



**SAINT KENTIGERN SCHOOL**

*a world of opportunity for boys*

# Values in Action:

## Growing Character Through Service

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[www.saintkentigern.com](http://www.saintkentigern.com)

# This is us...



Presbyterian K – 8

Independent

Holistic focus

500 students

Other campuses;

Pre school

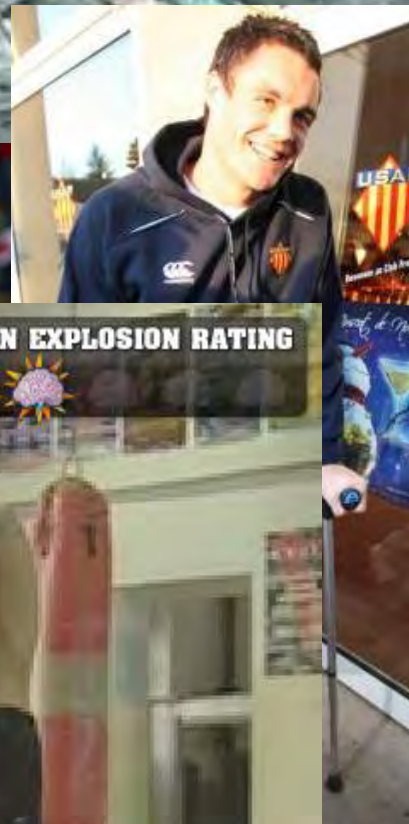
Girls K – 8

College 7 - 13





# Kiwi Culture and the R W C



# Kiwi Culture; Real men!



- ☀ **Male suicide rate 4<sup>th</sup> in OECD**
- ☀ **Assaults on persons 5<sup>th</sup> out of 30**
- ☀ **Youth alcohol consumption rising**
- ☀ **The strong silent stereotype**
- ☀ **Go anywhere innovators**

# Bullying; the starting point



- ☀ Reluctance to report

- ☀ Failure of interventions

**When desperation  
exceeds our fears,  
progress begins!**

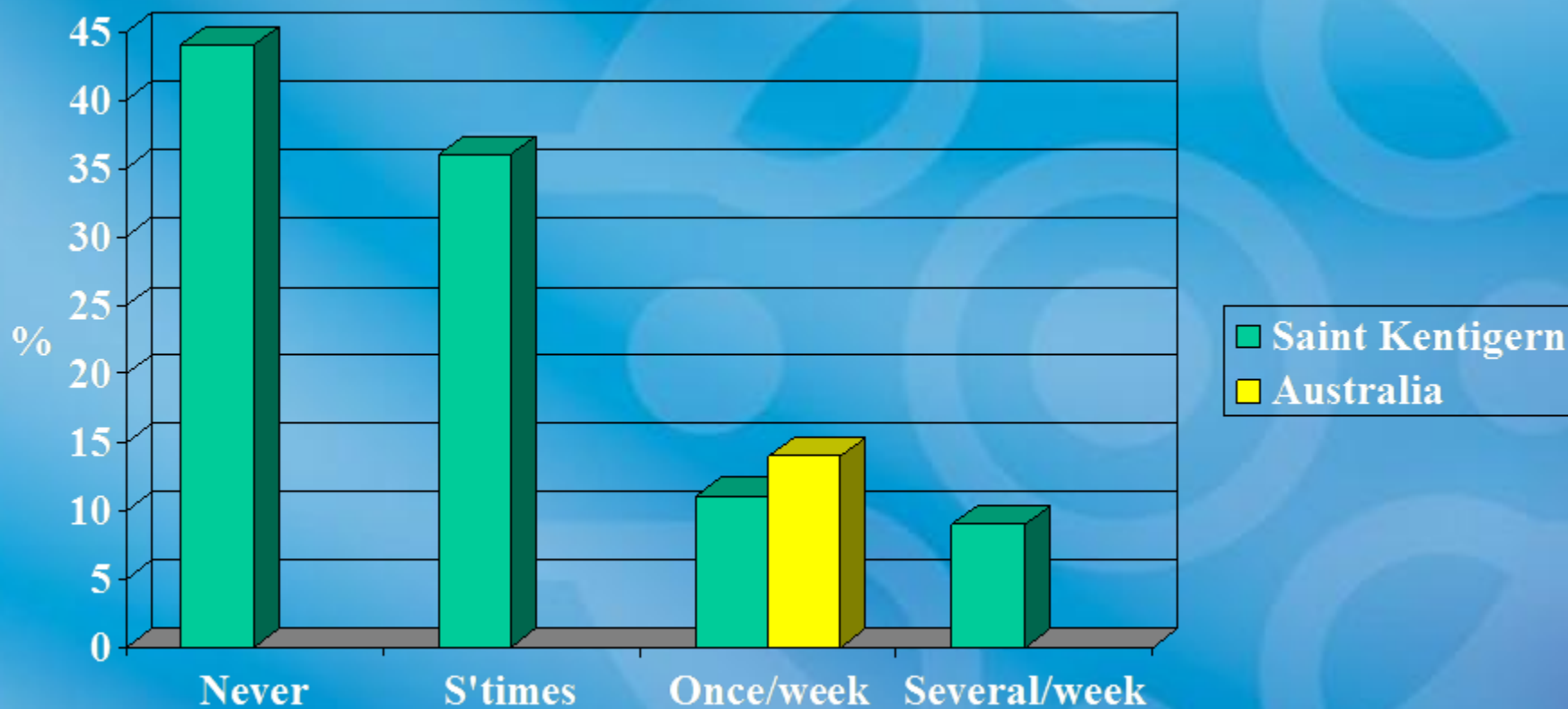




# Survey data (1997)



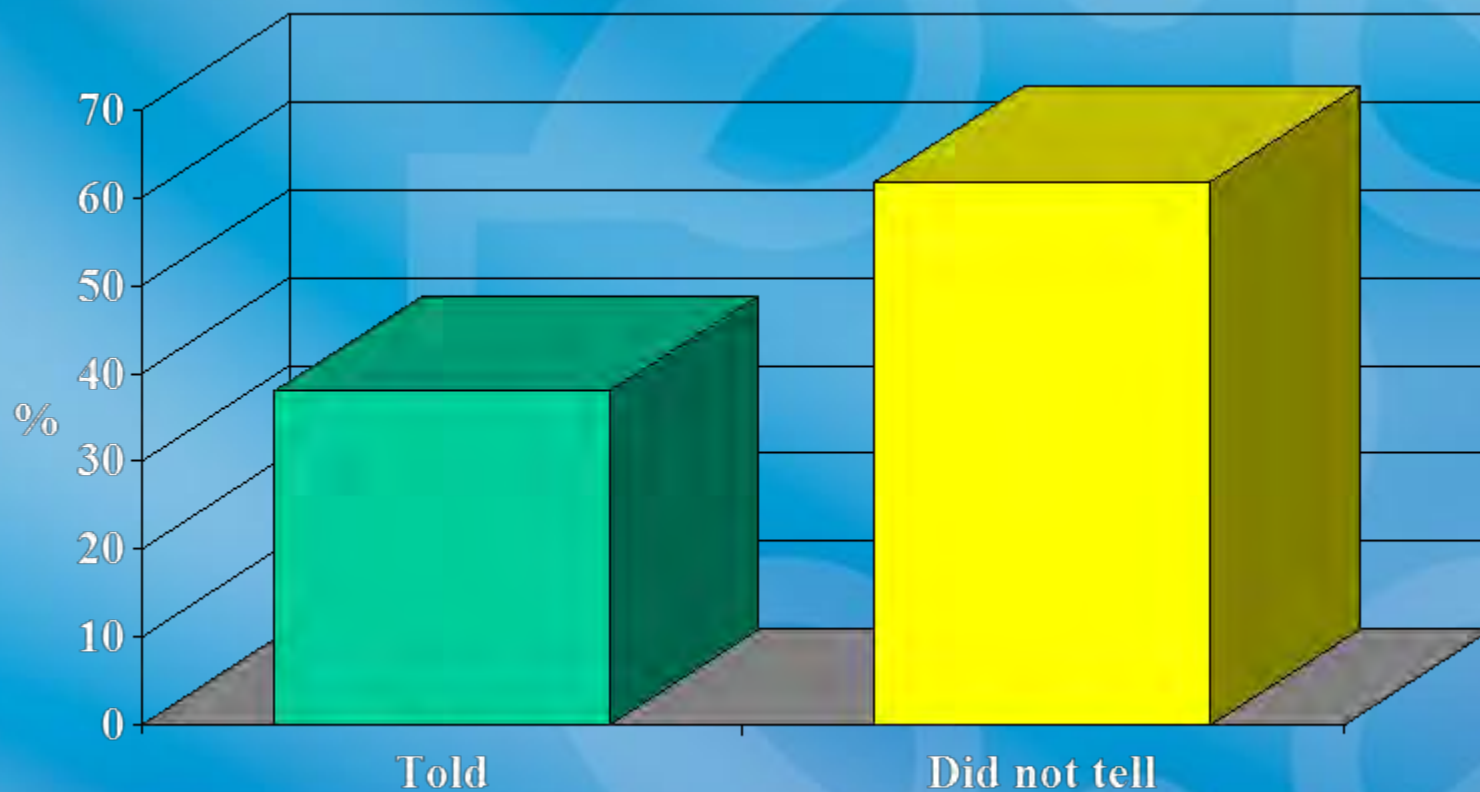
## Frequency of being bullied



# Survey data (1997)



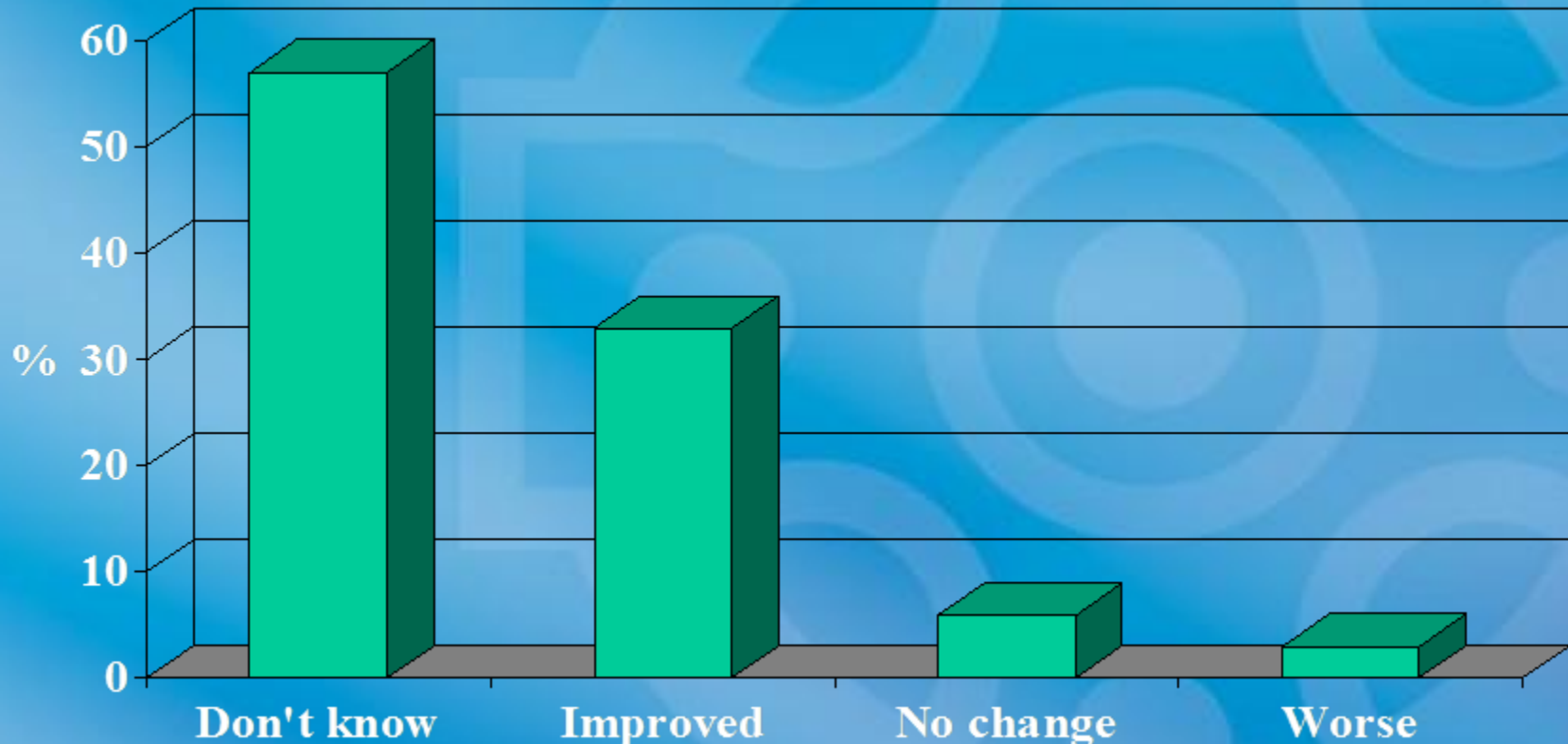
## Transparency



# Survey data (1997)



**What happened when the school was informed?**





# Discussion point



**What concerns you most  
about the social environment  
on your campus?**

# Our Action Plan



- ☀ **Promote a pro-social climate**
- ☀ **Break the code of silence**
- ☀ **Find a proven method for bullying**

# The Values Team



☀ **Task: Monitor and enhance climate**

☀ **Membership: Boys, staff & parents**

☀ **Outreach: Service to community**





# The Core Values



**Respect**  
**Integrity**  
**Service**  
**Excellence**

in

**Love**





# The Core Values



# The Saint Kentigern Way (1)



## SAINT KENTIGERN WAY

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



# The Saint Kentigern Way (2)



## 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 Saint Kentigern Way (2)



## Respect

and they will

Respect

feelings

TER!

## Love

aring, c

etic perso

atter how din

their problems

## Integrity

Owning/ standing  
Choose the right/ not  
the time even if it's  
and be ho

## Excellence

Strive to be your best  
always, try to achieve your  
targets and never give up!

## Service

Help others all you can, in  
anything you or they do.  
Remember it's the little  
things that count.

# Discussion point



**How have you given your students ownership of the values and culture of your schools?**



# Meet me under the Big Tree





# Symbolism: The Big Tree





# The Big Tree Award





# Inclusivity & Connectedness





# Inclusivity & Connectedness





# Service & Nurture





# Service & Responsibility





# Service & empathy





# Service & Emotional Intelligence





# Service & Cooperation





# Service & Achievement



# Discussion point



**What strategies have you used to connect the emotional intelligence of your boys with their character development?**



# Symbolism and EQ









# Small Bird: Big Task



*Miromiro*



# Young Boy: Big Responsibility





# The Miromiro Badge



# A Bullying Remedy that Works



- Identification and punishment don't work
- Ownership by the peer group is the key
- Assisted problem solving is the strategy
- Effective learning is the result





# The Peer Accountability Method



## Step One

### Talk with the victim

- Teacher listens to the victim and encourages victim to be reflective
- Explains process ensuring that victim understands and gives consent
- Contacts parents of victim and explains process
- Identify group: Bullies, Friends, Others

# The Peer Accountability Method



## Step Two

### Convene a Meeting

- Boys who have been identified, including those who are in a supportive role, are brought together
- Victim does not attend meeting
- Choose a quiet area away from classroom setting
- It takes time and planning



# The Peer Accountability Method



## Step Three Explain the Problem

- Teacher explains that he/she has a problem and recounts the story of the victim's unhappiness by using writing or drawing
- Details of the incidents or allocation of blame as to who is responsible are not discussed

# The Peer Accountability Method



## 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”



# The Peer Accountability Method



## Step Five Ask for Solutions

- Power of the group shifts from “bully leader” to the group as a whole.
- Each member encouraged to suggest a way in which the victim could be helped to feel happier
- These are stated in the “I” language of intention

# The Peer Accountability Method



## Step Six

### Leave it up to them

- Teacher ends 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



# The Peer Accountability Method



## Step Seven Informal Monitoring

- About a week later the teacher discusses with each student individually, including victim, how things have been going
- This allows for monitoring and keeps the people involved in the process

# Discussion point



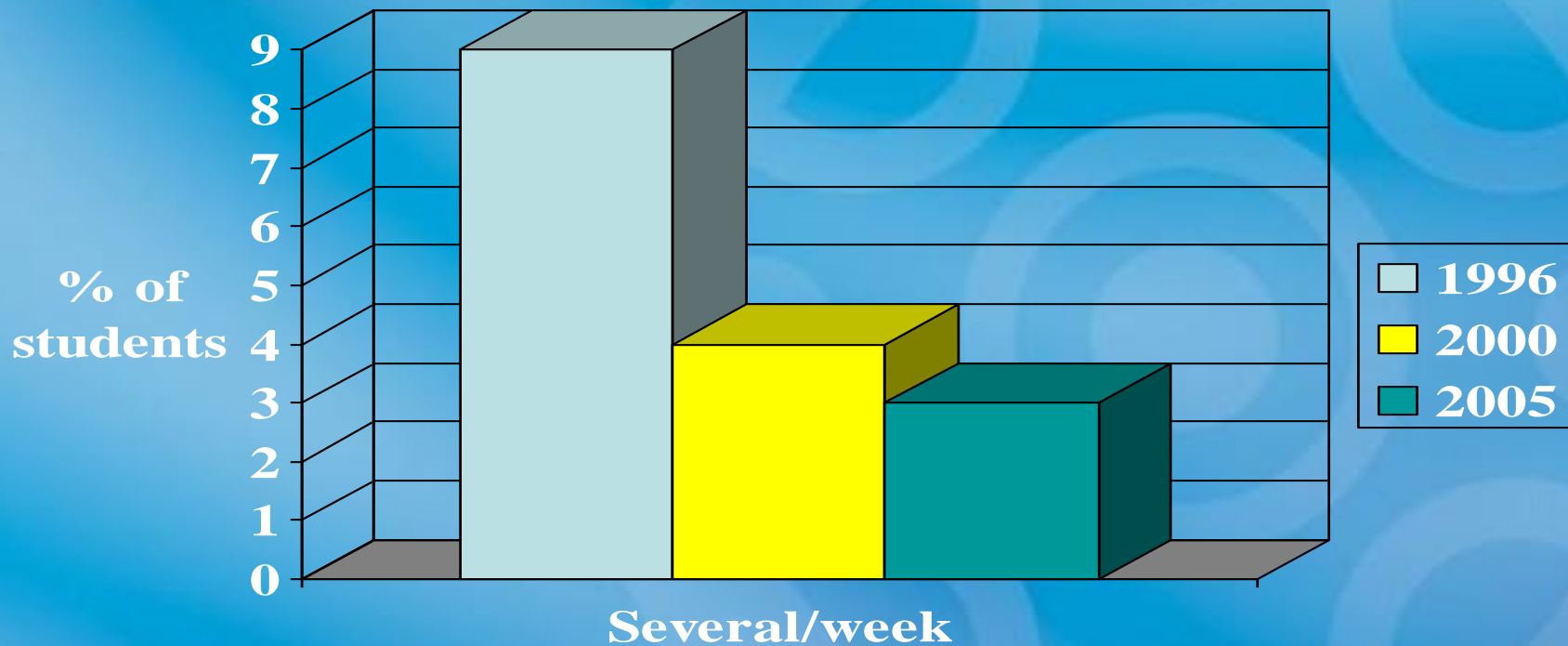
**How has your school engaged with the problem of bullying and social isolation?**



# How do we know it works?



## Frequency of being bullied



# How do we know it works?



- “...I would like to thank you again for the wonderful support we had from you when James was experiencing his bad times. I thoroughly endorse the No Blame programme as an effective management system and I expect that it will help any others who may experience similar problems.”

*Parent, 2001*



# How do we know it works?





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