

Wednesday 29th July 2026

Dear parents and caregivers,

Elim Christian College Mt Albert Kotahitanga Framework

Kotahitanga is the name of our school's *Positive Behaviour for Learning* framework (PB4L). The word *Kotahitanga* encapsulates the concept of people coming together in unity with a shared vision. Within our *Kotahitanga* framework we have a Whānau house points system, Restorative Practice and a behavioural system for inside and outside of the classroom.

We have high expectations of our students in terms of their learning and their behaviour. Part of our school vision is *"for every student to be an inspired, responsible, skilled lifelong learner who explores their God-given potential to achieve personal excellence for His glory"*. This vision is supported by our school values - *Aroha/Kindness, Manaakitanga/Respect, Pukuhauwhenua/Diligence* and *Māia/Courage*. We value safe, settled and productive learning environments, respectful, kind and inclusive behaviours and fun! Our systems are important in helping achieve this.

House Points

To promote a culture where our school values are encouraged and celebrated, we have a whānau house points system. Students are awarded house points in their classes when they display our school values, have shown great progress or have produced some excellent work.

In our weekly assemblies, whānau leaders announce the whānau house that has gained the most points in the previous week and the house shield is displayed in the hall. We also display the running term total of house points throughout the school.

To encourage student participation, we have school incentives for whānau houses, when they reach a certain number of house points and we also have whānau assemblies.

Restorative Practice

At Elim, all staff are trained in Restorative Practice. The restorative process is a relational approach used to address conflict. It involves exploring the harm caused and working to restore relationships. Restorative conversations work together with our behavioural system to help our students develop ways to manage conflict and maintain healthy relationships.

Restorative practice has three different levels.

- Tier one: restorative conversation facilitated by a teacher and the student/s involved.
- Tier two: mini conference facilitated by a pastoral lead and the relevant parties involved.

- Tier three: formal conference facilitated by a person trained in formal conferences and the relevant parties involved.

Restorative Conversation Questions:

Tell the story:

What happened?

Tell me more about...

Is there anything else you would like to add?

Explore the harm:

Who was affected? How?

How do you think that made them feel?

Repair the harm:

What could you do to help make things right?

Is there anything else?

Move forward:

What will you do differently next time?

Summarise:

Can you summarise what we have talked about and how you will move forward?

Optional: I will check in with you...

Y9-13 Behavioural System

Last term we implemented a soft launch of our new Y9-13 behavioural system. The behavioural system has been structured to address low level (Level 1/Green) to high level (Level 4/Red) behaviours and ensure that our school values are being upheld in a consistent way. It is important to address low level behaviours. In Proverbs 15:32 it says, "If you reject discipline, you only harm yourself but if you listen to correction you grow in understanding." We want our students to be able to manage themselves well in all situations.

Low level behaviours, such as incorrect uniform, some inappropriate behaviours, lateness, or incomplete homework are addressed within school. The majority of our students will never go beyond Level 1. We have been pleased to see that, since the implementation of the behavioural system, we have seen a significant reduction in low level behaviours.

Where there are instances of ongoing disobedience, specifically nine breaches within a term, parents will be brought in for a meeting and students will be placed on a pastoral report for two weeks. They will be provided with support to help them address inappropriate behaviours. Support may include counselling, SENCo support, pastoral teacher support, pastoral lead support and outside agencies if required. If behaviours continue, the student then goes onto an orange pastoral sheet, with further support offered.

For ongoing continual disobedience or instances of gross misconduct, students are referred to the principal. For gross misconduct, such as the physical assault of another student or bringing banned items to school, such as alcohol or drugs, students may be escalated to red immediately.

Behavioural System

Level 1	Managed within school	Lunchtime consequence after 3, 6 and 9 breaches.
Level 2	Pastoral Lead and Parent meeting	Level 2 Pastoral Card for two weeks - student support offered. (If no changes are being made, they may be put onto Level 3 after one week)
Level 3	Assistant Principal and Parent Meeting	Level 3 Pastoral Card for two weeks - student support offered. (If no changes are made, they may be escalated to Level 4 after one week)
Level 4	Referred to the Principal	Possible stand down/suspension

Our Kotahitanga Framework and underlying systems have been designed to celebrate success but also to address behaviours that do not align with our Christian character. We know that our students are learning and will make mistakes, which is why our Restorative Practice is so important. Being able to acknowledge when you have made a mistake and take responsibility for it is important in developing character.

Thank you for partnering with us as we work with our young people to develop and maintain a culture that honours God. As it says in Proverbs 22:6, "Train up a child in the way he should go, and when he is old he will not depart from it."

Kind regards,

Julie Nola

Assistant Principal (Year 9-13)