



# Our Approach to Behaviour at Rāwhiti School

Our goal: To bring our RISE values to life so everyone at Rāwhiti School is engaged in a fun, safe, learning-focused environment.

**At Rāwhiti School we are committed to providing a safe physical and emotional environment, and to helping children develop social and emotional maturity.**

**Behaviour is a form of communication.**  
When things are going well so is behaviour.  
When things are not going well for a child, behaviour is sometimes more challenging.

**One size does not fit all.**  
Our response to behaviour is tailored for each child, not a template applied to all children.

### Creating a Positive School Culture

- Staff work proactively to build positive relationships and connections with children.
- We will plan engaging learning experiences, follow expert advice and adapt the environment to meet the needs of learners.
- We teach expected behaviours (Be Ready, Be Respectful, Be Safe) and prosocial skills.
- We acknowledge children when desired behaviours are noticed, through our school token system, class acknowledgement systems or individual feedback.

### Putting things right

- We all get things wrong from time to time. A restorative approach helps children, understand the harm they have caused, the need to make it right and put plans in place to ensure harm is not repeated.
- Children are listened to and taught to see things from the victim's perspective.
- The needs of victims are as important as the needs of the child who has caused the harm. Both will be attended to and treated respectfully.
- Depending on the circumstances an appropriate consequence may be used to reinforce the expectations.

### When things are complicated

- In some cases children come to school with challenging life experiences. They may still be learning to regulate their emotions or manage their own behaviour. Helping these children develop the skills they need to be successful is no "quick fix". This is a long-term process that involves our trained professional staff.
- Individual plans are often developed for these children and our response to incidents may be very different to the majority of children who can regulate their own behaviour. "Being fair" does not mean that the same response is applied to every child in every circumstance.

### Supporting links

[Expected behaviours](#)

[Building a healthy school culture](#)

[REaL Toolkit PB4L](#)

If you have any concerns please come and talk to someone.

[Communication Flow-chart](#)

