Ashley Rakahuri School

Week 4, Term 4 — 5th November 2026

Kia ora whānau

Our Behaviour Approach – Respect, Responsibility and the Right to Learn

Over the past term, our teachers have been working together to review and strengthen our school's approach to behaviour. This work brings our REACH values to the forefront and draws on the best elements of several well-established approaches, including Positive Behaviour for Learning (PB4L), restorative practice and Ross Greene's Collaborative and Proactive Solutions.

Rather than following one approach exclusively, we are developing a framework that reflects the needs of our tamariki and our school community. Our aim is to have clear, consistent expectations across the school, while recognising that children sometimes need different levels of support to meet those expectations. This framework is currently in draft form as we continue to refine it.
One of the reasons for this review has been an increase in behaviours that concern us, particularly **disrespect towards staff and other students, and repeated disruptions to classroom learning.**

While we understand that children are still learning how to manage their emotions, make good choices and navigate relationships, **we also believe strongly that every child has the right to learn in a safe, respectful and supportive environment.**

When learning is repeatedly interrupted, it affects more than just the child displaying the behaviour. It impacts the concentration, confidence, engagement and progress of other tamariki. Teachers also find themselves spending valuable teaching time managing disruptions rather than supporting learning. Over time, this can affect the learning environment for everyone.

We want our classrooms to be places where children feel safe, are treated with kindness and respect, and can focus on learning without unnecessary interruptions. We also want our teachers to be able to teach, and every child to have the opportunity to make the progress they are capable of.

For this reason, we have introduced a specific category for repeated behaviours within our behaviour matrix. This recognises that while an individual incident may seem minor, when the same behaviour happens regularly, its impact on others can become significant.

Our updated approach will help staff respond consistently, identify patterns of behaviour, involve whānau when needed, and put appropriate support, consequences and follow-up actions in place. Importantly, our approach is not simply about consequences. It is about teaching children the skills they need to make better choices, helping them understand the impact of their actions, repairing relationships when things go wrong, and holding them accountable for their behaviour.

We believe that showing aroha and maintaining high expectations go hand in hand. We can be understanding of a child's needs while still being clear that behaviour which repeatedly disrupts the learning or wellbeing of others is not acceptable.

Ultimately, we want the same thing for every child at Ashley Rakahuri School: to feel valued, to belong, to be successful and to have every opportunity to learn.

Ashley Rakahuri School

REACH

Our Values • Our Behaviour • Our School

Mā te mahi ngātahi, ka tutuki – Better Together

RESPECT
Everyone is heard, treated fairly and with dignity.

- Use kind and positive language
- Listen to others
- Include everyone
- Follow school expectations
- Value our differences

EXCELLENCE
We do our best and keep growing.

- High expectations
- Be prepared
- Give effort
- Learn from mistakes
- Celebrate progress

AROHA
We care about the child and hold them accountable.

- Show kindness and empathy
- Check in and listen
- Support when it's hard
- Repair relationships
- Care about our community

COURAGE
We have brave conversations and do what is right.

- Address behaviour
- Speak up
- Try new ways
- Be brave, even when it's hard
- Support each other

HONESTY
We tell the truth, take responsibility and do the right thing.

- Be truthful
- Own our actions
- Admit mistakes
- Put things right
- Do the right thing – even when no one is watching

OUR BEHAVIOUR RESPONSE

TEACH – Explicitly teach our expectations.

RELATE AND REGULATE – Check in, support and help them reset.

RESTORE – Acknowledge, repair, rebuild relationships.

RECORD – Document and follow up.

RECONNECT – Check in, move forward.

1 TIER 1: MINOR BEHAVIOURS
Low level – can be managed by the teacher.

- Disruption eg. talking out of turn
- Off-task behaviour
- Non serious misuse/damage of equipment/property
- Playground disagerements (eg. rough play, minor conflict)
- Minor technology violations
- Inappropriate language/gestures/drawings
- Physical contact eg pushing, hitting, kicking, throwing objects – no serious injury

Teach • Prompt • Redirect • Reinforce

2 TIER 2: REPEATED BEHAVIOURS
Ongoing or repeated behaviour, despite reminders, or requires additional support.

Pause • Listen • Plan • Follow up

Record and communicate with whānau as needed.

3 TIER 3: MAJOR BEHAVIOURS
Serious, unsafe or high-impact behaviour – needs leadership.

- Significant physical aggression / fighting
- Serious bullying / harrassment
- Significant property damage / vandalism
- Serious technology violation
- Sustained disruption / defiance
- Inappropriate display of affection
- Threats / unsafe behaviour

Ensure safety • Investigate • Restore

Consequences as needed • Whānau / hui support

Stand down / suspension and exclusion (see policy).

OUR RESPONSE TIERS

TIER ONE – Universal
- Classroom strategies
- Teacher
- Whole class

TIER TWO – Targeted
- Syndicate / LSC
- Outside agencies (RTLB, Mana Ake, IRP)
- Whānau

TIER THREE – Intensive
- MOE support
- Principal / LSC / SLT
- Students with ongoing high level needs

KEY REMINDERS

Consider: Frequency, impact on others, duration.

Assess and communicate: Who needs to know? Caregivers, class teacher, staff hui.

Record on Etap: If it takes more than 2–3 minutes cumulatively, to resolve.

High expectations + Aroha + Accountability





Ashley Rakahuri School

Calendar of Events

6th November - Gumboot Friday/Non Uniform Day

13th November Canterbury Show Day Holiday

20th November Cultural Celebration Day

29th November Tūhono Kapa Haka Competition (note correct date)

9th December Year 8 Leavers Dinner

11th December - Hotdogs/Non Uniform Day - Christmas

14th December - Whole School Prizegiving

16th December - Last Day of Term 4 (note change of day)

1st February Whānau hui

2nd February School Opens For Instruction

8th February - Monday-ised Waitangi Day Holiday

26th - 30th March - Easter Holiday NB: Schools take the Tuesday as well

9th April - End of Term 1

26th April - Monday-ised ANZAC Day Holiday

27th April - Term 2 starts

7th June - King's Birthday Observed (Holiday)

25th June - Matariki Observed (Holiday)

25th June Whole School Hangi (pencilled in)

2nd July Term 2 ends