

GARDEN COLLEGE

WELL-BEING & BEHAVIOUR MANAGEMENT POLICY

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RATIONALE

This policy should be read in conjunction with the duty of care policy. Schools and teachers owe a duty of care to students for the duration of the school day. Garden College aims to establish good order and harmony within the school community and to ensure that the school, home and total community share in fostering the development of acceptable behaviour of children. Garden College does not endorse corporal punishment of any kind.

Garden College is committed to maintaining a firm but fair approach to the discipline of our students. The College Behaviour Management Policy also needs to be seen within the context of Islamic beliefs and values, which is a fundamental element of the college's approach to the care of students. Underpinning this approach is the importance of discipline procedures, which work towards reconciliation and restitution, repairing and rebuilding relationships following the imposition of consequences or penalties. The process of imposing sanctions should also follow principles of procedural fairness, particularly when serious consequences such as suspension or expulsion from the school are being considered.

Corporal punishment is not permitted under any circumstances as a means of disciplining students at Garden College.

Corporal punishment is also not sanctioned as a suitable means for parents or guardians to deal with discipline issues at home.

GENERSCHOOL BEHAVIOURAL EXPECTATIONS

1. Students must behave courteously and appropriately to all members of the school community.
2. Students must always wear the specified school uniform and appropriate footwear.
3. Students must always follow teacher or staff member instructions.
4. The following are prohibited:
 - Violence towards others
 - Offensive language
 - Violent objects which could harm others
 - Make-up and jewellery
 - Chewing gum
 - Electronic equipment and Mobile Phones
 - Tattoos (including transfer variety)
 - Knives or other sharp elements
 - Matches, lighters etc...
 - Medicine/drugs (except for permitted medications with teacher knowledge or supervision)

Please refer to **Appendix 1** for Student Expectations Matrix.

Serious breaches of discipline are dealt with in the following pages of this policy

The Behaviour Management Guide and Interactive Management Process (IMP) sets a clear guideline about the process of dealing with various student behavioural issues through positive reinforcement. Teachers are expected to exert a great effort in correcting a student's behaviour through the advice given in this well-being & discipline policy. Teachers are required to maintain thorough records of their interactions with students and their parents, as this information will constitute the evidence required to pursue any student management issue successfully to the Wellbeing Coordinator and Principal.

The discipline issues have been categorized into four levels depending on the discipline matters, the repetitiveness of the incident.

LEVEL ONE (LOW/MEDIUM) BEHAVIOUR ISSUES:

Level one contains issues that the classroom teachers may face during their day to day interaction with students whether it is within or outside the classrooms. These issues are dealt with by the classroom and specialist teachers. Examples of these issues:

- Student arriving Late to class
- Student chewing gum
- Student not following the classroom management rules set by the teachers
- Student not following fair play rules in the playground
- Student is not responsive to fair instruction by the teacher
- Student is not completing set tasks

Students at this level may be issued with a yellow or orange behaviour monitoring card by the wellbeing coordinator.

LEVEL TWO (ONGOING MEDIUM/HIGH) BEHAVIOUR ISSUES:

The Coordinator, in conjunction with the classroom teacher, deals with level two student management issues. Once the classroom teacher has exhausted all he/she can the matter is referred to the Coordinator. The Coordinator and the classroom teacher action certain student management measures and involve the parents. Students may be fast tracked into level Two if they engage themselves in more serious discipline issues such as:

- Failing to comply with school rules
- Failing to abide the dress code of the school
- Refusal to follow teacher instruction after clear direction has been given

- Purposeful ignoring of teacher request or instruction
- Inappropriate swearing around or at others
- Arguing with staff in a disrespectful tone
- Teasing/verbal bullying of others
- Graffiti/vandalism
- Failing to attend mosque or class (truancy)

Students at this level may be issued with an orange or red behaviour monitoring card.

LEVEL THREE (HIGH/EXTREME) BEHAVIOUR ISSUES:

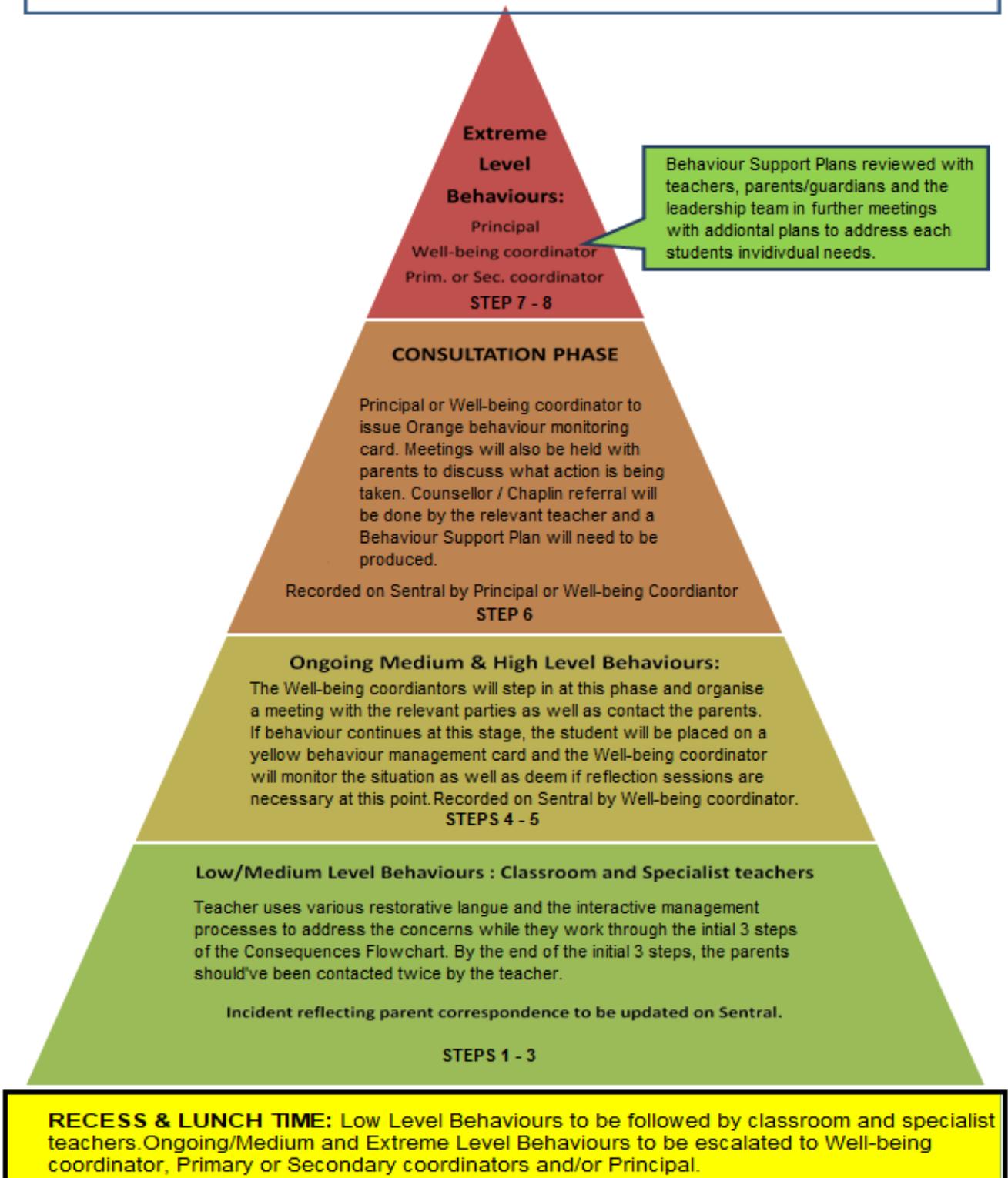
This level deals with students that have not responded to the student's management plan in level two and/or have committed more serious offences that warrant the involvement of the Principal. **Student at this level faces extended suspension if not expulsion. Such issues may include:**

- The student leaving school grounds without permission
- The student is involved in a fight (including, premeditated violence)
- The student is abusive to staff members
- Theft or significant damage to property
- Throwing objects with the intent to harm e.g. chair
- Physical, verbal, social, racial, cyber and sexual bullying
- Consistent intimidation of others
- Dealing in smoking, drugs or alcohol on school premises
- Extortion
- Failing to comply with teacher instruction after repeated attempts – obstructive, abusive, oppositional
- Consistently and constantly behaving in a manner which interferes in the educational opportunity of others
- Inappropriate relationships that are against Garden College's values and ethos.

Students at this level may be issued with a red behaviour monitoring card prior to internal or external suspension.

Note: Refer to the Interactive Management Process (IMP) for further details.

Garden College Student Well-being and Discipline Guide



INTERACTIVE MANAGEMENT PROCESS (IMP) - MATRIX

Level of Behaviour	Behaviours Demonstrated	Interactive Management Process	Staff Responsibility
<p style="text-align: center;">Low / Medium Level Behaviours</p>	<ul style="list-style-type: none"> ◆ Not following teacher instructions ◆ Not following instructions ◆ Late to class ◆ Not having the appropriate materials for class ◆ Not participating when asked to contribute ◆ Not demonstrating the College value of respect ◆ Not working quietly or being disruptive ◆ Not placing rubbish in bins provided in the playground or learning environment ◆ Entering a building/activity area without permission ◆ Not wearing and having the correct uniform including a visor/hat ◆ Unhygienic (nails and hair) and overall presentation ◆ Not presenting homework ◆ No electronic equipment to be brought to college 	<p style="text-align: center;">BE PROACTIVE PREVENT</p> <p>Expect students to behave appropriately and enable them to do so by;</p> <ul style="list-style-type: none"> - Clearly communicating your expectations for behaviour and learning <p>Anticipate and pre-empt misbehaviour by</p> <ul style="list-style-type: none"> - Communicating your expectations for students to behave well in class/school. - Acknowledge and affirm 'good' behaviour for both class and individual as appropriate. - When they are about to get it wrong state what you expect them to do right rather than warning them not to do it. <p>Maintain perspective – they will get it wrong sometimes – teach and enable them to learn to get it right</p>	<p style="text-align: center;">TEACHER RESPONSIBILITY</p> <p>If the expected behaviours are not being demonstrated, classroom teachers will follow the Interactive Management Process (IMP):</p> <p>Establish clear basic guidelines for behaviour with the class.</p> <ul style="list-style-type: none"> ● keep the rules simple ● ensure they are visible for quick reference. ● review rules every term with students and adjust as needed. <p>Carry a positive mindset</p> <ul style="list-style-type: none"> ● View each student positively ● Focus on a positive class ● Expect students to 'get it right'

	<p>NOTE: These behaviours lie within the realm of the classroom or home room teacher and need not be taken any further. As a skilled manager, the teacher needs to;</p> <ol style="list-style-type: none"> 1. Reflect upon their response, the possible reasons for misbehaviour and manage the situation so it no longer becomes an issue. 2. Teacher's to log incidents onto Sentral and into their daybook for reflection and planning and for support from the Well-being coordinator. <p>As these are mainly classroom related issues, it is the relationships within the classroom, with the teacher and other students that is being managed.</p>	<p>AFFIRM</p> <p>Affirm strengths. Acknowledge ability and small successes – this will encourage cooperation, engagement and motivation.</p> <ul style="list-style-type: none"> - Catch them 'doing it right' - Describe the positive behaviour e.g. I saw you that was - Focus on the positives no matter how small – communicate these appropriately and in passing - Initiate trust – so students know you trust them to behave well, and when things go wrong (as they will) you trust them to put it right – do the right thing. <p>CORRECT & SUPPORT</p> <p>When students 'get it wrong' to ensure misbehaviour does not repeat or escalate</p> <ul style="list-style-type: none"> - assertively guide/direct, empathically enable - encourage with affirmation <p>☑ Using non-verbal communication e.g.</p>	<p>When students misbehave,</p> <ul style="list-style-type: none"> • model the behaviour you wish students to learn • manage so they are able to achieve the required behaviour • as appropriate, teach students so they can learn acceptable behaviour • Use 'I' statements to focus on the desired behaviour from the student instead of 'you' statements that refer to the student. • Communicate with parents both verbally and in writing as necessary and record evidence of this communication on Sentral.
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		<p>gestures, facial expressions</p> <p>Using brief verbal directions, questions, acknowledgements so they learn to sort out the problem, manage their own behaviour and get it right</p>	
<p>Medium Level Behaviours</p>	<ul style="list-style-type: none"> ◆ Refusal to follow teacher instruction after clear direction has been given ◆ Purposeful ignoring of teacher request or instruction ◆ Answering back to staff in a rude and disrespectful tone ◆ Inappropriate swearing around or at others ◆ Arguing with staff in a disrespectful tone ◆ Teasing /verbal bullying of others ◆ Consistent interrupting of others ◆ Consistently talking over the teacher after being warned previously ◆ Not following the college values of respect and honesty 	<p>Remember, 'behaviour is a message' and ongoing misbehaviour may have underlying causes, which require understanding, insight and investigation, along with teacher reassessing their own responses and impact ... for behaviour to change.</p> <p>CORRECT</p> <p>Apply assertive skills – including all the above mentioned 'quick skills', to enable student to change their behaviour, then if</p>	<p>TEACHER RESPONSIBILITY</p> <p>Teachers are expected to work proactively to manage these behaviours e.g.</p> <ol style="list-style-type: none"> 1. Planning to prevent ongoing misbehaviour 2. When behaviour occurs, to apply corrective and supportive skills and strategies to prevent its repetition and escalation. 3. After several warnings, if the behaviour persists, communicate this with the parents and keep the necessary documentation. 4. Refer the matter to the Well-being coordinator as necessary, with the

	<ul style="list-style-type: none"> ◆ Putting down others ◆ Directed throwing of rocks or sticks outside ◆ Graffiti/vandalism ◆ Failing to attend mosque or class (truancy) <p>NOTE: Some of these behaviours tend to move beyond the realm of the classroom and the home room/classroom teacher, and therefore may require the Well-being coordinator to be the key manager with the relevant teacher involved. Student Services involvement and support may also be necessary.</p>	<p>needing to confront students with their behaviour apply e.g.</p> <ul style="list-style-type: none"> - Choices with appropriate consequences enable students to 'get it right' e.g. <p><i>Eitheror You decide</i></p> <ul style="list-style-type: none"> - 'I' statements clearly communicate that behaviour is unacceptable and enable student to put right the situation <p>SUPPORT</p> <p>Apply empathic skills - take away the need to act out and lead students into learning to manage their behaviour and cope with their own problems/concerns</p> <ul style="list-style-type: none"> - Use Open Responses to tune in, listen and acknowledge feelings, situation - Use Open Questions to give ongoing support – for students to consider what they need to do. 	<p>appropriate communication to facilitate an appropriate follow through.</p> <p>5. Refer the matter to the Well-being coordinator through Sentral to address ongoing behaviour concerns with the appropriate follow through.</p>
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<p>High Level Behaviours</p>	<ul style="list-style-type: none"> ◆ Inappropriate interactions with peers ◆ Refusal to follow instruction after continuous requests—oppositional & defiant behaviour requiring removal by a Leader ◆ Physical Bullying—fighting, punching, kicking ◆ Constant and consistent disruption in class resulting in removal ◆ Verbal abuse of staff and/or students ◆ Directed spitting ◆ Purposeful exclusion of others ◆ Directed serious level swearing ◆ Intimidation of others ◆ Inappropriate social behaviours – e.g. urinating in the playground ◆ Throwing objects with intent to harm ◆ Repeated bullying of others – visual, gesture, telephone, computer, cyber bullying ◆ Lying /dishonesty ◆ Stealing ◆ Bringing dangerous objects to school (lighters, knives etc.) 	<p>PREVENT, CORRECT and SUPPORT as previously stated</p> <p>FOLLOW THROUGH</p> <p>To manage the whole situation and all its elements when the student has already transgressed—has gone too far and is now needing to learn to take responsibility for their behaviour and put things right, requires the following:</p> <ol style="list-style-type: none"> 1. Consultation with the Well-being coordinator 2. Applying either or both follow through strategies <ul style="list-style-type: none"> ● Problem Solving—5 Steps ● Consequential Learning—5Rs 3. At this stage, there may also be a need for <ul style="list-style-type: none"> ● Mediation ● Remediation ● Parent support ● Counselling ● Psychological assessment 4. Refer behaviour to Primary or Secondary coordinators for creative management and support. 	<p>THE CLASSROOM TEACHER WILL REFER THE STUDENT TO THE WELL-BEING COORDINATOR</p> <ol style="list-style-type: none"> 1. The Well-being coordinator will speak to all the parties involved to map an appropriate intervention to address the behaviour with the primary aim of teaching responsibility, accountability, reparation and behaviour change. 2. Consequences (Consequential Learning) will be determined by the Well-being coordinator with the primary use of a behaviour management plan that aims to allow for a behaviour focus that needs to be met. 3. The Principal and the Primary or Secondary coordinator and classroom teacher will be informed of the incident and agreed consequences, which will also be recorded on Sentral. 4. Depending on the nature and severity of an incident, teachers must complete an Incident on Sentral, stating the behaviours they have witnessed, which needs to be forwarded to the Well-being coordinator.
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<p>Extreme Level Behaviours</p>	<ul style="list-style-type: none"> ◆ Extreme violence towards staff or students in any manner ◆ Premeditated violence ◆ Theft of property ◆ Significant damage to property ◆ Throwing objects with the intent to harm e.g. chair ◆ Racial, sexual bullying ◆ Consistent intimidation of others ◆ Dealing in smoking, drugs or alcohol on college premises ◆ Extortion bullying ◆ Consistent and repeated verbal abuse, swearing or verbal bullying ◆ Failing to comply with teacher instruction after repeated attempts –obstructive, abusive, oppositional ◆ Behaving in a manner which threatens the good order of the school 	<p>Zero Tolerance behaviours require several well-considered strategies and skilled responses. It is the responsibility of the teaching, well-being and management team to work proactively, to have processes in place and be prepared and practised for extreme level behaviours.</p> <p>PREVENT – pre-empt ... tune in to students, be observant of those students who can get violent, abusive etc. and be aware of the warning signs and train them to be aware and provide them with a strategy to take control of their behaviour so they can take control of themselves.</p> <ul style="list-style-type: none"> • CORRECT – have a selection of brief reminders that state expectation for positive behaviour or are an agreed communication to remind student that they need to take control of their words/actions. • SUPPORT – acknowledge e.g. state situation – student made aware of what they are doing and how to take control or reflect on their feelings e.g. frustration, anger so emotional intensity lowers and student then can control actions and apply agreed strategy. <p>FOLLOW THROUGH</p> <p>Choice to consequence – either or you decide and if necessary, remove from immediate environment to designated (previously agreed) safe space /person.</p> <p>After the incident, the Well-being coordinator in consultation may apply</p>	<p>WELL BEING COORDINATOR WORKING COLLABORATIVELY WITH MANAGEMENT</p> <ul style="list-style-type: none"> • Consult with Principal when facing very serious and difficult behaviours and/or refer the incident to be dealt by them. • Should suspension be the appropriate action to teach students to change their behaviour (decided in consultation with the ENGAGING and CHALLENGING learning environment) and be a CONSEQUENCE that will lead to CHANGE in STUDENT BEHAVIOUR <p>TEACHERS ROLE is to</p> <ul style="list-style-type: none"> • Reframe their mind sets and expect and enable student to show they can 'get it right', while maintaining firm boundaries • Focus on the positives no matter how small
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	<ul style="list-style-type: none"> ◆ Consistently and constantly behaving in a manner which interferes in the educational opportunity of others ◆ Inappropriate relationships that are against Garden College College's values and ethos. 	<ul style="list-style-type: none"> ● the problem-solving process for student to take responsibility and find a solution to the problem which is then followed through. ● Consequential Learning where an appropriate consequence so the student <ul style="list-style-type: none"> ● understands the choices made – and expectations for future changed behaviour ● learns to correct/put right/ make reparation ● When students have faced the consequence to their behaviour – whatever that may be and be seen to have learned to change their behaviour – behave differently etc. and no longer are a problem to their peers, for their teacher, the staff/school, or themselves, then these changes should be acknowledged and affirmed. <p>Enable students who have learned to behave in an acceptable and appropriate manner within the school and classroom to gain a sense of self-worth – build a feeling of value – belonging and significance, and a sense of mastery – to manage their learning, their behaviour and relationships in their school through</p> <ul style="list-style-type: none"> ● Acknowledging the changes ● Acknowledging their successes, no matter how small ● Acknowledging their improved motivation, cooperation and engagement. 	<ul style="list-style-type: none"> ● Give descriptive praise ● Initiate trust <p>“Catch them doing it right”</p>
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DISCIPLINE ACTION TABLE: (STEPS TO FOLLOW)

BEHAVIOUR	LEVEL	CONSEQUENCE
Late to Class	1	Dealt with by classroom teacher (3 times) <ul style="list-style-type: none"> - Student is to obtain late pass from front office - Warn student (clarify school rules) - Record in teacher daybook - Detention recess/lunch - Behaviour monitoring card
Incomplete Homework	1	Dealt with by classroom teacher <ul style="list-style-type: none"> - Warning, chance to resubmit - Recess/lunchtime detention - Note in daybook
Disobeying Teacher Instructions	1	Dealt with by classroom teacher <ul style="list-style-type: none"> - Discussion and note in diary - Removal from class - 3 points of communication - Give copy to Coordinator - Conduct card (monitoring behaviour)
Unsupervised areas (areas without teacher supervision)	2	Dealt by teacher and/or Well-being coordinator <ul style="list-style-type: none"> - Warned - Issued with a detention - Suspended for one or more days

Out of Class (truancy)	2	Dealt with by the Well-being Coordinator <ul style="list-style-type: none"> - Clarify school rules - Detention - Truancy letter sent home
Unsatisfactory Progress	2	Dealt with by Well-being coordinator/Principal <ul style="list-style-type: none"> - Student Progress Notification Form sent home - Conduct card - Parent Interview
Make Up & Jewellery & Hair	2	Dealt with by Well-being coordinator <ul style="list-style-type: none"> - Confiscation of item - Parents informed - Removal from class until uniform policy is adhered to
Inappropriate usage of any electronic device. Use of mobile phones, etc.	2	Dealt with by Well-being coordinator <ul style="list-style-type: none"> - Confiscation of item & Return after 48 hours - Parents informed

Boy/Girl Interaction	2	Dealt with by Well-being coordinator/Principal - Parents notified
Bus Behaviour (Excursion etc.)	2	Bus driver to Report to Principal - Detention - Excursion cancellation depending on severity - Behaviour conduct card - Suspension from the bus
Use of vulgar language	2-3	- Detention - Behaviour conduct card - Suspension
Rudeness to Teacher (Incl. Swearing)	2-3	Dealt with by Well-being coordinator - Suspension (internal/external)
Non-Attendance to Mosque/Girls Room	2-3	Dealt with by Coordinator/Principal - Warning and counselling - Truancy letter sent home - Parents notified
Bullying (Also Cyber-bullying)	2-3	Dealt with by Coordinator / Principal - Warning (school rules clarified) - Internal suspension - External suspension
Vandalism	2-3	Dealt with by Well-being coordinator/Principal (depends upon the severity) - Restitution (financial) - Cleaning duty - Suspension
Fighting (Physical violence)		Dealt with by Well-being coordinator/Principal - Behaviour monitoring card - External Suspension 2-3 Days (first offence)

Biting, Kicking, Pushing, Poking Objects, Pulling Hair, Punching, any other that causes physical harm to students	2-3	- Expulsion (Principal Action Only)
Stealing	3	Dealt with by Principal <ul style="list-style-type: none"> - Suspension 1 Day (first offence) - Suspension 3 Days (second offence) - Expulsion (Principal Action Only) – continued offence
Weapons	3	Dealt with by Principal <ul style="list-style-type: none"> - Suspension - Expulsion (Principal Action Only)
Smoking	3	Dealt with Principal <ul style="list-style-type: none"> - Suspension 3-4 Days (first offence) - Expulsion (Second offence. Principal Action Only)
Drugs/Alcohol	3	Dealt with by Principal <ul style="list-style-type: none"> - Expulsion (Principal Action Only)
Sexual Harassment	3	Dealt with by Principal <ul style="list-style-type: none"> - Suspension - Expulsion (Principal Action Only)
Inappropriate relationships (Against Garden College’s values and ethos)	3	Dealt with by Principal <ul style="list-style-type: none"> - Suspension (first offence) - Expulsion (Principal Action Only) – continued offence

APPENDIX 1- STUDENT EXPECTATIONS MATRIX

<p>Our School Rules</p> <p>→</p>	<p>SEEK</p> <p>Seek knowledge</p>	<p>THINK</p> <p>Be mindful</p>	<p>DO</p> <p>Build positive environments</p>
<p>Locations ↓</p>			
<p>All Areas</p>	<ul style="list-style-type: none"> • Learn and let others learn. • Follow instructions. • Follow the 5Ls for listening. • Have a positive attitude to learning. • Be punctual and prepared. 	<ul style="list-style-type: none"> • Wear your school uniform with pride. • Respect everyone and everything. • Obey school rules. • Respect the school and keep all areas clean and tidy (always recycle). 	<ul style="list-style-type: none"> • Be in the right place at the right time, doing the right thing. • Keep yourself and others safe. • Follow teachers' instructions carefully. • Use equipment safely and appropriately. • Keep your hands and feet to yourself.
<p>Administration</p>	<ul style="list-style-type: none"> • Use clear, polite language when speaking. 	<ul style="list-style-type: none"> • Speak quietly. • Wait in single line. 	<ul style="list-style-type: none"> • Knock on the door and wait for instructions.
<p>Learning Areas</p>	<ul style="list-style-type: none"> • Do your best work. • Use time wisely. • Follow the 5Ls for listening. • Raise your hand to speak. • Listen attentively to others. • Work quietly in the library. 	<ul style="list-style-type: none"> • Have a positive attitude when speaking to everyone. • Ask permission to borrow property. • Allow others to have a different opinion. • Be considerate of others. 	<ul style="list-style-type: none"> • Walk safely. • Enter and exit rooms in a quiet, orderly manner.
<p>Outside Assembly</p>	<ul style="list-style-type: none"> • Sit / stand quietly in lines. • Pay attention and follow messages and instructions. 	<ul style="list-style-type: none"> • Be punctual. • Be still, silent and listen carefully. 	<ul style="list-style-type: none"> • Be punctual. • Walk sensibly to class lines. • Line up quietly in two, straight lines.

<p>Toilets</p>	<ul style="list-style-type: none"> • Be hygienic and wash your hands thoroughly. • Use resources wisely. • Be organised and go to toilet at correct time. • Return to class quickly. 	<ul style="list-style-type: none"> • Keep the toilet area clean and tidy. • Use the toilets at the correct time. • Respect others' privacy. 	<ul style="list-style-type: none"> • Wash your hands. • Only use toilets for their proper purpose.
<p>Playgrounds and Canteen</p>	<ul style="list-style-type: none"> • Play in supervised areas and stay in bounds. • A healthy lunch equals a healthy brain. • Include others in games. • Interact in a friendly manner. 	<ul style="list-style-type: none"> • Care for gardens. • Share the playground space with others. • Join the end of queue at canteen and quietly wait your turn. 	<ul style="list-style-type: none"> • Wear a hat to play – no hat, no play. • Only run on the back-field area. • Sit on seats or the verandah to eat your food. • Ask for a teacher's permission to visit the office.
<p>Transition /Movement</p>	<ul style="list-style-type: none"> • Move quickly & quietly to class • Stay with your class 	<ul style="list-style-type: none"> • Talk quietly when walking around the school. • Respect others' personal space. 	<ul style="list-style-type: none"> • Walk with your class in 2 lines. • Enter and leave school safely through correct gates and use road crossings. • Keep left on stairs and in corridors.
<p>Excursions and Sport</p>	<ul style="list-style-type: none"> • Be a good sport. • Follow the rules. • Learn from excursion experiences. • Participate enthusiastically. 	<ul style="list-style-type: none"> • Listen politely and carefully to others. • Represent the school with pride. 	<ul style="list-style-type: none"> • Walk in organised manner and stay with your group. • Follow road safety rules.

RELATED POLICIES

- Student Code of Conduct
- Parent Code of Conduct
- Bus Policy
- Enrolment Policy
- Uniform Policy