

2026 RAWENE SCHOOL

Vision, Values & Behaviour Zones

OUR VISION

“ Ka Angitu”

(Leading the Way to Success)

Students, staff and whānau are continually achieving success, following school rules (school norms as there are no actual rules), positive modeling of expected behaviors, demonstrating acceleration in learning and displaying school values at all times.

NGĀ POU Ō ANGITŪ - OUR VALUES & KEY COMPETENCIES ALIGNED

Auahatanga - *creative & innovative, using language, symbols & text*

Pūmautanga - *excellence, thinking*

Rangatiratanga - *leadership, managing self*

Whanaungatanga - *relationships, relating to others*

Manaakitanga - *respect & care, participating & contributing*

Kaitiakitanga - *protection, guardianship*

YELLOW BEHAVIOUR ZONE	CONSEQUENCES
Yellow Zone Off Task Behaviors (Triggers) Visuals <ul style="list-style-type: none"> - Name Calling - Pulling Faces/Poking Tongues - Poking Fingers - Telling Tales - Blaming - Spinning Stories - Calling out in class - Not minding your own business - Answering back to teacher 	Procedure <ol style="list-style-type: none"> 1. Time Out in Class identified Space 2. Time out in Juniors Rm 1 Seniors Rm 5 3. Teacher eTAP incident 4. Restorative Approach (Reflection) 5. Contact the family of the offender if need be 6. Self Reflection 7. Letter of apology if needed 8. Alert Principal 9. Alert all staff via staff meeting
Actions <ol style="list-style-type: none"> 1. Find out the facts/ Details 2. Discussion about what has happened and what to do now. 3. Direct thinking to what could have been done differently for all involved. 4. Point out who has been hurt (emotionally and physically) and what the offender needs to do about this. 5. Positive verbal redirection of behaviour. 6. Re-engagement of learning, playing or social interaction. 7. Seek support and awareness from the Principal. 8. Support and awareness from colleagues through staff meetings. 9. Don't forget to document the incident on eTAP in the Guidance / Behavior section. 	

ORANGE BEHAVIOUR ZONE	CONSEQUENCES
<p>Orange Zone</p> <ul style="list-style-type: none"> - Swearing - Pushing and Shoving (when lining up) - Telling lies - Taking another's property without asking - Drawing on school property (desks, walls, toilet walls etc) - Continually talking in assembly, in class when a teacher / presenter is talking. - Verbal put downs (continual) - Defiance - Inappropriate sexual connotations - Kicking & pushing - Bullying (see Bullying Policy) - Continual Yellow Zone behaviours 	<p>Procedure</p> <ol style="list-style-type: none"> 1. Time out in own class identified space 2. Time out in Juniors Rm 1 Seniors Rm 5 3. Teacher eTAP incident 4. Restorative Approach 5. Self Direction 6. Teacher phone call home to the families of the offender/s and victim/s 7. Teacher letter home 8. In-class detention (teacher discretion) 9. Alert Principal 10. Alert all staff via staff meeting <p>Thinking Spot Consequences</p> <ol style="list-style-type: none"> 1. Sweeping the pathway leading down to the bottom of the school (Caretaker supervision) 2. Picking up rubbish during lunchtime 3. Sweeping the bark outside of the Junior Playground 4. Isolation in classroom (separate desk space e.g. by teachers desk) 5. Cleaning jobs in the school
<p>Actions</p> <p>Behaviours are typically more directed to everyone else, or themselves, rather than a typical bullying behavior that is directed at a specific person or group.</p> <ol style="list-style-type: none"> 1. Find out the facts. 2. Discussion about what has happened and what to do now. 3. Direct thinking to what could have been done differently. 4. Positive verbal redirection of behavior continues as for Tier One. 5. Re-engagement of learning, playing or social interaction if possible, independently if reintegration is not an option. 6. Parents / caregiver contacted by phone and letter informing them of what has happened or been happening. 7. Review incident looking for antecedents. 8. In-class detention. 9. Initiate Thinking Spot Consequences, discuss with the Principal first. 10. Support and awareness from colleagues through staff meeting minutes. 11. Don't forget to document the incident on eTAP in the Guidance / Behavior section. 	

RED BEHAVIOUR ZONE	CONSEQUENCES
<p>Red Zone</p> <ul style="list-style-type: none"> - Continual Zone 1 & 2 - Physical violence - Continual Abusive Language - Deliberate destruction of school property (vandalism) - Poor Sportsmanship - Deliberate sexual physical language and behaviours - Stealing others property - Stealing school property 	<p>Procedure</p> <ul style="list-style-type: none"> - Teacher eTAP incident - eTAP accumulative incident report printed and filed - Principal phone call home informing incident and school consequences - Principal letter home informing incident and school consequences - Detention with Principal 3 days working through reflective sheets and / or meditation exercise - Time out of school playground <p>PRINCIPAL:</p> <ul style="list-style-type: none"> - Principal meet with staff to discuss incident - Student withdrawn from all school activities i.e. EOTC, school events, sports events - SWIS - RTLB Margaret Cassidy - LSC Julia Parker - Individual School Behavior Plan - Plan formulated and implemented
<p>Actions</p> <ol style="list-style-type: none"> 1. Make sure all involved are safe. 2. Gather information from all children involved (individually) and any other relevant others. 3. Work through a low level restorative process with offenders and victims making sure it is understood how the actions of the offender have affected the victims. 4. An agreed outcome is worked through. 5. Students have time to reflect / think about their actions. 6. Parents / caregiver of offender contacted. 7. Restricted area, restricted access to digital devices / relocation within school (another class). 8. Don't forget to document the incident on eTAP in the Guidance / Behavior section. <p>Continual reoffending - Bullying and Violent Behaviors</p> <ul style="list-style-type: none"> ● Steps 1 - 7 repeated in the first instance if appropriate. ● Whānau contacted. ● All available agencies will be contacted. ● Behavior modification practice involved. ● Individual Behavior Plan implemented. ● Restricted area to play. ● Review of outcomes for offender and victim ● Withdrawn from representing School Sports Events, EOTC camps, excursions 	

BLACK BEHAVIOUR ZONE	CONSEQUENCES
Black Zone <ul style="list-style-type: none"> - Bringing illegal substances to school - Bringing weapons to school - Wearing gang paraphernalia - Continuation of Orange, Red, Black Zone behaviour 	Procedure <ol style="list-style-type: none"> 1. Principal eTAP incident 2. Principal phone call home 3. Principal hui with whānau at earliest convenience 4. Student in isolation (out of classroom) 5. Withdrawn from all school activities i.e. EOTC, school events, sports events 6. SWIS 7. RTLB Margaret Cassidy 8. LSC Julia Parker 9. Individual School Behavior Plan formulated and implemented 10. Seek guidance from Ministry of Education for stand-downs, suspensions, exclusions, expulsions

Serious Incident Clause

Stand-down: the Board of Trustees and the Ministry of Education notified and the process followed. Any repeat offence within 5 days will be discussed to determine the next step.

The BoT is involved in any decisions involving the more serious step of suspension or exclusion. This supersedes other processes if the behavior is of a serious or damaging nature that it is deemed the most appropriate response.

Guidance and support is an important aspect of school life. To meet student and parent needs we have access to the following agencies:

- RTLB (Resource Teachers of Learning and Behavior) – provides support for teachers and families to meet the learning and behavioral needs of students.
- SWIS (Social Worker in Schools) – works alongside families to provide support.
- Public Health Nurse
- Vision and Hearing Specialist
- Speech Language Therapy
- LSC (Learning Support Coordinator)
- District Truancy Services
- RTLit (Resource Teacher of Literacy)
- SLS (Supplementary Learning Support)
- ESOL (English Second language)
- Teacher Aides to support student