

Rolleston Christian School

School and Whānau Partnership Handbook

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Introduction

Dear Parents,

It is an honour to be able to partner with you in the education of your child/ren.

Educational research shows that strong partnerships between home and school have a positive impact on children's achievement. We take this partnership very seriously as we endeavour to assist you in the important role you have of raising your children, through providing a high-quality education that allows your child to grow as the person God has designed them to be.

As educators, we draw from our professional knowledge, experience and support networks to create positive learning experiences for your child/ren at school and are here to help you support your child/ren's learning at home. As parents you have a depth of knowledge about your child/ren, and as educators your willingness to share this with us is invaluable as we seek to understand your child as both a person and as a learner.

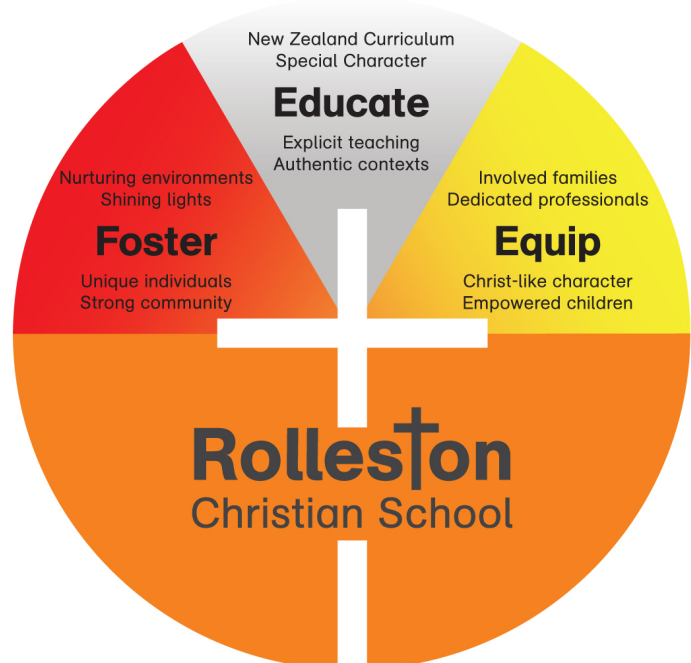
We hope you will support our vision of Christ-like, creative, 'critical-learners' bringing Light to the world, as we develop a deeper understanding of what is important to you and how we can partner together to see these things come to fruition.

At Rolleston Christian School we are building a God honouring learning community. Communities are places where people share laughter, tears, strengths, weaknesses, successes and mistakes. Communities are not always tidy or perfect, but it is in community that people flourish and great things can be achieved.

I invite you to be an active part of the community and join the exciting journey we are on!

Many blessings,

Liz Coyle
(Principal)



2026 @ RCS

Our values statement is “Through our faith we HELP (hope, excellence, love and peace) bring light to our world.”

Each week there is a memory verse that relates to what the children are learning about that week in Living Christianly and Circle Time. Be sure to ask them about this and explore the concepts together at home too.

We would love for you to take the opportunities authentic to your family to develop your child’s love of learning and work together to HELP bring Light to the different communities you are involved with.



LIGHTS

Our LIGHTS projects are directly linked to our values. The students will explore big ideas in relation to the values and take part in authentic projects that help them to live out the values they are exploring. We have big, authentic ideas within a context that will guide the learning that takes place throughout the year.

This year Te Māhuri are beginning with an exploration of ‘Water’ and Te Pihinga are beginning with an exploration of ‘Food’, and then we will see where this takes us! Te Wana and Te Kākano will engage in a LIGHTS cycles throughout the year too, Te Wana will be exploring ‘Waste’ and Te Kākano will be exploring native flora and fauna.

LIGHTS projects are a wonderful way for parents and other family members to get involved with the children’s learning. If you or anyone in your family is knowledgeable about water and/or food production – including scientific and socio-political factors, or any of the projects that come out of our exploration then please let us know.

We will be providing you with information about each of the stages involved in the LIGHTS process throughout the terms. Please be sure to keep up-to-date with these, through the hub newsletters, so you are able to support the learning at home.

Areas of Strategic Development

As a Board of Trustees and Leadership Team we have looked at the progress we made as a school from 2022 - 2025 and have made strategic decisions about the next steps of development towards becoming the most effective school we can be. With Excellence as one of our values we are

committed to continual improvement and development as a school, but know this occurs when everyone is focussed on 2-3 strategic areas.

Our foci for the next three years are:

Connected Parent Community

We continue to prioritise building a sense of whānaungatanga (belonging) amongst our parent community, where parents and whānau feel valued and included. We seek to provide opportunities for parents to be engaged and informed, finding ways to engage whānau from all walks of life. We aim for our parents to feel confident in the direction the school takes and to be actively involved in the life of the school.

Engaged Student Community

Over the next three years, we want to ensure that our student community continues to increase their levels of engagement in meaningful learning as the implementation of the new national curriculum takes place. We want to see even higher levels of intrinsic motivation in students to engage in all learning, and demonstrate kindness and respect to peers and staff, due to transformed hearts. We want all students, including our students with diverse learning needs, to be highly engaged and excited throughout the majority of the school week. We believe this engagement will result in ongoing improvement in reading, writing and maths achievement, in relation to the new national curriculum.

Joyful and flourishing teaching community

Over the next three years, we want to ensure that our exceptional teaching team flourish in their roles and find joy in the hard but valuable work of teaching. We want to see our teaching team working collaboratively and supportively to engage in meaningful learning that results in fulfilling and motivating pedagogical approaches being used in teaching and learning that also meet the requirements of the new national curriculum. We want to see strong systems and culture in place that support our staff to focus on their core business. We want to see a strong theological and spiritual underpinning in the approaches our staff take in all areas of their work.

Some Practicalities

Dropping off and picking up your children

In the morning you can drop your children off at the front or the back of the property, there is a kiss and go area at the back entrance by Foster Park, and it is an easy and familiar walk for your child/ren from there to their classroom. You are also welcome to park your car and bring your children to the classroom block if you prefer. We ask that you drop your children off no earlier than 8.30am in the morning, as before this the staff will all be engaged in a morning meeting and are unable to supervise them. Kea Kids do provide before school care on-site, but we ask that you respect their services and officially register your child if you are needing to drop them off at school before 8.30am.

For health and safety reasons we ask that you park your car and physically collect your children at the end of the day. This is so we can ensure that no children are going into the car park unsupervised. If someone unknown by the staff will be collecting your children, please let the office know. We ask that you use the pedestrian crossings provided, both to keep yourselves safe and to set a good example for the children. Our carpark is a busy place so please respect the official markings in the carpark, leaving disability parks for those who need it and not parking on the yellow lines. We are blessed also to have the use of Hope Church's car park too. We encourage that whānau use the school car park if they have children in Te Kākano, the church car park if they have children in Te Pihinga and the Foster Park car park if they have children in Te Wana or Te Māhuri. This will help to ease some of the congestion we find in our car park.

We ask that you wait outside the classroom block until your child/ren have been released by their teachers. With the open spaces it can be distracting for the students if adults are chatting with one another in the learning space. The children will exit from the external door in their kōhanga room, so waiting outside this door is best. School finishes at 3pm, so please wait patiently until this time.

Emergency Procedures – including lockdowns

Our full emergency procedures can be found on our website through our School Docs site. It is important to note however that in an emergency the school will send you a text message to the phone number given to the office. The text message will give you instructions as to what we need you to do. Although it is natural to want to connect with your child when a tragic event occurs, we strongly ask that you follow the instructions given in the text message and only come to the school grounds if that is what we have requested. Not following these instructions could put you or our students and staff in danger. When going into lockdown it will likely be at the request of local authorities.

Occasionally we have gone into lockdown due to the smoke or dust from the developments going on around the school. Please be assured that if we go into a lock down for more serious reasons, we will inform you.

Uniform

The official school uniform can be purchased from the school office. Our uniform is designed to be as child friendly and cost-effective as possible. The same uniform can therefore be worn all year round. Please ensure your child wears their uniform with pride.

The official school uniform consists of:

- RCS polo-shirt.
- RCS sports shirt
- RCS sweatshirt.
- RCS hat.
- Boys - RCS shorts.
- Girls - RCS skirt or shorts.
- RCS Pants can be worn in winter

To go with the uniform you will need:

- Plain black shoes or sandals.
- Boys - plain black socks.
- Girls - plain black socks, or plain black stockings in winter.
- Hair ties and bands need to be orange, blue, white or black.
- Black thermals can be worn underneath the uniform during the winter.
- Any type of appropriate black shorts can be worn with the RCS sports shirt. Please note that appropriate means that shorts finish closer to children's knees than hips.

Note:

- Students are not to wear jewellery, unless it has cultural significance and a member of staff has approved it. Basic earring studs can be worn.
- As a health and safety precaution all long hair should be tied back.

On days that your child has PE, please ensure they are wearing appropriate footwear for this.

We ask that you name all items clearly, particularly the items that children take on and off regularly, eg. Socks, hats and polar-fleeces.

If your child will be absent

If your child will not be at school for any reason please call or email the office before 9am, or record the absence on your @school app. We need to record the type of absence, eg. medical, holiday etc so please ensure you have let us know why your child is absent. If you know in advance that your child will be absent, including appointments during school time, please let the office know as soon as possible. In the event that your child will be absent for a period of time (eg. An overseas holiday) you will need to apply, in advance, to the principal in writing. This type of absence is discouraged and will be recorded as an unjustified absence. Research shows that levels of attendance have a direct impact on children's achievement, so please think carefully before allowing your child to take time off school.

Eating at School

As a school we have a zero-waste philosophy. Please keep the rubbish in your child's lunch box to a minimum.

High levels of sugar are not beneficial for learning. What children eat has a big impact on their mood and behaviour, so it is important to think carefully about what you provide for them. We advise children to have a drink bottle but please only give your children water to bring to school and provide low sugar food options for eating during the school day.

The children have various points in the morning where they are able to have a snack, but this varies in different areas of the school. Snacks such as yogurt can be very messy, we discourage you from sending messy snacks to school. We would encourage you to talk with your child about the types of food that they should eat throughout the morning, so they are empowered to make good choices.

Lunch is eaten at 1.45pm, where the children are supervised for 15 minutes. Please ensure the children have a healthy lunch that will sustain them until the end of the day.

Wheels Day

Wednesday is Wheels Day, so students are able to bring along their scooters, skateboards, bikes or roller skates. A helmet is recommended for scooters etc but is compulsory when biking.

School Docs

Our school works with School Docs to ensure our policies and procedures are of a high standard. You can access this site through our website.

Before and After School Care

Kea Kids run a before and after school care programme from our premises. They provide a high-quality service that children enjoy. If you would like to know more, ask at the school office for one of their brochures.

Privacy

At Rolleston Christian School we take your privacy, the privacy of your children, and the privacy of our staff very seriously. We believe this develops a safe environment for you, your children and our staff, both emotionally and physically. We also recognise the need for privacy in the cyber world. The school follows the guidelines below to protect the privacy of all members of the school community.

Use of text and images

- Parents will sign a permission slip each year that gives the school permission to use photos of children on the school website and other publications that are available in the public arena.
- Whenever possible, the names of students will not be attached to a photo in a public forum, unless specific permission has been sought from the parents.
- Student work will not be published in a public forum, unless the student has given permission for this to be done.
- Members of the school community are not to name any children in school-based photos they might share with others in a public forum, including Facebook.

Reading or downloading school material

- The school is able to access information about the specific people who open the school newsletter.
- The school, should it choose to, can access information about the people who are looking at the school website and their activity on there.
- The school will only use this information for the purpose of improving systems of communication with the school community and will not share it on any public forum.

Personal Information

- In order to ensure the health and wellbeing of our students we collect important information and record this on our school's Student Management System (SMS).
- The SMS is a secure site that can only be accessed by school staff and a trusted technical support team.
- The school will only share this information with external agencies or persons when it is necessary to enhance a student's well being or their academic success, and will generally only do so with parental permission.

Emails

- Emails that are sent to a member of staff may be forwarded to other staff members or external agencies in order to address a child's needs.
- We keep your email address private from other school community members, unless we have sought permission from you to share it.
- All emails sent from the school will be sent as Bcc, unless it is a group that has already shared their email addresses with one another, such as a sports team.

Online Forums

- Parents are to respect the privacy of school staff and are not to request them as friends on Facebook.
- Students will have authority over any of their work being posted online.

Understanding the School Day

Teachers involved in your child's learning

There will be a number of teachers involved in your child's learning and development. There are a number of reasons we believe that a team of teachers working together for the good of your child is best for your child and their education. Firstly, it is natural that different people are drawn to different types of people. Having 2-3 adults that your child can build strong relationships with increases the chance of having a teacher they connect with strongly. This increases your child's sense of security at school, which will in turn increase their academic progress. Secondly, God designed each of us with different gifts and talents. When teachers work together in a strong team, they are able to provide the very best educational experiences in a wide variety of areas and can teach to the strengths they naturally have, allowing your child to have the best possible learning opportunities. Teachers working collaboratively also helps to narrow the range of abilities one individual teacher is trying to accommodate for. This allows teachers to develop comprehensive learning activities for the narrower range they do have, meaning your child's learning tasks will be more focussed on their individual learning needs. Your child will have a 'Kōhanga Teacher'. Kōhanga means 'nest', so these teachers will be your primary point of contact with any questions you have regarding your child's learning. If they do not teach your child in a specific area, they will know who it is that does.

How the learning day is structured

The day is broken into three parts. This allows for maximum learning time for your child, while also giving the children plenty of opportunity for refreshment throughout the day. This is what the regular school day will look like, but there will be times when this programme is not followed in order to accommodate for special events or learning activities.

Each Hub has a set timetable that becomes a familiar and reliable routine for the children. Routines help children to feel safe in an environment and also allows for maximum learning time, as the children and staff can move smoothly from one activity to the next because the same things occur every day.

The teaching staff in each hub will communicate the hub routines and timetables at the start of each year and update you if there are changes throughout the year.

Assemblies

Each area of the school has regular assembly times, and the full school meets for an assembly twice a term. Please look out for the assembly times in your Hub Newsletter that comes out fortnightly.

Parents are welcome to stay for this time. This is a time for students and teachers to connect, and honour God during the week, and for the full school community to focus in on and celebrate the learning and growth that has occurred during the term. Certificates are given out during assembly. These focus on the ways children have grown in relation to our values through their learning

activities and social interactions. If your child is receiving a certificate, you should be notified earlier in the week.

Whānau Groups

When your child/ren start at RCS they will be placed in one of our six whānau groups, and will remain in this group for the remainder of their time at RCS. Whānau groups are an opportunity for students to mix with children of different ages. We do a number of school learning, sporting and cultural activities in whānau groups.

Each Whānau group has a colour. Often the children will be asked to wear whānau group colours on a special activity day, such as sports days or whānau group learning days.

Piwakawaka – Blue

Pukeko – Red

Toroa – Yellow

Kiwi – Green

Tui – Purple

Kereru - White

What your child needs for their learning

In order to learn effectively, children need the correct equipment with them at all times. The amount of learning time that can be wasted through the lack of appropriate equipment can be detrimental to a child's learning. We will always teach and encourage students to look after their equipment, but if you could ensure that your child always has a supply of the things found on their stationery list, particularly a good quality pencil, it will help their learning.

Emotionally ready for learning

It is important that children are emotionally ready to learn in the morning. If there is anything that might have occurred that may hinder their readiness to learn, please let the teachers know first thing in the morning, so they are able to work through this with your child. Sleep quality can also have an impact on your child's readiness to learn. Please ensure they are having a good amount of sleep, and if their sleep is disturbed for some reason, please let the teachers know.

Learning at Home

Philosophy for quality learning at home

Children are learning all the time and they learn in a variety of ways. Although the structured learning that takes place during the school day is vitally important, so is the learning that happens in your home. This learning should complement what happens during the school day, but does not need to be dictated by it.

As a parent, you are the adult facilitator in your child's learning at home. Work does not need to be completed independently by your child then sent to school for correction, but rather the learning tasks can be done with you, so that your child is learning in that moment. It is important that as you are doing a learning task with your child you are focussed on what your child is learning through the activity. The success of the activity is not in how perfect the end product is, but in the quality of the child's learning.

Never underestimate the importance of day-to-day activities in your child's learning. Encouraging curiosity and discussing different things is extremely valuable. Taking your child on a bushwalk, doing the gardening or baking a cake, are all very valuable learning experiences. Encourage your child to ask questions during each of these activities and engage in the conversations or investigations that will develop an increased level of understanding in your child. Reading to your children, engaging in conversation with them and engaging in child-led play with your children all promote positive learning dispositions in them.

Daily practise

It is important to practise simple things at home with your children every day. There are many fun ways to do this. We are happy to give ideas, but we also suggest you get creative in the ways you practise things at home.

Te Kākano

Maths- Counting. First in ones then in twos, fives and tens. Forwards and backwards. Noticing numbers around the house and neighbourhood e.g., letterboxes (odd and even numbers), measuring while baking, signs, opening hours and what 5, 10, 30 minutes feels like.

Reading- Letter names and sounds and sight words. Relevant letters and words are located in the back page of the phonics plus reader sent home throughout the week.

Your child will bring home one of two different types of books and a weekly poem - browsing box books or home reading books. Your child's browsing box book is two or three levels below the level of the book that they are using in the classroom. The classroom book is used by the teacher to give explicit instruction in reading during guided reading groups. We encourage your child to read a title multiple times, so we will send a story home to be shared that has been read at school. We ask that you and your child spend up to 15 minutes reading and talking about the book. Your child should be reading the book with fluency and phrasing. This means that they will not be regularly stopping on unknown words and will be reading with the punctuation within the book (i.e. stopping at full stops, pausing at commas, etc). If your child is stopping on many unknown words, please let your child's teacher know via the Kluwell reading log so that an appropriate level of text can be found. The easy level of text is most important, as we want the Home Reading experience to be as positive as possible for you and your child. Praise your child regularly as they read. Home reading enables your child to practise and consolidate their learning. This practice is most

important in ensuring that your child continues to gather reading strategies. Revisiting a particular book over a couple of nights can be very beneficial in developing reading confidence and consolidating reading strategies. Do not be alarmed if your child brings home the same book over a few nights or has a repeat book several days later as they will be getting a variety of readers at school during reading instruction. Children often feel safe reading the same book over and over and they will still benefit from reading familiar text.

When your child has read to you, consider a few of the following:

- *Ask a few simple questions based on the characters in the text or the setting of the book.*
- *Focus on an illustration and ask your child to retell what is happening within the illustration.*

Ask you child-what happened before this? And what happened after this?

- *Ask your child to retell the story in their own words.*
- *Encourage your child to talk about any similar experiences that are relevant to the book.*
- *Ask your child to locate words that begin or end with a particular sound.*
- *Identify sounds and words that are repeated throughout the book.*

In the earlier levels of the text the illustrations are highly supportive of the words within the book. Encourage your child to use the illustrations to help them read-please don't ask your child to read the book with the illustrations covered. As levels become more challenging, illustrations will become less supportive. Record comments for the teacher daily in the Kluwell reading log.

A literacy task will also come home weekly in a home learning book and should be returned to school each Monday. This learning provides the child with another opportunity to consolidate their knowledge of sounds and words, and practice handwriting.

Te Wana

Reading - Reading books will be sent home each day (Tuesday to Friday) in book bags and will be written in Kluwell books. Students will take home books they have read with their teacher and are at their instructional reading level. Sometimes students may take home a Browsing Box book (BB book), which is a book that is a couple of levels below their instructional reading level. This is because they may be reading an instructional book with their teacher for more than one day and won't take it home until it is finished. Instead, they will take home an unseen book of an easier level that they can still confidently read. Teachers will make a note if it is a BB book.

Spelling - Spelling lists will go home in the spelling notebook, inside the bookbag. Spelling happens every even week on a Monday morning. On the even Mondays, children will be tested on their words and a new list will go home. The first spelling list will be sent home in week 2.

Te Pihinga

Maths - Regular practice of basic facts (addition and subtraction up to 20 - aim for instant recall) and Times Tables – through websites or games, or flashcards. We will let you know about our current maths focus in our fortnightly pānui, and this will also include suggestions for related home learning.

Spelling - Your children will learn spelling rules as well as specific spelling words. We will let you know what these are in our fortnightly pānui. Words will be tested regularly at school.

Reading - The more your children read at this age the better. Discussing what they have read will help to increase your child's comprehension. Encourage your child to read for at least 15 minutes each day and aim to build this into a habit. Your child will not be bringing books home from school, so we recommend joining and visiting a local library.

Te Māhuri

Reading: Your child will continue to develop their reading and comprehension skills. At Year 6 - 8 there is a greater emphasis on reading for meaning, and gaining new learning from what we have read. Because of this focus, children tend to progress through the levels more slowly. This is expected at this level. You can support your child at home by encouraging them to read for pleasure, and visiting your local library regularly.

Writing: Your child will learn more about the crafting of written work. At Year 6-8 there is a greater emphasis on writing genre and writing for an audience. Our written work will take longer to complete, and it will often link to what we are learning in Health or L.I.G.H.T.S. You can support your child at home by talking to them about their writing, and noticing great examples of writing as you are sharing stories with them.

Spelling: Your child will continue to develop their use of phonological awareness and spelling rules. Some children may bring home spelling words, we will let you know if this is applicable to your child. You can support your child at home by encouraging them to 'proof read' any written work they do and assisting them to correct errors.

Maths: At this level our focus in maths is on developing confidence in combining maths strands and using them in more genuine contexts. You can support your child at home by talking with them about their learning at school. You could also encourage them to use fractions, decimals and percentages and point these out in real life situations - this is something that many ākonga find challenging at this level! Quick recall of multiplication and division facts also helps with efficient problem solving in year 6-8. Please help your child learn these facts in a way they will enjoy.

Extension or support

If your child is needing specific support or extension, that is not accommodated for through the general 'learning at home' activities, then the school staff will contact you. The staff will work collaboratively with you to construct a programme that will meet your child's needs and be manageable for you. If you feel that your child needs extra support or extension and we have not contacted you then please feel free to contact us.

If you are wanting more learning tasks for your home

There are many commercial and web-based resources available that you can do with your children at home if you choose to. If you would like some recommendations then please don't hesitate to ask. While we are happy to celebrate the learning that occurs in your home through these type of activities it is important to remember that you are facilitating your child/ren's learning through these resources. The assistance and feedback you give to your children as they are completing learning tasks will make the biggest impact on their learning.

Working with the Rolleston Christian School staff

Educational partnership

As mentioned previously, the relationship between home and school is very important for your child/ren's educational success. The staff we have at Rolleston Christian School have a heart for children and a passion for education. They will be working extremely hard for the benefit of your children and have a genuine desire to see them succeed. Please keep our teachers in your prayers and make a conscious effort to build positive relationships with them. Our teachers have a wealth of knowledge they are happy to share with you and also greatly appreciate the depth of understanding about your children that you bring, along with areas of expertise that you have to offer. Working together as a team, we are able to offer the very best educational opportunities to your children.

Communication

The school will email home a weekly newsletter on a Monday. These alternate between a Hub Newsletter and a School Newsletter. The Hub Newsletter comes to you through your @school app. Please read these carefully each week so you are aware of what is going on. These will help you to know what learning is taking place and what you can be doing at home to support this. If you are ever unsure of anything, please be sure to ask one of the staff so we can clear up any confusion. The Office may also send emails out to give further details on special events. As there is a lot of information emailed please ensure the office has your current email address.

In the morning, it is important to us, as a school, that the teachers are focussed on greeting the children and preparing them for their learning, so unless it is something urgent we ask that you leave more lengthy communication with teachers until after school.

If you are on Facebook please follow our public page "Rolleston Christian School". This page will give you the weekly memory verse, as well as little insights into what goes on in the learning spaces.

Also request to join the closed parent and staff Facebook group "Rolleston Christian School – Parent & Staff". This group is a source of communication between parents and also provides a

forum for timely reminders etc. If you have any concerns or personal questions, please ask your child's teacher directly, rather than sharing them on this page.

Understanding your child's learning

We believe that it is important for parents to have a good understanding of their child's learning. We will keep you up to date with the learning that is occurring at school through the @school app. Please ensure you have downloaded the app and accessed your child's information through the unique code. If you are unsure of the code then please contact the office.

If a staff member is concerned about the progress your child is making they will make direct contact with you and ask you to attend a meeting to discuss possible ways to address this.

If you feel that you would like to have a deeper understanding of your child's learning, or how they are going at school in general, then we ask that you make a time to meet with your child's kohanga teacher. By making a set time, and giving staff an idea of the areas you would like to discuss, we are able to ensure staff prepare for the meeting, making it a productive and beneficial time for everyone.

Throughout the year there are specific events that help you to develop a deeper understanding of your child's learning. We hold four Learning Conferences per year rather than writing lengthy written reports. We have chosen to do this because we believe that the benefit for children's learning will be greater by having more formal opportunities for staff and whānau to build learning-centred relationships, and for all parties involved in a child's learning to have a focussed discussion that keeps everyone on the same page more regularly.

Raising a concern

Your concerns and questions are important to us as we seek to provide a great educational experience for your family. If you have a concern regarding your child's education or experiences at school, we ask that you make a time to speak directly to the staff involved. We have a phrase at Rolleston Christian School 'Curious not Furious'. We ask that you approach staff in a curious manner rather than a furious one, this allows for non-defensive communication and problem solving to occur together. Once again, by making a set time, and giving staff an idea of the areas you would like to discuss, we are able to ensure staff prepare for the meeting, making it a productive and beneficial time for everyone.

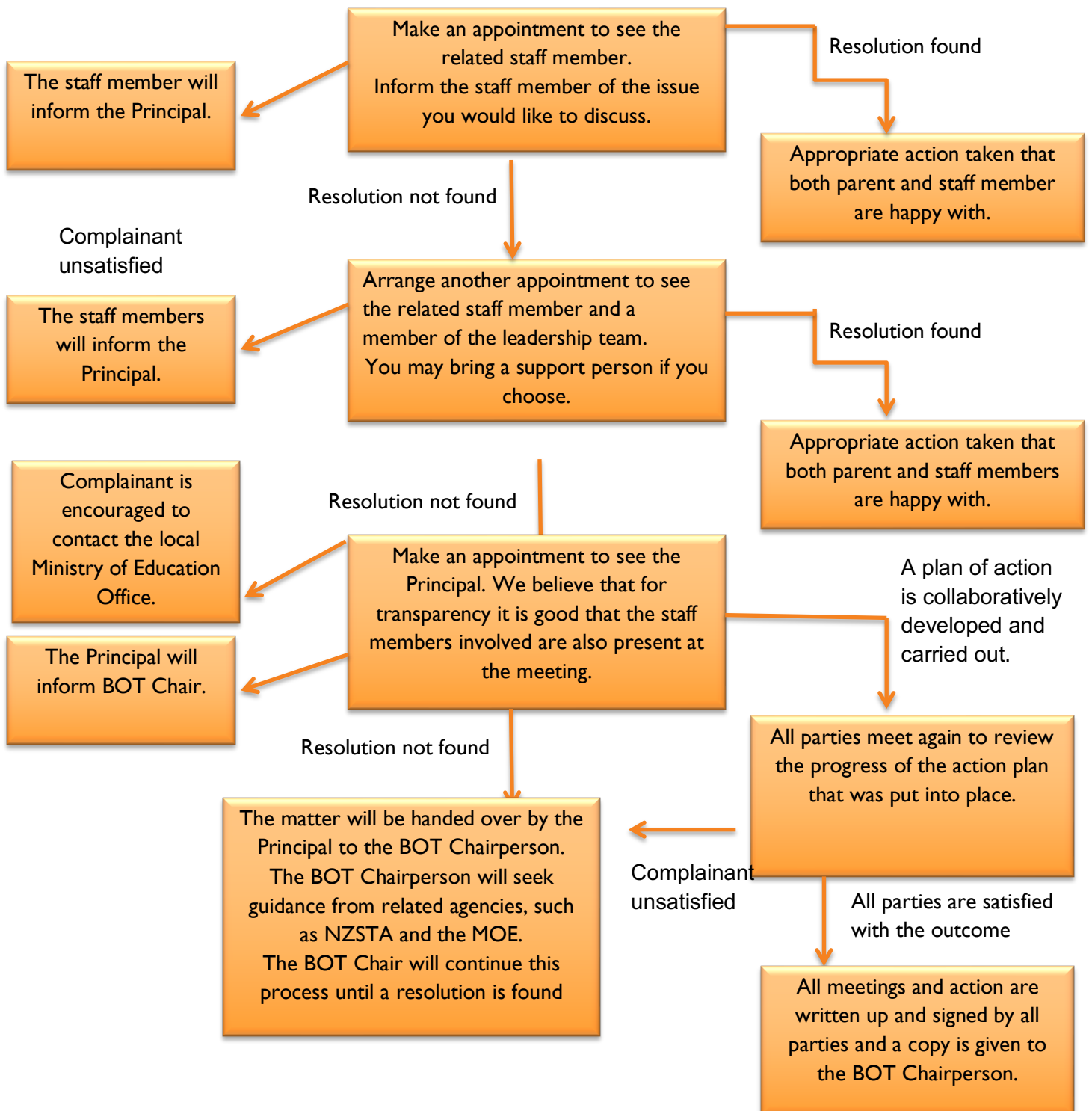
Encouragement and support

Teachers work tirelessly for their students. Your encouragement and support is invaluable as they seek to navigate the learning path of each student. Never underestimate the power that an encouraging word or supportive act has on the energy levels of teachers. Demonstrating support for the school staff in front of your children also helps the children to develop respect for the school staff, resulting in a higher level of productivity in their learning.

Laying a complaint

If you have raised a concern, but you are unhappy with how it has been addressed or feel that the issue has not been resolved, then please follow the procedure below to lay a formal complaint. As a Christian school, we believe that God asks people to seek reconciliation and resolution when a conflict has arisen. We ask therefore that when any complaint is raised, that you seek to work collaboratively with school staff to see a positive, constructive outcome.

We believe that transparency and integrity are important when resolving conflict, so seek to follow a procedure that allows for this. We also recognise that some issues cannot be solved instantly, so will seek to work collaboratively with you to create a plan that will result in a positive outcome for all parties involved, particularly the children.



Getting Involved at Rolleston Christian School

Be involved in the learning community

You and your family are part of the Rolleston Christian School community. A community thrives when its members both give and receive. As a school staff, we are here to work with you in any way we can, but we also hope you will take an active part in providing a great educational experience for all our students.

Pray for the school

Please keep our school in your prayers. Please pray for the children, parents and staff. As a staff, we regularly pray for the families in the school too. If you have anything you would like us to pray for then please let us know. If you would like prayer there is a book in the school office that prayer requests can be placed. We have a parent prayer group who meet on a Friday morning to pray for the school. Please see the office if you are keen to know more about this group.

Opportunities around the school

If you would like to get involved in any way then please come and talk to us. Ideas you might like to think about -

- Joining the Rolleston Christian School Community Group
- Gardening with children
- Listening to children read
- Baking with children
- Covering books
- Helping with wall displays
- Coaching sports teams
- Helping in classes
- Helping with the organisation of books and other resources.
- Supporting the caretaker with practical tasks.
- Working Bees.

Positive Student Behaviour for Learning

Foundation

At RCS we recognise that students are developing the skills and understanding to behave in a positive manner in a variety of situations. Behaviour management is therefore not seen as a form of controlling student behaviour, but rather a process of educating and coaching children to develop behaviours that will result in the self-monitoring demonstration of Christ-like character by individual students and will therefore create a strong learning community and environment. All interventions and consequences will be based around a belief that children are fallen image-bearers of God, therefore deserve love and respect as they work through a process of being transformed more into the likeness of their creator.

Research shows that when staff take collective responsibility for setting and maintaining behaviour expectations in a school, children respond positively. All staff at RCS will therefore hold the same high expectations for student behaviour and follow the same systems for working through negative behaviour.

Research also shows that when there is a strong partnership between home and school, students make greater progress in their education. At RCS we believe this is also the same with developing positive behaviour. We will therefore involve parents in the process of dealing with behaviour.

At RCS we have an expectation for HELPful behavior. Please see these expectations below and reinforce these with your own child/ren.

At Rolleston Christian School we need to make HELPful choices

Make HELPful choices for LEARNING

- Do your best all the time
- Choose good places to work and people to work with
- Listen carefully to the teachers and your classmates
- Find help when you need it

Make HELPful choices for SAFETY

- Always walk inside, but you can choose how you move outside
- Sit down to eat
- Follow the playground guidelines
- Be in the right place at the right time
- Abide by the Cyber Safety contract

Make HELPful choices for RELATIONSHIPS

- Keep your hands and feet to yourself
- Use kind words
- Work through arguments positively
- Use good manners

Make HELPful choices for KAITIAKITANGA

- Take care of school property
- Put rubbish in the right place
- Put your belongings in the right place
- Keep our spaces clean
- Wear your uniform correctly and with pride



Intervention

Behaviour intervention is used to help children to change their behaviour. If your child is involved in any undesirable behaviours we ask that you work with us to solve the issues behind the behaviour so we can see more positive behaviours develop.

The intention of this intervention model is to focus staff, students and parents on restoring broken relationships and bringing a child's behaviour back to a place that is learning focussed and socially appropriate.

Behaviour Level	Behaviours we may see		Response to Behaviours	Follow up Applied By:
3 Major	<p>Physical Attack (intention to harm without consent)</p> <p>Physical Attack towards a staff member (Step 4)</p> <p>Verbal Abuse towards staff</p> <p>Continued Bullying = Kiva process (2nd Kiva offence is Step 1 Level 3. 3rd Kiva offence is Step 4)</p> <p>Taking prohibited substances</p> <p>Continual Disobedience: Regularly or deliberately disregarding rules, refusing to do as told.</p> <p>Sexualised behaviour (intentional seeking out and following through by instigator, actions are not appropriate to developmental level of child, power dynamics/age are different between instigator and victim, engaged behaviour is not mutual)</p>	<p>This type of behaviour is HARMFUL.</p> <p>Behaviours that cause major harm, serious emotional trauma, or significantly threaten a student's or staff member's safety or well-being.</p>	<p>Step 1: Internal Stand-Down (This removes the student from others and gives time for the SLT to sort next steps)</p> <p>Step 2: Contact Parents to inform them what happened and what will happen next.</p> <p>Step 3: Individual Behaviour Plan developed by DP, classroom teacher and parents. The Behaviour Plan Consists of:</p> <ul style="list-style-type: none"> - CPS Model (Collaborative and Proactive Solutions) "Plan B" support created with the Deputy Principal (Proactive Strategies to avoid future incidents) - Development of an individualised UBRs? - Timeline created with the Deputy Principal to plan what the next 2 weeks will look like with boundaries in place (Building trust and accountability) - Agencies contacted for support (in conjunction with SENCO) - Scheduled follow ups done by the Deputy Principal (Calendered for the next 4 consecutive weeks). <p>Step 4: The student affected has a debrief hot chocolate with either SLT or their classroom teacher.</p>	<p>Deputy Principal and Principal engaged to consider if the behaviour is a stand-down</p>

			<p>Deputy Principal to create an ETAP PB4L entry.</p> <p>At this level of behaviour an External Stand down will be considered, particularly if the behaviour has been repeated and all supports have been in place.</p> <p>When students return to school from an external stand down, Step 3 needs to be implemented with the support of the parents, school leadership and all teachers and support staff involved.</p> <p>Suspension is considered on a case by case basis, dependent on the frequency and nature of negative behaviours, or if a child exceeds the legal limit of Stand down days.</p>	
<p>2 Minor</p>	<p>Verbal Abuse to students</p> <p>Deliberate vandalism</p> <p>Stealing</p> <p>Disobedience: Deliberately refusing to do as told</p> <p>Bullying: Kiva Process (Kiva Team to process referrals)</p> <p>Intimidation</p> <p>Inappropriate Language</p> <p>Racism</p> <p>Inappropriate websites</p>	<p>This type of behaviour is HURTFUL</p> <p>Words or actions that cause hurt to another person.</p> <p>These behaviours are more personal and intentional.</p>	<p>Step 1: Practise Time in a classroom or office area using the Reflection Sheet(Senior) Junior Reflection sheet (Classroom Teacher/Learning Leader to supervise). Reflection sheets are printed and located in 2 areas at school. 1. In the blue folder, in the white desk next to the photocopier in the office. 2. In the library.</p> <p>Step 2: Parents Contacted</p> <p>Step 3: Restorative Conversation if: "there is a need to repair the harm, parties are willing, and if we can't afford not to."</p> <p>Step 4: Classroom Teacher, Hub Leader and the student come up with steps to</p>	<p>Classroom Teacher with the support of the Learning Leader</p>

	<p>Sexualised behaviour (Behaviour is within the realm of developmentally 'normal', age/power dynamics between the children is fairly even, children are engaging in somewhat of a mutual manner)</p> <p>Hitting or kicking in a way that is hurtful but not harmful</p>		<p>ensure this doesn't happen again. Hub Leader to follow up in a week's time.</p> <p>Step 5: If a behaviour is repeated (3 in a term - OR - 6 in a year), put the Individual Behaviour Plan in place with the support of the DP/SENCO/LSC. Hub leader to monitor repeated behaviours. Individual Behaviour Plan developed by DP, classroom teacher and parents. The Behaviour Plan Consists of:</p> <ul style="list-style-type: none"> -CPS process followed - IEP created with Learning Support Coordinator (only if behaviours are related to frustration in learning) - Timeline created with the Deputy Principal to plan what the next 2 weeks will look like with boundaries in place (Building trust and accountability) - Agencies contacted for support (in conjunction with SENCO) - Scheduled follow ups done by the Deputy Principal (Calendered for the next 4 consecutive weeks). <p>Step 6: The student affected has a debrief hot chocolate with either SLT or their classroom teacher. Classroom Teacher to create an ETAP PB4L entry.</p>	
<p>1 Classroom</p>	<p>Calling Out Non-participation One-off teasing/calling names Not sharing One-off exclusion of other children Being rough Running in Hub</p>	<p>This type of behaviour is ANNOYING. Low-level, irritating behaviours that distract or interrupt but don't cause</p>	<p>Step 1: Use IYT strategies ie. redirecting, explaining expected behaviour, proximal praise, strategic ignoring, positive forecasting, social commenting. If behaviour continues: Clear Warning given</p>	<p>Classroom Teacher</p>

	<p>Messy /discarding stuff Loud behaviour Off-task behaviour Late back to class / Leaving class without permission Incorrect uniform</p>	<p>emotional or physical harm. Lower impact/disruption</p>	<p>If behaviour continues : Natural and relevant consequence and/or Practise Time - this should be focussed on helping children to build the skills to do the desired behaviour. Step 4: If another person is involved, work through a restorative chat.</p> <p>If a behaviour persists, the classroom teacher will , with the support of the Learning Leader if needed, .work through a CPS process with the child for the period of time appropriate to reduce Level 1 behaviours to a level that allows for a focussed learning environment and peaceful playground.</p> <p>Classroom teachers may follow up with the child’s parents, depending on the nature of the behaviour and ongoing focus with the child and parent.</p> <p>The classroom teacher may want to create an ETAP “Behaviour” entry to track data over time if a child is engaging in repeated Level 1 behaviours.</p>	
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