

# Te Rangihakahaka

Centre for Science & Technology

## POSITIVE RELATIONSHIPS POLICY NGĀ TIKANGA TŪHONOHONO TANGATA

### TE RANGIHAKAHAKA - CENTRE FOR SCIENCE & TECHNOLOGY

Drafted by:	Approved by Board and Whānau on:
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### PURPOSE | TŪĀPAPA

Te Rangihakahaka Centre for Science and Technology understands that positive relationships are crucial to the educational success of our tamariki. Mutually respectful relationships between staff and tamariki as well as staff and whānau builds a culture of positive behaviour and learning at our Centre that becomes a way of life.

This policy presents how we will ensure the learning and activities presented on a daily basis support tamariki to behave in a way that maintains their mana and the mana of their whānau and our Centre.

### PRINCIPLES | NGĀ POUTĀUHU

Behaving in a positive manner will occur when our tamariki and staff;

- feel respected and needed
- engage in stimulating and relevant learning opportunities
- involve whānau in all aspects of the Centre
- work (and learn) as a team
- have high (and realistic) expectations
- regularly practice and positively reinforce the behaviour they want to see
- are consulted and communicated with

This policy outlines the ways we will ensure positive behaviour is the norm at our Centre.

This policy is part of the ***Staff and Volunteer induction programme.***

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NGĀ TIKANGA TŪHONOHONO TANGATA**

**PROCEDURES | TĀHUHU – NGĀ POUPOU**

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### PROCEDURES | TĀHUHU – NGĀ POUPOU

All Staff, Whānau, Volunteers, Board and members of the community that are associated with Te Rangihakahaka Centre for Science and Technology are responsible for being familiar with and abiding by, this policy.

Positive relationships at TRCST means the following;

- The tamaiti and whānau are involved in every aspect of the Centre
- Whānau work collaboratively with TRCST to assist the tamaiti in learning how to manage their behaviour
- Tamariki are aware of what positive behaviour looks like and what the expectations are around behaviour
- The Centre and staff provide a curriculum that is rich and diverse catering to all learners
- Positive behaviour is modelled at all times and in all situations by all those associated with our Centre

### RESPONSIBILITIES | NGĀ HEKE

The Tumuaki is responsible for;

- Looking for opportunities to celebrate and reinforce positive behaviour
- Supporting staff in being innovative teachers that respond to the needs of their tamariki
- Address events that cause or trigger unwanted behaviour
- Modelling restorative practices when and if needed

The Staff are responsible for;

- Creating stimulating, rich and varied learning opportunities for our tamariki
- Modelling positive behaviour practices
- Ensuring tamariki understand what positive behaviour looks like
- Recognising the reason/s for undesirable behaviour and responding to that in a natural and logical way
- Being fair and consistent
- Following the restorative practice procedures of our Centre

## APPENDICES | KŌWHAIWHAI – TŪRAPA

### Appendix 1 - TRCST Restorative Practice Procedures

When issues/raru arise:

1. The issue is recognised and remedied (depending on the situation)
2. If the issue is ongoing, the tamaiti is cared for by another teacher/adult/pakeke
3. If necessary the Tumuaki and whānau become involved

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## MĀRAMATANGA

A tamaiti is better able to learn, be curious and take full advantage of their time at our centre if they are surrounded by positive people, who respect and genuinely care for them. When the Centre's curriculum is engaging and in context, when the environment reflects the values we hold and when the whānau are an integral part of the Centre, then our tamariki will behaviour in a positive manner.

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