

STAND DOWNS

IN

NEW ZEALAND AREA SCHOOLS

**A “Snap Shot” of
Procedures
Results
Opinions**

(And an Attempt at Measuring Effectiveness)

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Bill

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Introduction

During the last ten years, schools have had in their behavioural arsenal, the ability to stand a student down for a period of time. This formal behavioural consequence came soon after the abolition of corporal punishment, and is often (whether correctly or not) thought of in terms of a replacement for the cane or strap.

We may well have heard students say that stand downs are just “time off school”, parents who advocate the re-introduction of corporal punishment, and teachers who see the stand down as a “smack on the wrist” with the (proverbial) “wet bus ticket”.

Anecdotally, both Area School principals and teachers widely believe that boys are stood down more than girls, junior secondary students more than students from other year groups, and that stood down students are more likely to come from lower socio-economic groupings.

The purpose of the present study is to investigate whether stand downs are an effective consequence. In addition, I will also investigate whether widely held beliefs about stand downs are supported. I have wondered whether it accomplishes what the school intends, whether it is perceived by the various partners of the school as effective, and whether it plays any role in modifying behaviour or lessening the school’s dependence on more serious actions such as suspension or exclusion.

In setting out to discover these things about stand downs, it soon became obvious that there are real difficulties in gleaning the sort of information that would make such a study truly objective. Also, while the guidelines for the use of stand downs and suspensions are very clear, schools are very diverse places, and a “one size fits all” is unlikely to be possible.

The intention of the study is not only to attempt to answer questions about effectiveness, but also to give a “snap shot” of how the device is used throughout New Zealand’s Area schools. The reliance on data from 1 school year, combined with the mix of hard data, opinion and procedures, helps to accomplish this.

The Area Schools who contributed to this study come from the whole of New Zealand – from Northland to the deep south. They service diverse communities, and have a wide range of decile rankings (1 -8). It is not the intention of this document to identify any schools, nor will school procedures or philosophies be cause for any evaluative comment on my part.

Area Schools were chosen as the source of information for several reasons. Firstly, they are geographically spread throughout New Zealand. Secondly, they provide a real variety of socio-economic backgrounds, as well as significant cultural differences. Thirdly, they offer a glimpse at a seamless pastoral management system (ie students from years 0 to 13 are managed by a single team). Finally, the school and stand down populations are sufficiently small to allow for such a short-term project as this one.

What follows is a genuine attempt to illuminate at least some of the stand down issues and perhaps provoke further thought or even study on this rather complex behavioural tool.

A General Statement

This survey (see Appendix 1) was sent to the 42 New Zealand Area Schools. Of these, I was unable to make any contact with 2 schools. Returns were made by 23 schools with one school declining to participate, and one school stating that they were not using stand downs as a consequence. Most of what follows is based upon the data supplied by the 21 schools using stand downs, and all data is based on the 2008 school year.

The relatively high level of positive returns indicated that the use of stand downs is reasonably wide-spread. While it would have been ideal to have received returns from all schools, there is sufficient data to gauge trends at least.

The analysis of the survey will follow the order and headings of the survey itself. This allows the reader to have the original document as a reference while receiving the generated data.

Behavioural Expectations for Students

Most schools (20 of 21) responded in some way as to whether the school had clear, written behavioural expectations of students. Some schools not only stated how students gained knowledge of these expectations, but also what those expectations were. These were varied.

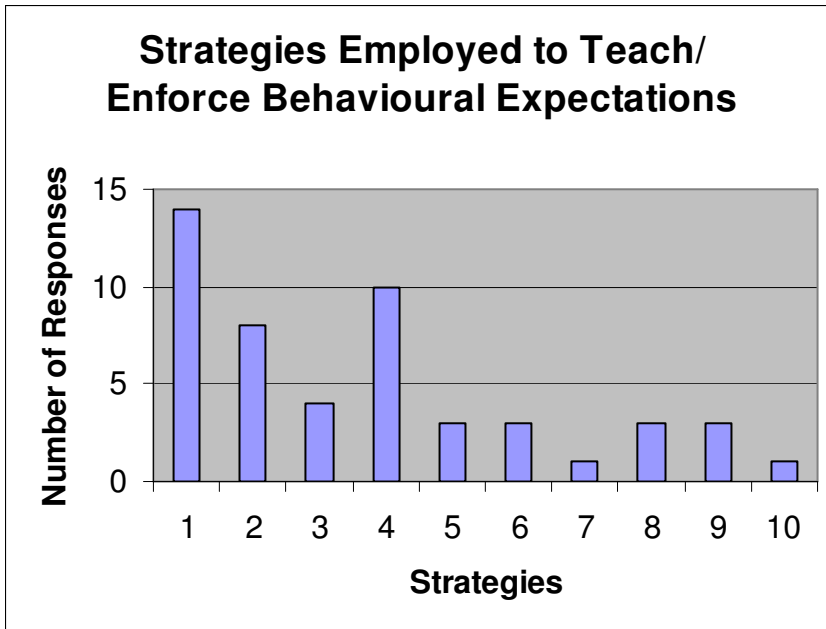
Most commonly, expectations are posted in classrooms and noticeboards (13 of 21) and in diaries or record books (2 of 21). Three schools mentioned that rules are negotiated at class level, as a “class charter”, and one school stated that expectations varied according to these negotiated expectations at class level.

Two schools reported that the school’s behavioural expectations were discussed/ negotiated with staff at the beginning of each year as part of the school’s on-going self review process.

Strategies for teaching or enforcing behavioural expectations were many and varied. The following graph indicates the responses, but it needs to be remembered that because of the nature of the questions asked, coupled with the complexities of the behavioural and pastoral structures in most schools, the specific strategies mentioned are unlikely to be inclusive.

NB Many schools mentioned multiple strategies in their approach to teaching or enforcing their behavioural expectations.

Fig 1



- | | |
|-----------------------------------|-----------------------------------|
| 1. Deaning and Counselling | 2. Restorative Practices |
| 3. Assertive Classroom Discipline | 4. Home Contact |
| 5. Student Support Mentoring | 6. Peer Mediation/ “Cool Schools” |
| 7. Kia Kaha | 8. Modelling Values |
| 9. Reward Systems | 10. Kiwi Can Programme |

Actions based on the works of the following were mentioned by individual Schools:

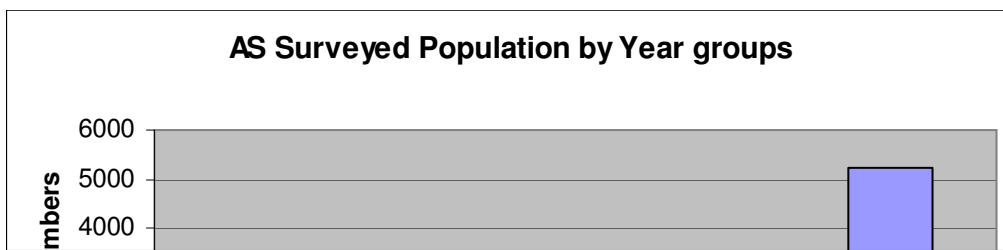
- Angus McFarlane – Discipline Democracy and Diversity
- Marvin Marshall - Raising Responsibilities
- William Glasser - Choice Theory

Most Schools (19 of 21) indicated that they had processes in place to inform their students and communities of behavioural expectations. Two schools responded that their processes had not been formalised, and another did not complete this part of the questionnaire.

The range of approaches to behavioural management is perhaps indicative of the diverse needs of students within Area Schools, given their varying ages, socio-economic, geographical and cultural differences.

The schools completing the questionnaire, and providing school populations as well as stand down and repeat stand down figures represented a student population of 5223 students. That population is distributed as follows:

Fig 2

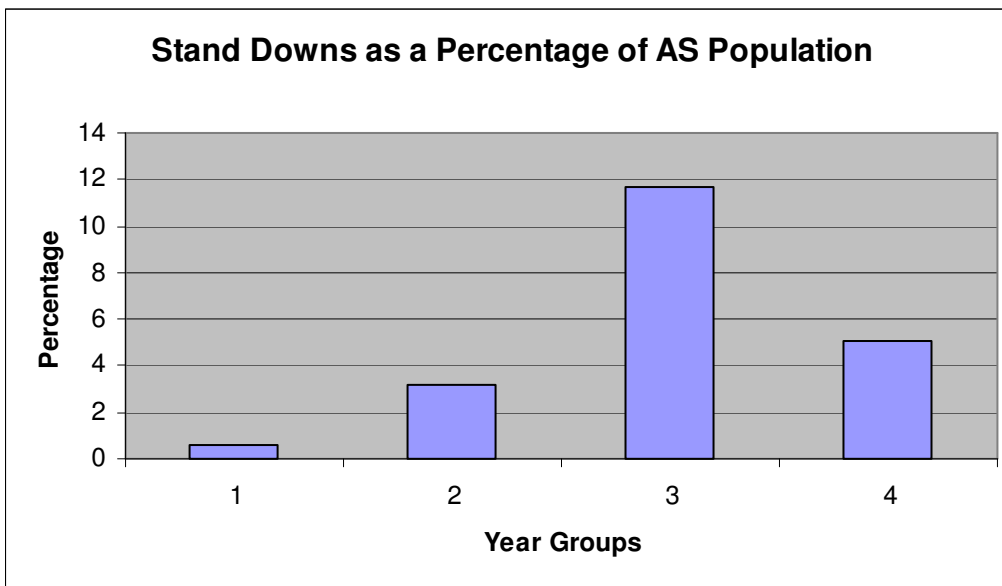


1 = Years 0-6 2 = Years 7-8 3 = Years 9-13 4 = Years 0-13

As one might expect, the population in the Year 7 and 8 range, given the narrow age range is considerably less than in either “primary” or “secondary”. The Year 0-6 and Year 9-13 populations are remarkably close (ie 2334 and 1885 respectively)

Stand Downs as a percentage of that population are shown as:

Fig 3



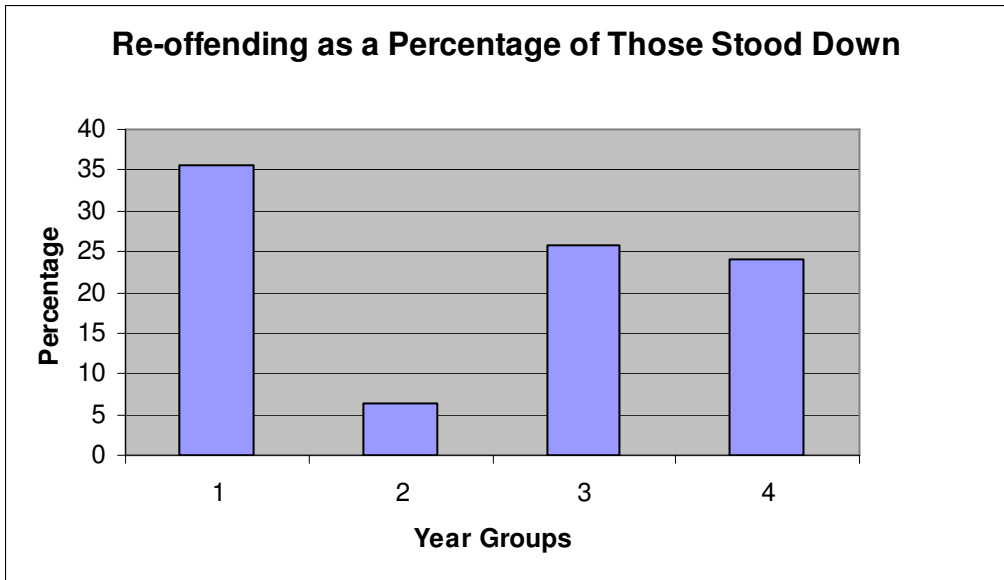
1. Year 0-6 2. Years 7-8 3. Years 9-13 4. Years 0-13

It seems helpful to view repeat stand downs not only as a percentage of the number of students receiving a stand down, but also as a percentage of the whole schools’ population. The former would begin to shed some light on one of the study’s central concerns: “Are Stand Downs an Effective Consequence?” The latter puts the whole question of recidivist behaviour into the context of total population.

That is:

While 24 % of those stood down re-offend, only 1.2% of the total schools’ population are stood down for more than one time.

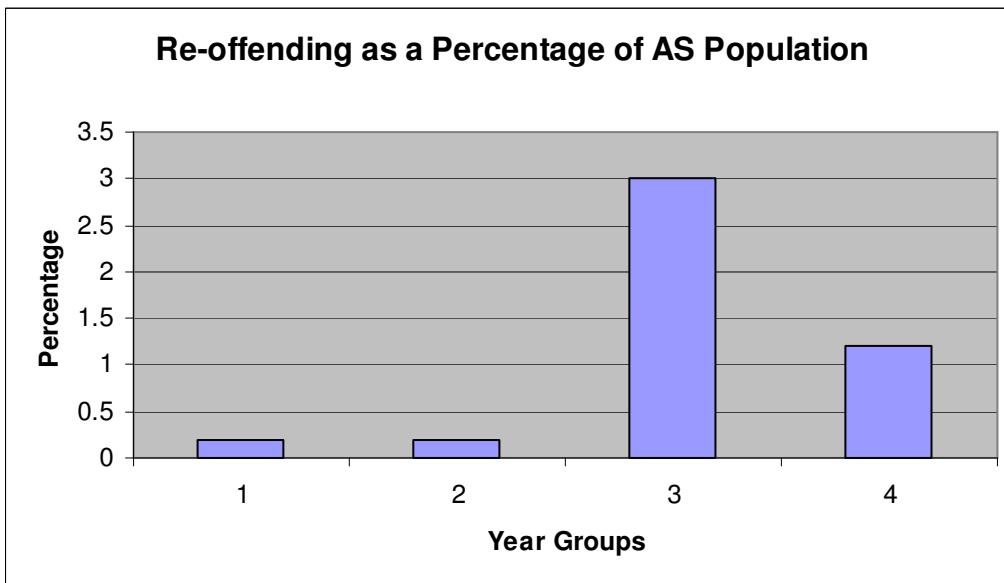
Fig 4



1. Years 0-6 2. Years 7-8 3. Years 9-13 4. Years 0-13

It needs to be noted that, while the percentage of Year 0-6 re-offending appears to be disproportionately high, the actual numbers are very small. (Five students of the 14 Year 0-6 students, who were stood down, re-offended and received a subsequent stand down).

Fig 5



1. Years 0-6 2. Years 7-8 3. Years 9-13 4. Years 0-13

Schools indicate that relatively few students have been voluntarily withdrawn following a stand down. Only eight from the total of 267 stand downs (3%) fall into this category, although one surveyed school indicated that they were uncertain as to whether the stand down initiated the student(s) having departed.

It was hoped that the section of the Survey (Question 12) which asked for specific data relating to age, gender and ethnicity would provide information in those three areas. Also, school decile rankings were employed to determine whether socio-economics played any significant part in the consideration of stand downs.

Unfortunately, a number of schools did not provide information relating to the ethnicity of students, and it was felt that to base results on partial evidence would be inappropriate. Enough

information was provided for Year Group and Gender. Decile Rankings were gained from the Ministry of Education web site.

Socio-Economic Groupings

Schools were considered within three major groupings. These were: Deciles 1-3, Deciles 4-6 and Deciles 7-8. Remarkably, the surveyed populations for these groupings were quite similar.

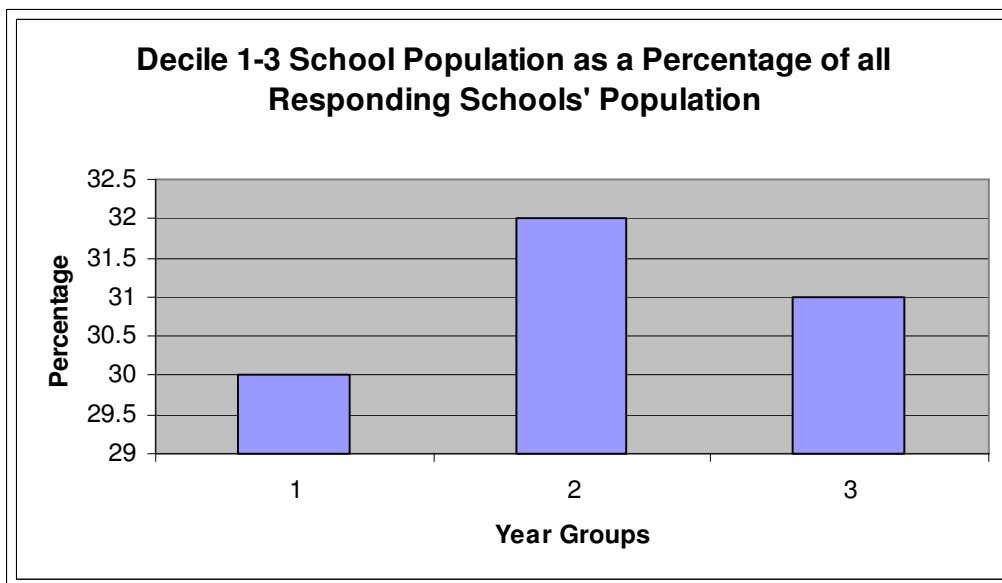
Deciles 1-3	-	1613 students (31%)
Deciles 4-6	-	1845 students (35%)
Deciles 7-8	-	1765 students (34%)

Stand down figures based on the decile rankings of the surveyed schools are as follows:

The Decile 1-3 Schools

Of those schools responding to the survey, seven fell within this range. The 1613 decile 1-3 students were distributed as follows:

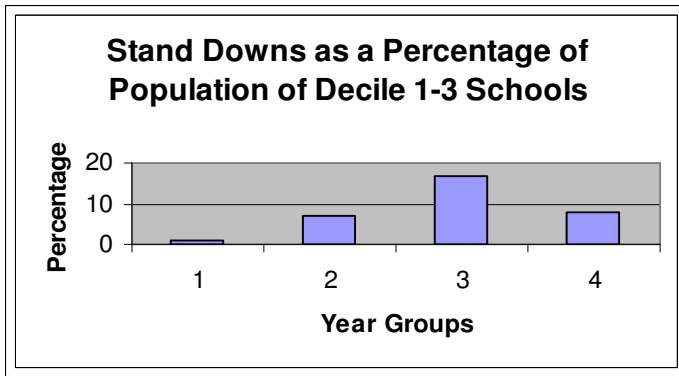
Fig 6



1. Years 0-6 2. Years 7-8 3. Years 9-13

In order to find whether there was a link between decile rankings and stand downs, the percentage of stand downs within the decile cluster was calculated.

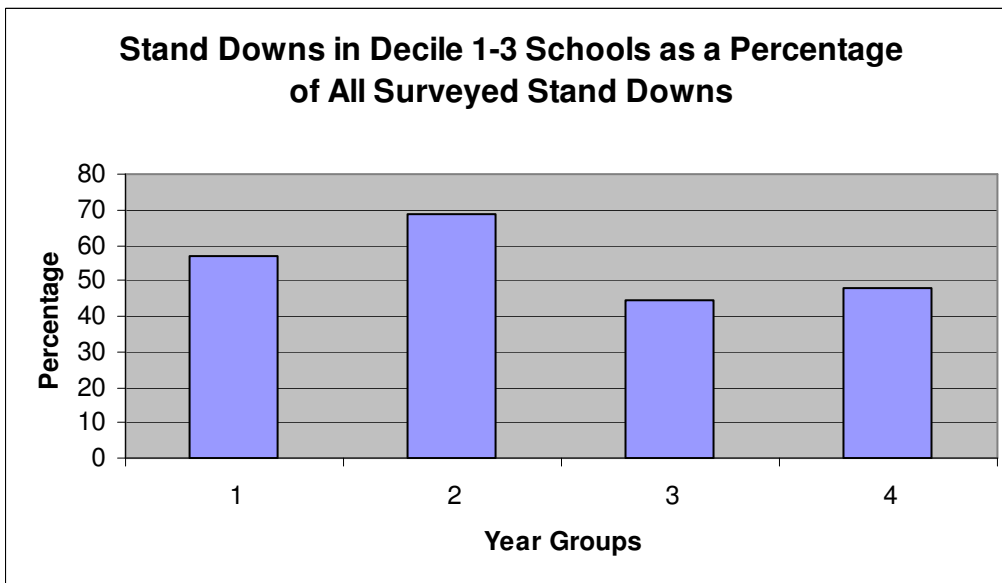
Fig 7



1. Years 0-6 2. Years 7-8 3. Years 9-13 4. Years 0-13

The stand downs in Decile 1-3 schools as a percentage of all the surveyed stand downs is interesting. While the population is only 31% of all the surveyed schools, decile 1-3 schools account for just under 48% of all stand downs. (See Fig 8)

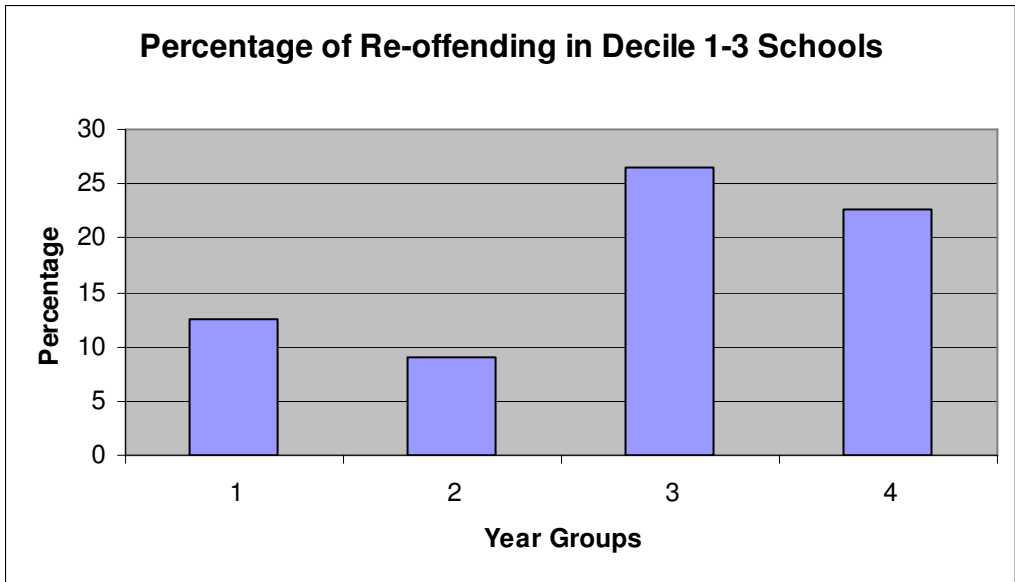
Fig 8



1 = Years 0 – 6 2 = Years 7-8 3 = Years 9-13 4 = Years 0-13

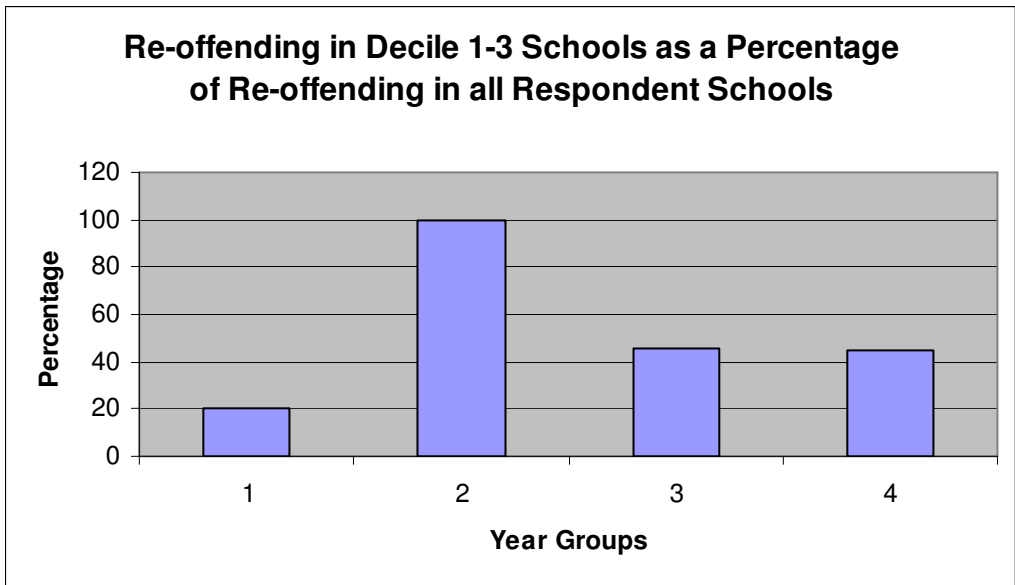
When interpreting Fig 9, It needs to be pointed out that the numbers of re-offending in the Years0-6 and Years 7-8 areas are very small. (ie 1 student and 2 students respectively) This becomes even more pronounced in Fig 10, where the two students who re-offend in Years 7-8, account for 100% of all re-offenders at that level.

Fig 9



1. Years 0-6 2. Years 7-8 3. Years 9-13 4. Years 0-13

Fig 10

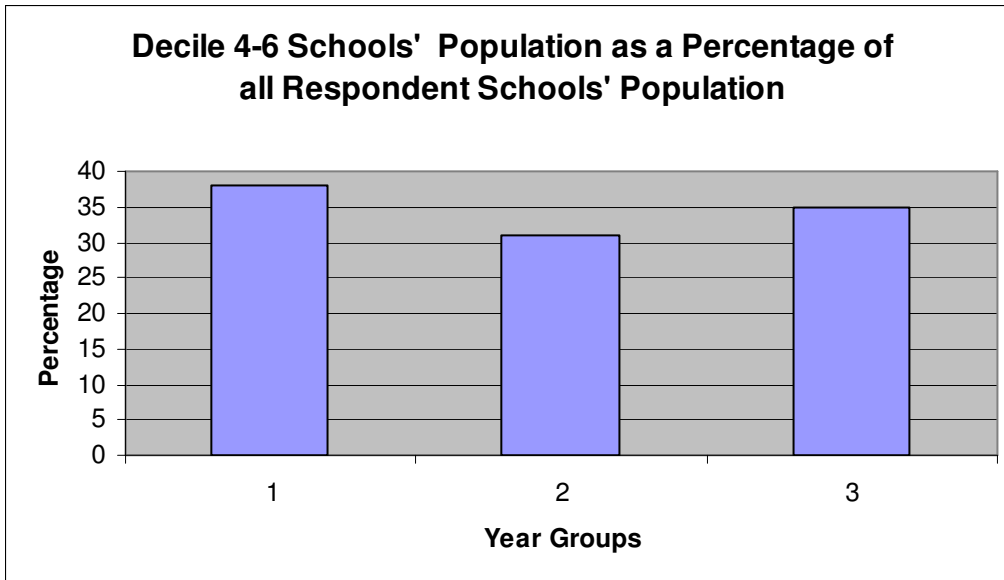


1. Years 0-6 2. Years 7-8 3. Years 9-13 4. Years 0-13

The Decile 4-6 Schools

Of those schools responding to the survey, eight fell within this range, with a total population of 1845 students. That population was distributed as follows:

Fig 11



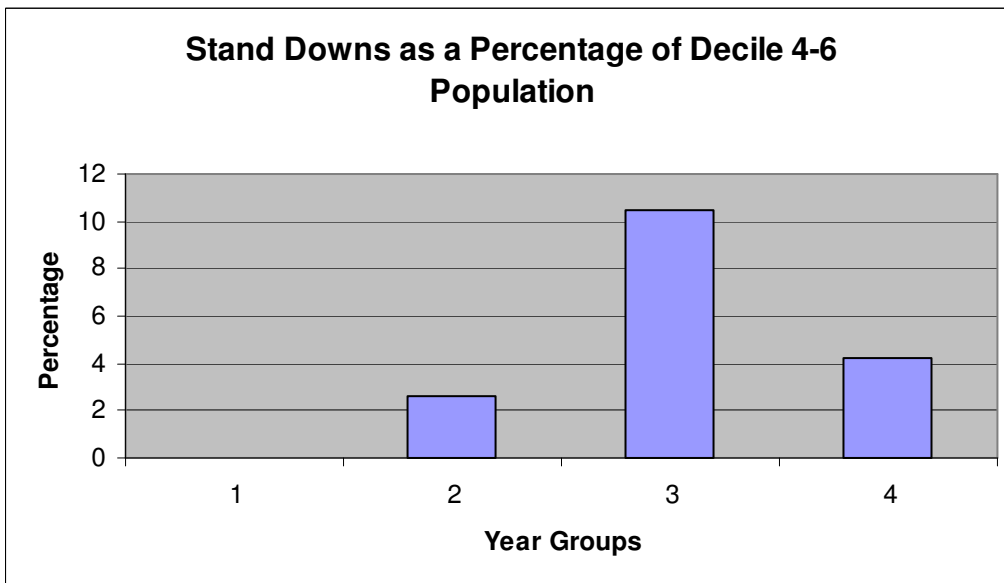
1. Years 0-6

2. Years 7-8

3. Years 9-13

Stand Downs as a percentage of the decile 4-6 population is interesting, as there were no stand downs within the Years 0-6 range, and only eight in the Years 7-8 range.

Fig 12



1. Years 0-6

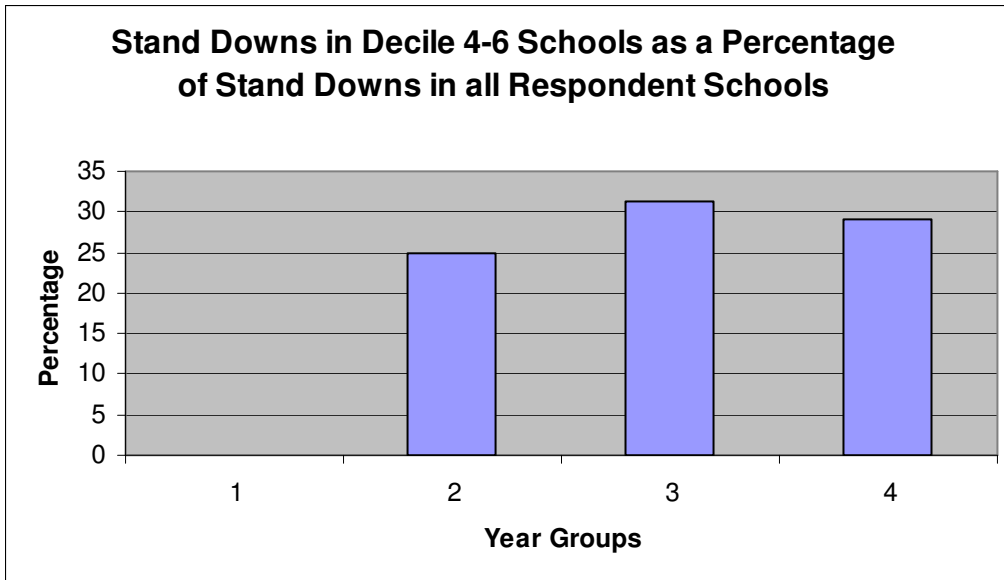
2. Years 7-8

3. Years 9-13

4. Years 0-13

The population of the surveyed decile 4-6 schools represented 35% of all the respondent schools. When the number of decile 4-6 stand downs is given as a percentage of all stand downs we find:

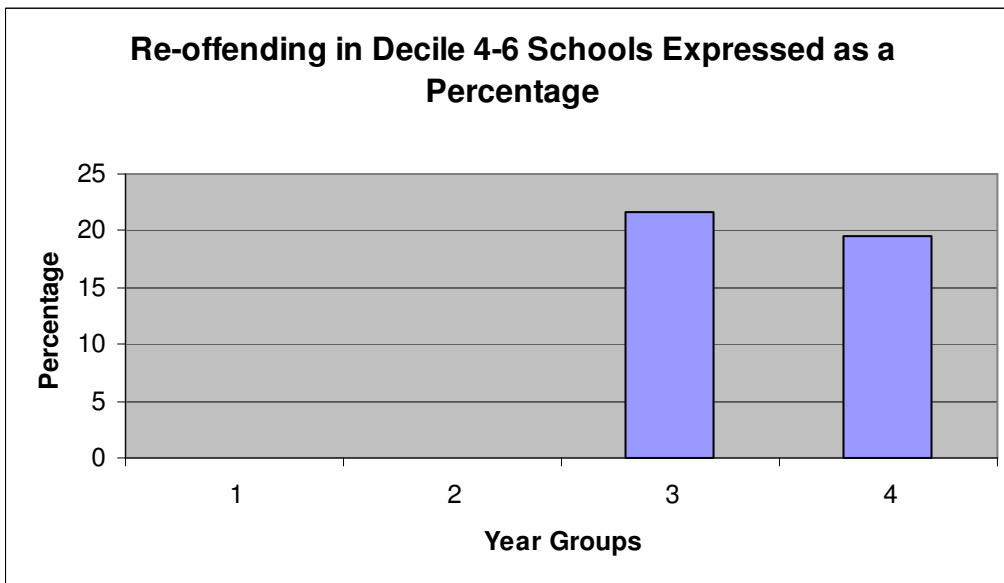
Fig 13



1. Years 0-6 2. Years 7-8 3. Years 9-13 4. Years 0-13

Re-offending in Decile 4-6 schools show that repeat stand downs were not imposed until Years 9-13.

Fig 14

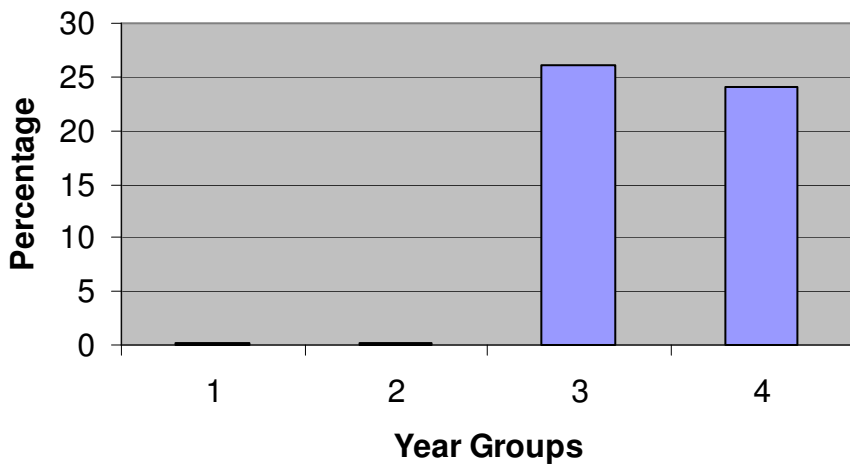


1. Years 0-6 2. Years 7-8 3. Years 9-13 4. Years 0-13

The final data for the Decile 4-6 level shows that while re-offending was quite low with regard to total decile 4-6 population (see figure 14 above), it was not quite as low when measured against re-offending in all schools. (See Fig 15)

Fig 15

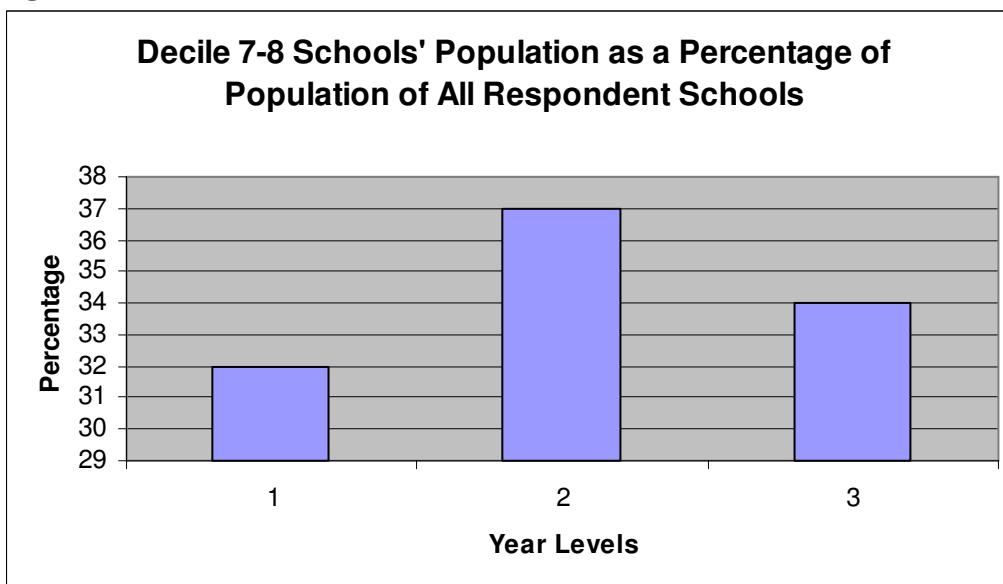
Re-offending in Decile 4-6 Schools as a Percentage of all Re-offending



The Decile 7-8 Schools

Of those schools responding to the survey, six fell within this decile range, with a total population of 1765 students. These students were distributed as follows:

Figure 16



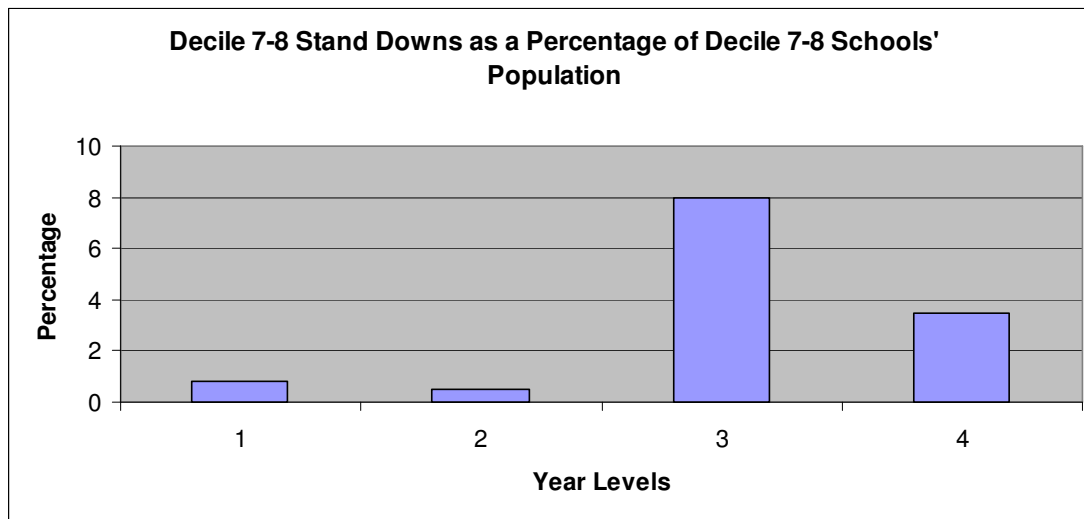
1. Years 0-6

2. Years 7-8

3. Years 9-13

Again we link the stand down figures to the total population within the decile range.

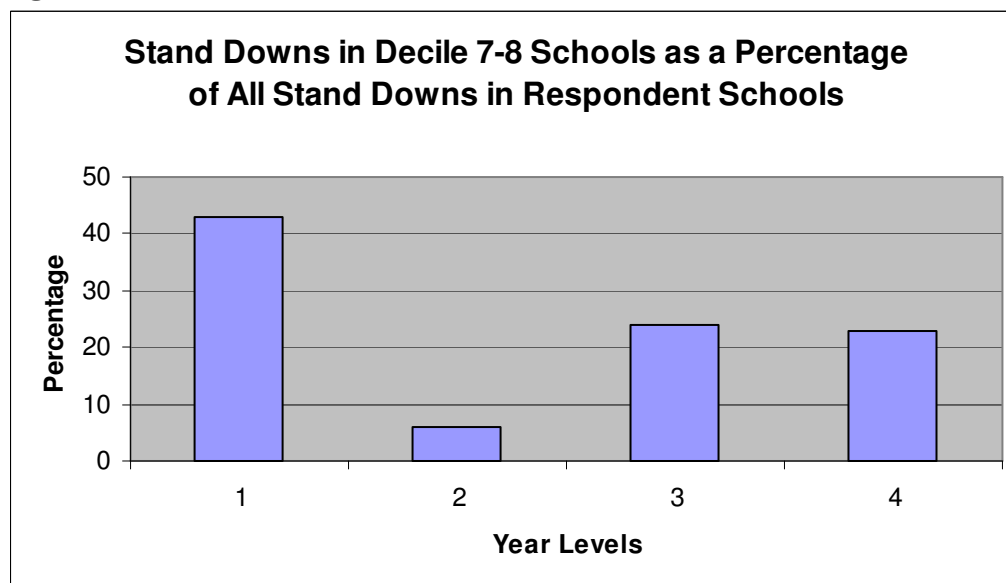
Fig 17



- 1. Years 0-6
- 2. Years 7-8
- 3. Years 9-13
- 4. Years 0-13

When we place the stand downs in Decile 7-8 schools against all schools in the survey, we find that although the decile range accounts for 34% of the total population (see Fig 16), the incidence of stand down offences is only at 23% (see Fig 18).

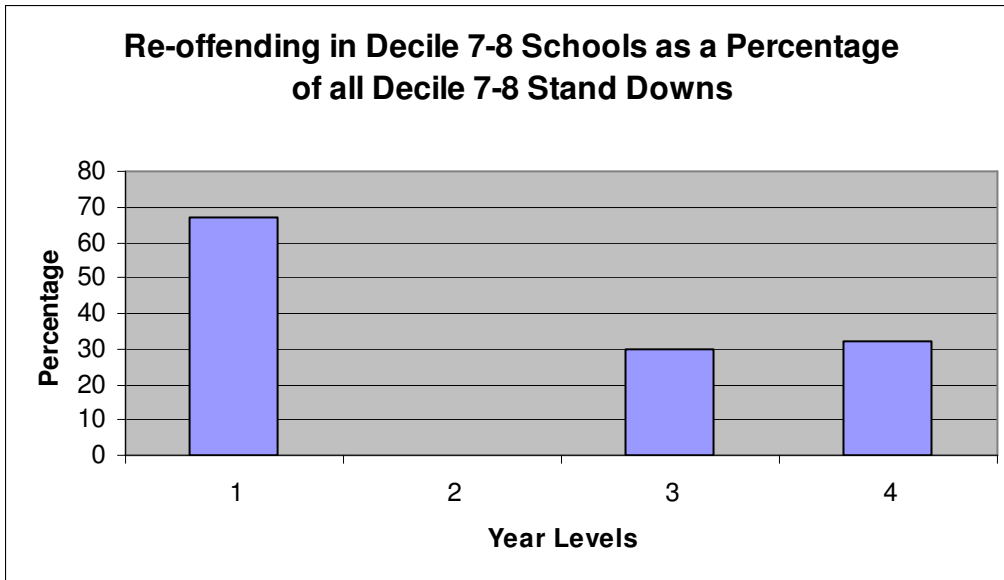
Fig 18



- 1. Years 0-6
- 2. Years 7-8
- 3. Years 9-13
- 4. Years 0-13

Re-offending at this decile level follows. It is noted again that the figures at Years 0-6 and Years 7-8 are relatively small (eg the 4 repeat offenders in this decile range account for 67% of Year 0-6 stand downs within the range (see Fig 19), and 80% of all repeat offenders in the Year 0-6 re-offenders from all schools (see Fig 20).

Fig 19



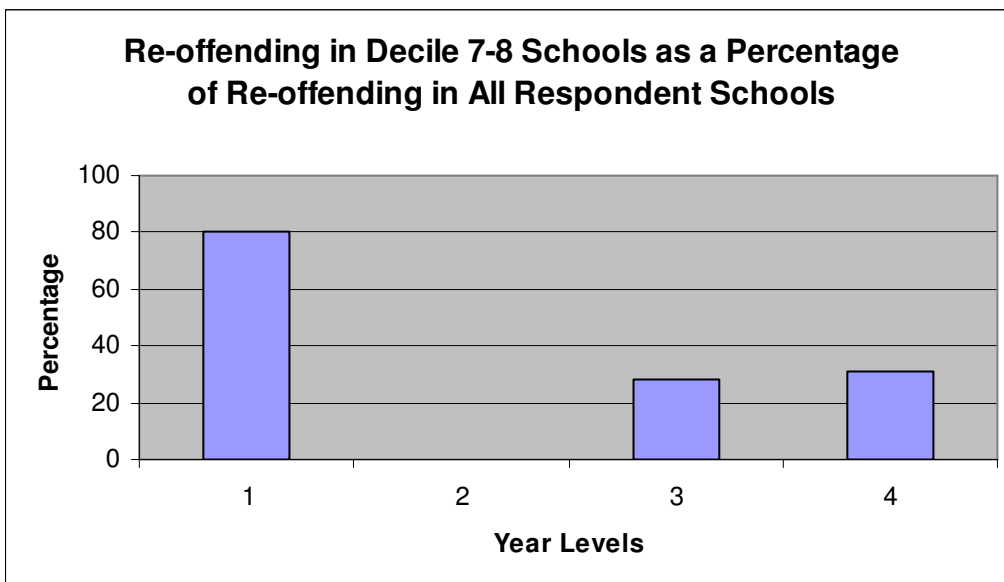
1. Years 0-6

2. Years 7-8

3. Years 9-13

4. Years 0-13

Fig 20



1. Years 0-6

2. Years 7-8

3. Years 9-13

4. Years 0-13

Decision Making

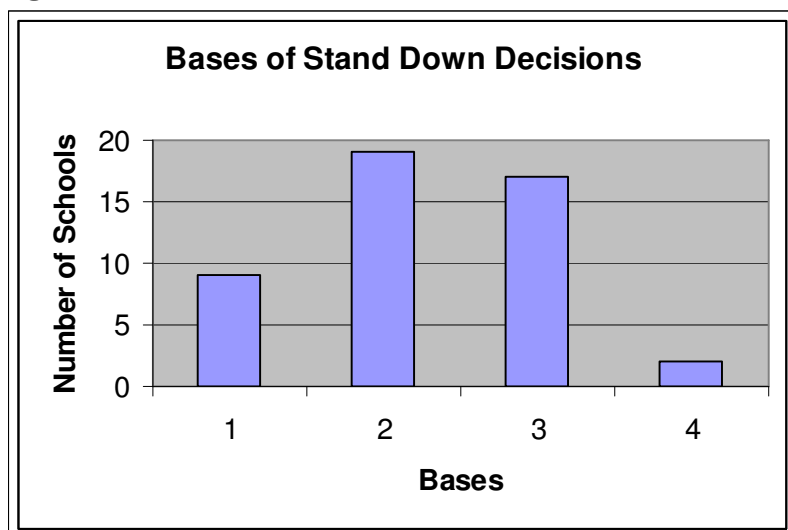
In nearly every response, the decision to stand down rested with the Principal of the school. In one school, a designated person has that responsibility (in consultation with the management team).

In a number of cases (8), respondents stated that consultation with DPs, APs and managers took place, and several (3) mentioned that in the absence of the Principal, the responsibility passed to the manager with temporary control of the school.

The actual decision to stand down, once a behavioural breach has been identified involved deliberation in every response. While the decision to stand down rested with the Principal or an agent of the Principal, there was evidence of considerable consultation within the process (see Fig 21).

From the 21 surveyed schools, there were 47 responses to this question.

Fig 21



1. Step System/ Pastoral Records 2. Individual Merits 3. Consultation with Staff
4. Consultation with Care-givers

Schools were divided as to when Parents/ Care-givers became involved in the decision to stand down. Eight schools (38%) inform parents before, nine (43%) after and four (19%) depending on the circumstances at the time.

There was some evidence that several schools thought of parental involvement in terms of involving parents in their child's day to day behavioural management, rather than in the actual decision to stand down. (This was perhaps the fault of the survey question).

One school mentioned that the decision to stand down was always left for 24 hours after the incident, and that parents were typically involved at this time – being warned that a stand down could well be imminent. (The school stated that this policy was designed to take the “heat” out of the decision making, and also give time for considered action).

A further school stated that weekend detentions supervised by the Principal with Whanau support took place.

When Students Return

Student Connection with the School During the Stand Down

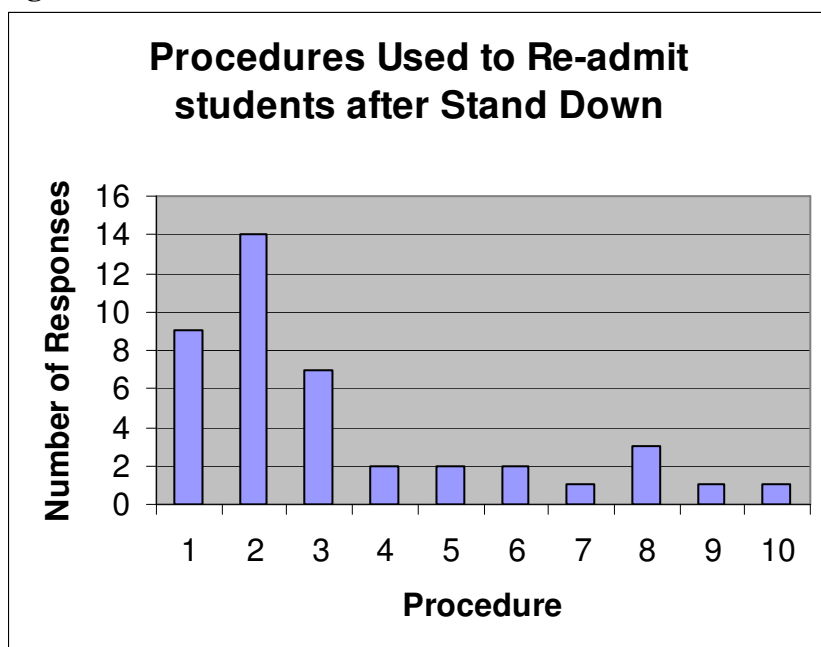
Schools were fairly evenly divided as to what (if any) connection with the school would be maintained during the student's time away from class. Nine schools (43%) do not involve SD students, while twelve (57%) did in some way.

Those schools which did encourage continued connection mentioned

- Homework
- Restorative or restitutive actions
- Stand downs served at school
- Being on site for specific learning
- Home visits during the SD period
- Attending "strengthening" events such as mau rakau and kapa haka

When Students Returned

Fig 22



- | | |
|----------------------------------|-------------------------|
| 1. Guidance or other Counselling | 2. Daily/ Weekly Report |
| 3. Principal Meeting | 4. Behavioural Contract |
| 5. Ongoing Family Contact | 6. Mentoring |
| 7. Public Service | 8. Parent Meeting |
| 9. Discussion with Peers | 10. Restorative Meeting |

Every surveyed school had strategies and procedures in place to re-orientate students into school after their period of stand down. Several schools did not complete this section, and a number of schools employed several strategies. In all, 42 strategies were mentioned by the 21 schools. (See Fig 22 for how those strategies were grouped).

Gender and Year Group

Many schools provided data relating to gender and year group. We have already seen distributions within year group ranges (see Figs 2-20), but it is particularly helpful to view stand down data within individual year groups and with regard to gender.

Fig 23

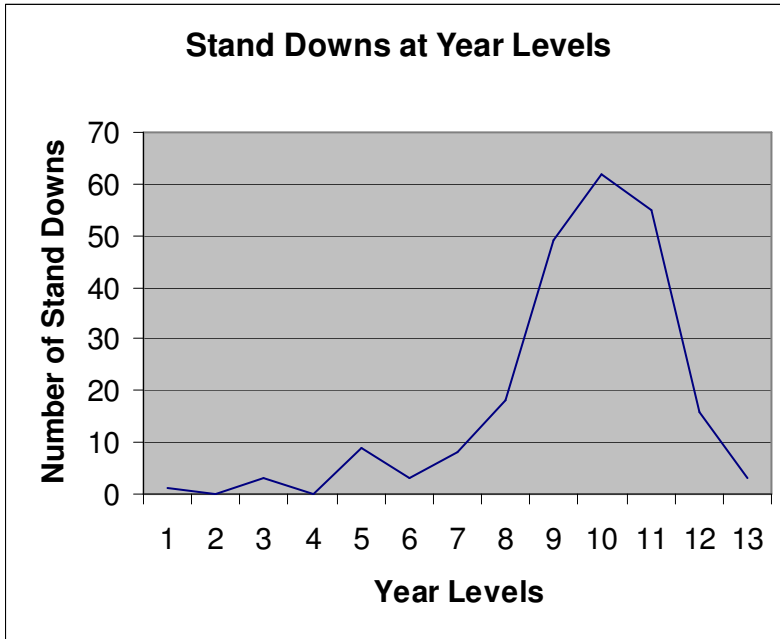
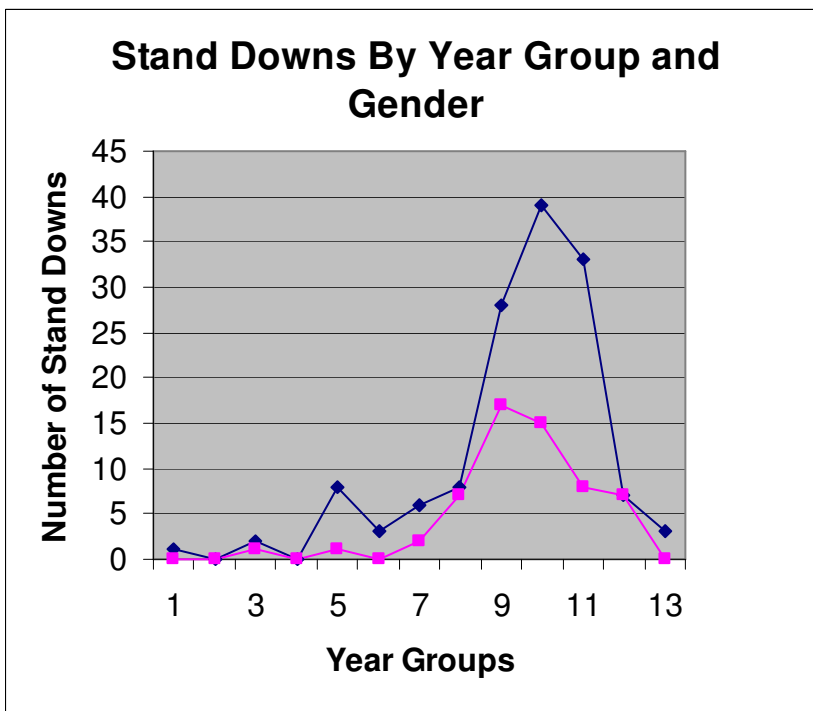


Fig 24



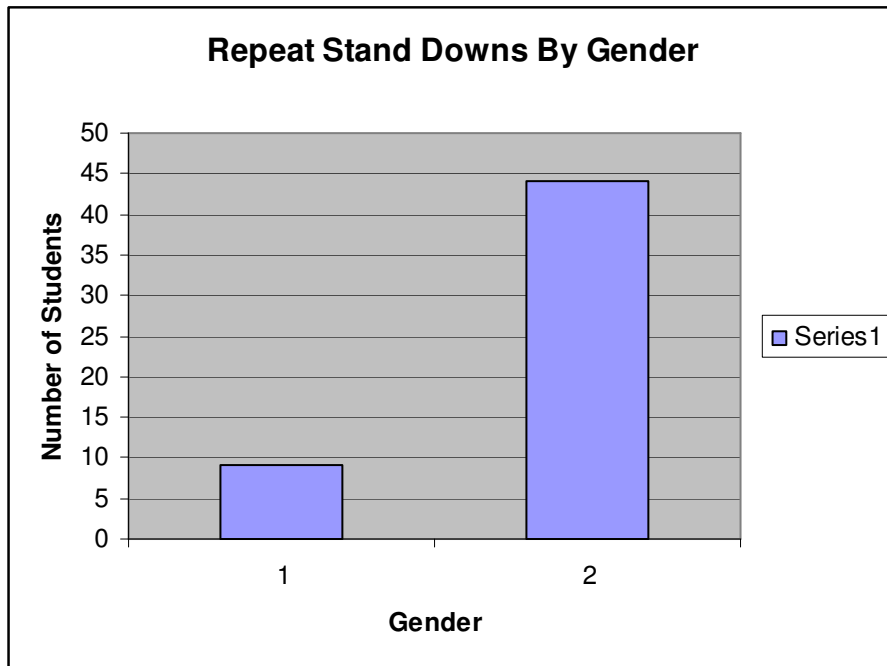
Series 1 – Male Series 2 - Female

Of the 227 stand downs reported in this section of the questionnaire, it can be seen that in the rather narrow Year 9-11 range, there is a disproportionately high incidence of stand downs. In fact this range accounts for 73% of the total number of stand downs.

Figure 24 shows that boys are more likely to be stood down than are girls, especially between years 9 to 11. In addition, as Figure 25 shows, boys are also more likely to re-offend.

This imbalance becomes even more apparent when we look at repeat offending figures by gender.

Fig 25



1. Female 2. Male

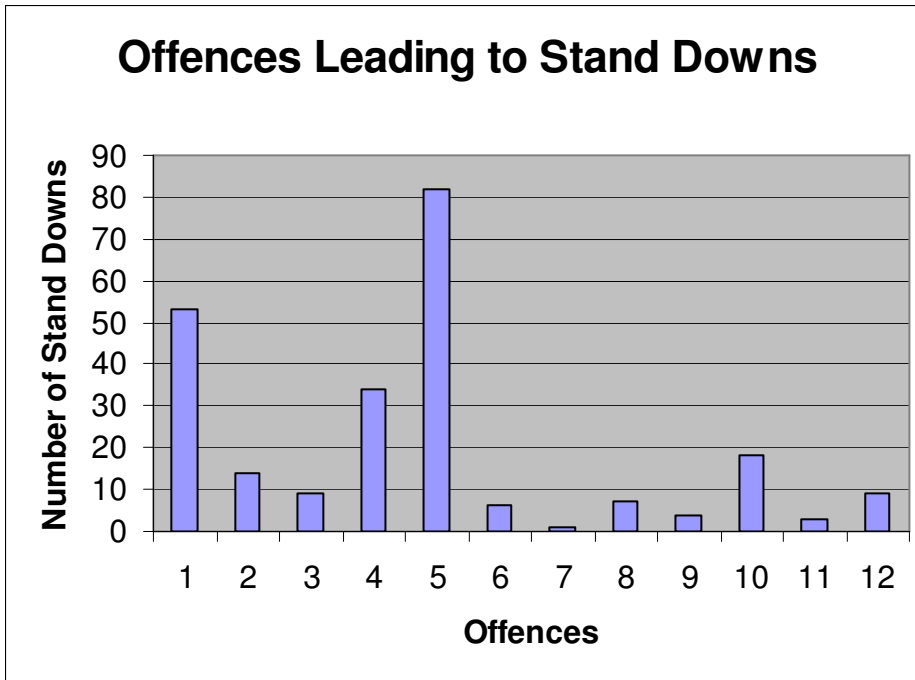
Males re-offended 44 times, 32% of those males initially stood down and nearly 85% of all repeat stand downs. .

Incidents Leading To Stand Downs

The “snap shot” of stand downs in Area Schools (in 2008) would not be complete without considering the types of incidents which lead to the consequences. Because some schools reported incidents in general terms (eg physical abuse), and others in more specific terms (eg physical abuse of a teacher, physical abuse of another student), I have had to group some types of incidents. (I have stayed with the Ministry of Education Codes as closely as possible.)

(See Fig 26)

Fig 26



- 1. Continual Disobedience 2. Alcohol 3. Drugs at School
- 4. Physical Assault on Students 5. Verbal Abuse to Staff or Other Students
- 6. Physical Assault on Staff 7. Sexual Misconduct
- 8. Smoking 9. Theft 10. Vandal Damage to Buildings or Property
- 11. Weapons 12. Other Harmful or Dangerous Behaviour

The Opinions

The person (in each school) who makes the majority of decisions relating to stand downs was asked to provide opinions relating to stand downs and how they are viewed by the school’s partners. Also questions relating to qualitative issues with regard to stand downs were asked.

The following table is taken directly from the questionnaire. All 21 schools who responded to the survey completed this section. The results are the basis of some discussion in the Discussion which follows.

Fig 27

(a) Are the use of stand downs at your school:

Highly effective	Somewhat Effective	Neutral	Somewhat Ineffective	Ineffective
4	16	1		

(b) How does the team think that other staff members

Highly effective	Somewhat Effective	Neutral	Somewhat Ineffective	Ineffective

regard stand downs	5	14	2		
(c) How does the team think that all <u>students</u> regard stand downs as a consequence?	Highly effective 6	Somewhat Effective 11	Neutral 3	Somewhat Ineffective 1	Ineffective
(d) How do the team think that <u>parents, in general</u> , regard Stand Downs as a consequence?	Highly effective 8	Somewhat Effective 6	Neutral 7	Somewhat Ineffective	Ineffective
(e)					
(f) How does the team think that <u>“stood down” students</u> regard stand downs as a consequence?	Highly effective 5	Somewhat Effective 8	Neutral 7	Somewhat Ineffective 1	Ineffective

(3) Please read each statement carefully and rate how strongly you agree or disagree with it by ticking the box that you feel most applies

(a) Stand downs provide respite for teachers	Strongly Agree 6	Agree 12	Neutral 1	Disagree 2	Strongly Disagree
(b) Stand downs provide respite for other students	Strongly Agree 6	Agree 14	Neutral	Disagree 1	Strongly Disagree
(c) Stand downs do not serve as an example to others	Strongly Agree	Agree 2	Neutral 2	Disagree 14	Strongly Disagree 3
(d) Stand downs provide a strong “wake up call” to offenders	Strongly Agree 6	Agree 10	Neutral 4	Disagree 1	Strongly Disagree
(e) Stand downs do not solve behavioural problems	Strongly Agree 2	Agree 11	Neutral 4	Disagree 4	Strongly Disagree
(f) Stand Downs have reduced the number of ssuspensions	Strongly Agree 3	Agree 9	Neutral 9	Disagree	Strongly Disagree
(g) For individual students, being stood down has reduced the amount of re-offending	Strongly Agree	Agree 17	Neutral 4	Disagree	Strongly Disagree
(h) Stand downs have decreased teacher/ student tensions	Strongly Agree	Agree 5	Neutral 10	Disagree 6	Strongly Disagree

Discussion

Consistent with what Area School Principals and teachers believe, the results show that boys are more likely to be stood down compared to girls. Similarly, a higher proportion of students in lower socio-economic groups were stood down and more junior secondary students were stood down than students from other year groups. There were also some unexpected findings.

When stand downs are viewed against the whole-school population surveyed, we can see that (Fig 3) they account for about 5% of the population, or (if you prefer), 95% of the population is not stood down.

Although nearly 12% of Year 9-13 students received stand downs, only 26% of these re-offended, representing about 3% of the Area School population surveyed at that level.

Socio-economically, the differences between students in the various decile bands utilized, provided some useful information.

Students from the lower deciled schools, although having a disproportionately higher incidence of being stood down, had a rate of re-offending less than for the highest deciled group, who exceeded both the lower and middle ranges in re-offending.

The data on gender and year groupings is fascinating. Clearly boys receive proportionately more stand downs than girls. (It is a weakness of the study that gender total populations were not requested in the questionnaire). Stand downs, however, for girls peak at year 9, and decline rapidly through the senior secondary years (see Fig24). Boys' stand downs on the other hand peak in year 10 and do not drop substantially until year 12.

Only 9 of the 58 girls who were initially stood down, re-offended and received subsequent stand downs. This is a re-offending rate of only 15.5%. In the case of boys, however, 44 repeat stand downs occurred from 138 initial stand downs (32%). The results show that girls appear to "learn the lesson" more effectively.

So: Are Stand Downs Effective?

Based on the Principals' responses, opinions on whether stand downs are an effective disciplinary tool were divided, with about 50% regarding them as effective and 50% as ineffective.

Most schools (17/ 21) did feel that stand downs do serve as an example to others – a "wake-up call" (16/21). Interestingly, however, (13/ 21) schools felt that stand downs do not solve behavioural problems, but agree (12/ 21) that they do reduce the number of suspensions. Also (17/ 21) schools felt that being stood down has reduced the amount of re-offending. (This seems to be supported by the data provided and already discussed).

Surely effectiveness should be measured in terms of repeat stand downs.

There are a number of limitations to this study.

- The questionnaire was perhaps too onerous, especially to larger schools with larger behavioural data bases. As a result, some schools did not respond, and others were only able to partially complete the survey. Perhaps it attempted to do too much.
- Also, opinion from parents, staff and community, would have been helpful (if logistically very difficult).

- It would have been useful to compare stand down gender figures against total gender populations. I neglected to ask for these.
- In the opinion section (Fig 27) the choice of “neutral” could have been dispensed with, thereby forcing respondents “off the fence”.

Despite these limitations, there was still much to be gained from the exercise.

As a teacher and manager in an Area School, there are many aspects of the study which provide not only affirmation for what is already being done, but also information on which to base future actions. There are some sound strategies to consider with regard to the re-admission of students to school after their period of stand down. (It may be that these very initiatives are what affect the relatively low rate of re-offending). There are also some strategies to consider with regard to decision making, year and gender-group targeting and the like.

It was a wonderful opportunity to have a “peek” inside other schools, even if only in a very limited way. I certainly felt privileged to have been permitted to do so.

In terms of future research, it may be beneficial to survey or interview students who have been stood down and their parents. In addition, this research has been limited to Area Schools. Given that the majority of stand downs typically occur during years 9 to 11, it may be useful to extend this study to include high schools and to compare the nature of stand downs at single sex schools.

In conclusion, I am able to support the contention that stand downs have (at least) qualified success as a behavioural tool. A recidivist rate of 24%, while significant, needs to be viewed within the context of the wider picture.

Some 5% of our Area school population receive stand downs – 24% of these, (1.2%) re-offend. (It may well be that the sparing use of stand downs is a factor in their effectiveness).

Another way of looking at it is that 95% of students are not stood down, and of those that are, 76% learn the lesson and do not re-offend.

References

1. Barth R S Improving Relationships Within the Schoolhouse Based on 11th Annual William Charles McMillan Lecture delivered by the author at Grosse Pointe Academy – 2005
3. Lane R Student Engagement Ministry of Education (NZ) 2007
2. Memphill SA et al The Effect of School Suspensions and Arrests on Subsequent Antisocial Behaviour in Australia and the United States From the Journal of Adolescent Health 39 (2006) 736 – 744
4. Ministry Of Education (NZ) Stand-downs, Suspensions, Exclusions and Expulsions MOE 2008
5. New Zealand Area School Assn New Zealand Area Schools – Nga kura Takiwa o Aotearoa NZASA 2009

Appendix 1

A Survey of Stand Downs in New Zealand Area Schools

Code:

To be completed by the Principal

(1) Does your school have clear, written behavioural expectations for students

Yes/No

→If Yes, can you please briefly describe these:

(2) Does your school have a set of strategies to teach and enforce behavioural expectations with students?

Yes/No

→If Yes, can you please briefly describe these:

(3) Do you use stand downs as a behavioural consequence at your school?

Yes (please go to Q(5) on following page)

No (please go to Q(4))

(4) If you have answered that your school does not use stand downs, please briefly explain alternative consequences which are used to address serious breaches of school rules:

Thank you for completing the survey!

If your school uses stand downs, please complete the rest of this survey

(5) Please indicate the following:

(a) The number of students on the school roll (2008)

- Years 0 – 6 _____
- Years 7 – 8 _____
- Years 9 – 13 _____

(b) The number of stand downs (2008)

- Years 0 – 6 _____
- Years 7 – 8 _____
- Years 9 – 13 _____

(c) The number of repeat stand downs (2008) *

- Years 0 – 6 _____
- Years 7 – 8 _____
- Years 9 – 13 _____

*Please note that if a student is stood down for more than 2 times, each subsequent stand down event is counted as a repeat stand down. (i.e., a student is stood down 3 times would indicate **2 repeat stand downs**).

(6) Have any students voluntarily withdrawn from your school following the issuing of a stand down?

- Yes/No

If you have answered yes, please indicate below the number of students and year level(s) to which these situations apply

(7) Who makes the decision to stand a student down? (more than one may apply)

- The Principal
- A designated team (eg deans, management, pastoral etc)
- A designated person
- Other (Please comment below)

8) How is the decision reached? (more than one may apply)

- Based on a “step” system (Pastoral records)
- Each incident treated on its individual merits
- Consultation with involved staff
- Other (Please comment below)

(9) As a general rule, when are parents typically involved? (please select one box)

- Usually before the stand down is given

- After the decision to stand down has been reached
- Depending on the nature of the offence

Comment?

(10) While a student is on stand down, does the school have a set of strategies to keep the student involved and connected to the school?

Yes/No

→If **Yes**, can you please briefly describe these:

(11) When the student returns to school, are there any set procedures which take place to reduce the chance of reoffending?

Yes/ No

→If **Yes**, please outline your school's procedures which take effect at the time of student re-entry.

(12) Please complete the following table (adding other rows if required). Ensure that numbers only are used to identify students.

Student	Year and ethnicity	Gender and Age	First offence (what was it and how long were they stood down)	Have they been stood down more than once? If so, how many times?	
eg	Y11	M 15yr 8mo	5 days – assault on another student	Yes 2 other times	1 day – swearing 2 days – assault
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

13
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A Survey of Stand Downs in New Zealand Area Schools

To be completed by team/person who makes majority of disciplinary decisions (relating to stand downs)

(1) Please note who decides whether a student is stood down. If it is a team, could you please note the number in the team and the main role of each person (e.g., deputy

principal, senior teacher etc)

(2) Please read each statement carefully and rate how strongly you agree or disagree with it by ticking the box that you feel most applies

(g) Are the use of stand downs at your school:	Highly effective	Somewhat Effective	Neutral	Somewhat Ineffective	Ineffective
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Comment:

(h) How does the team think that other <u>staff members</u> regard stand downs	Highly effective	Somewhat Effective	Neutral	Somewhat Ineffective	Ineffective
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Comment

(i) How does the team think that all <u>students</u> regard stand downs as a consequence?	Highly effective	Somewhat Effective	Neutral	Somewhat Ineffective	Ineffective
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Comment

(j) How do the team think that <u>parents</u> , in general, regard Stand Downs as a consequence?	Highly effective	Somewhat Effective	Neutral	Somewhat Ineffective	Ineffective
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Comment

(k) How does the team think that <u>“stood down” students’</u> regard stand downs as a consequence?	Highly effective	Somewhat Effective	Neutral	Somewhat Ineffective	Ineffective
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Comment

(3) Please read each statement carefully and rate how strongly you agree or disagree with it by ticking the box that you feel most applies

(i) Stand downs provide respite for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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(j) Stand downs provide respite for other students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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(k) Stand downs do not serve as an example to others	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(l) Stand downs provide a strong “wake up call” to offenders	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(m) Stand downs do not solve behavioural problems	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(n) Stand downs have reduced the number of suspensions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(o) For individual students, being stood down once has reduced the amount of reoffending	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(p) Stand downs have decreased teacher/ student tensions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Thank you for completing this survey. Once data collection is complete, you will receive a summary of these findings.

William (Bill) Morgan
Deputy Principal
Mangakahia Area School