing up the rear. Our younger boys look to you with a trust that invites your responsibility and respect. To take on this responsibility for leading them is to mirror the qualities of Tāne, offering strength and guardianship as you lead them along the right path.

#### The Miromiro Creed

I will strive to fly like a **miromiro** in the sight of Tāne  
To fly compassionately with God's **Love** in my heart,  
To fly strongly with **Respect** in my character,  
To fly straight with **Integrity** as my backbone,  
To fly in **Service**, offering my younger brothers my hand  
To soar to new heights with standards of **Excellence**  
To go everywhere in **confidence** and **humility**.

Fides Servanda Est

You are invited to wear your badge  
with pride and purpose.



14 April 2011



## **The Saint Kentigern School Service Award**

### **Philosophy of the Award**

There are five core values at Saint Kentigern School:  
Love, Respect, Integrity, Excellence and Service.

According to the Saint Kentigern School handbook –we want our pupils committed to the idea of service to others ahead of personal goals.”

Service helps build a sense of community. It is pivotal to building good character and is underpinned by other values such as caring, humility, unity and generosity.

Engaging in acts of service helps to develop habits like self discipline and faithfulness to the task and to others involved. It opens our eyes to the needs of others.

Doing service moves us in a positive direction—from careful thought to action. It prompts us to live our own highest values; values that become deeply ingrained in our perspective and stay with us throughout our lives.

The aim of this award is to encourage and acknowledge the boys at Saint Kentigern School as they engage in acts of service as they play their manly part.

### **Introduction to the Award**

The Saint Kentigern Service Award is available to students in Years 7 and 8. The Award comprises three levels Bronze, Silver and Gold. In order to achieve each level of the Award you must meet all the criteria of that level.

As you work your way through the Award you need to record your progress in the booklet. Once you have completed the criteria of the Bronze Award you present the booklet to the Chaplain. If the criteria of the first level has been satisfied you will be awarded a Bronze Service Badge which you may wear on your School blazer.

When you have completed the criteria for the Silver Award, again you present your booklet to the Chaplain. The Chaplain will meet with the Dean of the Senior School to determine whether the criteria have been met. If the criteria has been satisfied you will then be awarded the Silver Service Badge.

When you believe you have met the criteria for the Gold Award then for the final time you present your booklet to the Chaplain who will meet with the Principal to determine whether the criteria have been met. The Gold Service Badge is only awarded in exceptional cases.

Every student who attends Saint Kentigern School in Years 7 and 8 is encouraged to take part in the Saint Kentigern Service Award.

For an e-copy of the award booklet (30 pages) please email [gburgess@sk.school.nz](mailto:gburgess@sk.school.nz)



# Bullying and what can be done about it

## What is bullying?

There are three common features:

- It is deliberate hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

There are three main types:

- Physical – hitting, kicking, taking belongs, unwanted touching
- Verbal – name calling, insulting, racist remarks, threats
- Indirect – spreading of nasty stories, excluding someone from groups

## What is the School's policy?

The School has a **zero tolerance** policy with regard to bullying and will investigate all complaints made by students, parents and teachers. A counselling strategy termed the "Peer Accountability Programme" has been used effectively with many reported cases to date and offers our community a guided process to assist students to solve problems of bullying and teasing within the peer group. The School will determine the appropriate course of action in each case.

## What does the School need to assist it in combating this problem?

Often the School is informed about instances of bullying which have been going on for months or even years. Nothing can be done if the School is not informed. If you suspect that your son is being bullied contact the **Deputy Principal** (021 .....)

## What is the "bottom line"?

If a boy persist with bullying behaviour after counselling and a parent conference he may be asked to leave the School.

## THE PEER ACCOUNTABILITY PROGRAMME ACTION PLAN

**NB: The School's definition of bullying, above, must be read in conjunction with this action plan. Behaviour that is not defined as bullying is handled through the School's discipline procedures.**

When bullying has been observed or reported the School uses the Peer Accountability Programme to promote the necessary changes in peer group behaviour. This programme, explained in brief below, is a well-researched, well-documented and effective process to counter bullying. Its principal attributes are that it:

- Places ownership of the problem within the peer group
- Empowers the boys to bring about changes in their environment
- Supports their plan with assistance from appropriate staff
- Avoids blaming any individual or group. Blame exacerbates the problem

The School library has videos and books about this approach, which parents are welcome to borrow.

The following steps outline the Peer Accountability Programme:

### Step One: Talk with the victim

The Deputy Principal encourages the victim to describe how he feels about what has been happening to him. The purpose is not to discover factual evidence about this or other events, but rather to be reflective. We also explain the steps that are going to be used. It is vital that the victim understands and gives consent to the process. We conclude the initial meeting by:

- Checking that nothing confidential has been discussed which should not be disclosed to the group
- Asking the victim to suggest the names of those involved

- Asking the victim for some friends that he would like to be with him as support
- Inviting the victim to produce a piece of writing or a picture which will illustrate his unhappiness
- Offering the victim an opportunity to talk again at any time during the procedure if things are not going well
- Contacting the victim's parents to inform them of the process
- The parents of boys engaging in the bullying are not informed at this "first offence" stage. It is a problem-solving approach and the students themselves are accountable for a positive outcome. Any repeat of the behaviour with the same or another boy within the period of one year will be reported to parents (see Further Action below).

### **Step Two: Convene a meeting with the people involved**

The boys who have been identified, including those who are in a supportive role, are brought together. This is done in an area away from the classroom setting.

### **Step Three: Explain the problem**

The problem is explained and the story of the victim's unhappiness is recounted using the piece of writing or drawing to emphasise the distress. Details of the incidents or allocation of blame as to who is responsible are not discussed.

### **Step Four: Share responsibility**

When the account is finished the following statements are made to the group:

- No one is in trouble or going to be punished
- There is a joint responsibility to help the victim to be happy and safe
- The group has been convened to help solve the problem

### **Step Five: Ask the group members for ideas**

Because no one has been pushed in to a defensive corner by accusations, the power of the group has shifted from the "bully leader" to the group as a whole. Each member of the group is then encouraged to suggest a way in which the victim could be helped to feel happier. These are stated in the "I" language of intention.

### **Step Six: Leave it up to them**

The Deputy Principal ends the meeting by passing over the responsibility to solve the problem to the group. No written record is made – it is left as a matter of trust.

### **Step Seven: Meet them again**

About a week later the Deputy Principal discusses with each student, including the victim, how things have been going. This allows us to monitor the bullying and keep the students involved in the process.

### **What makes the process work?**

*Empathy and altruism:* In some cases the bully may not have any concern for the victim, but if some of the group understand the victim's pain, they often provide supportive strategies.

*Shame:* The perpetrators are not identified, but they know who is responsible for the victim's distress. There is no stigmatising shame to make them likely to seek revenge but an internalised shame that is likely to help them change their behaviour.

*Power:* The intervention alters the dynamics of the group. Even if the bully does not want to change behaviour patterns, the rest of the group, with their statements of good intent, take the power away from the bully. He finds it very difficult to continue with the hurtful behaviour.

*Problem-solving:* The approach moves very quickly into problem-solving. It creates a more positive atmosphere than the traditional investigatory and adversarial methods.

*Monitoring and evaluation:* The composition of the healthy group brings the problem out into the open; many more people have knowledge of the problem and a commitment to do something about it. NB: The parents of the student accused of bullying are not informed of the complaint in order that the integrity of peer ownership of the process is maintained.

Records are kept of all students who participate in the Peer Accountability Programme. The School's management team tracks the progress of the boys concerned and contact is maintained with parents of the victims to ensure that the School is informed of the success or failure of the intervention.