Authorised IB World School
Implementing PYP Program

St Andrews
LUTHERAN COLLEGE

BUILDING A SAFE AND CARING COMMUNITY

Influencing Behaviour within a Restorative Practices Framework Junior School Policy

Parents Edition

2011

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Building a Safe and Caring Community Preamble

Building a Safe and Caring Community (BSCC) is a framework of policies, procedures and guidelines adopted by St Andrews Lutheran College to assist us to reflect the love of God through the way we seek to provide a safe and caring environment for all adults and children involved in our College community. BSCC also assists us to meet our legislative requirements.

Foundational frameworks and legislation

BSCC incorporates:

- *Valuing Safe Communities* (Lutheran Education Australia): a framework of policies relating to the behavior of adults in Lutheran Schools.
- *Safe Place Policy* (Lutheran Church of Australia): a policy relating to the sexual abuse/harassment of people over 18 years of age
- *National Safe Schools Framework* (Australian Government)
- Principles of *Restorative Practices* and *The Round Table Policy* (St Andrews Lutheran College)
- Other relevant state and national legislation including Child Protection Legislation.

Underlying Principles

The Gospel: 'In the Lutheran school the gospel is to inform all programs, relationships and activities (*LCA and Its Schools* statement). The love of God in Jesus Christ is to govern all that is done and, in response to this love, people in the school community are directed to their fellow human beings. When they love others, they love him. Christ's promise is that whatever is done for others is done for him. Informed and transformed by God's creative, redemptive and sanctifying love, God's people are concerned with the total needs of their fellow human beings.' *(Industrial Relations and the Lutheran school).*

Lifelong Learning: The framework, *Lifelong Qualities for Learners*, defines the ethos of Lutheran schools: 'As central to their mission and ministry, Lutheran schools seek to nurture individuals who are aware of their humanity, open to the influence of the Holy Spirit and growing in and living according to a cohesive worldview while living in community and reflecting characteristics of God through core values, especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality, appreciation and restoration'.

Restorative Practices: At St Andrews we use Restorative Practices based on biblical principles (Matthew 18:15-17; 1 Corinthians 6:1-11) to help to create a safe, fair, harmonious and productive learning environment. We also employ Restorative Practices to settle differences, resolve issues and restore relationships whilst also meeting the requirements of the law of the land.

Scope

BSCC relates to:

Staff*:* all employees, paid workplace participants and volunteers;
All sub-schools and associated entities including out of school hours care and vacation care services,
Students*:* all children and young people enrolled at or attending the sites defined under *school.*

BSCC includes policies and procedures encompassing the following for students AND staff:

- Anti-Bullying and Harassment Policy – Students
- Behaviour / Relational Management Policy – MS/SS
- Child Safety and Risk Management Policy
- Child Protection Policy
- Code of Ethics for Support Staff
- Code of Ethics for Teachers
- Complaints and Conflict Resolution Policy and Procedures
- Critical Incident Management Policy
- Duty of Care Policy
- General Anti-Harassment and Anti-Discrimination Policy and Procedures
- Influencing Behaviour within a Restorative Practices Framework Junior School Policy
- Privacy Policy and Procedures
- Restorative Practices, including Round Table Policy
- Risk Management Procedures
- Special Education Policy
- Volunteer Policy and Procedures
- Workplace Health and Safety Policy

Major References:

Valuing Safe Communities, Lutheran Education Australia, November 2008
Restorative Practices in Schools, Margaret Thorsborne

Section 1: Rationale

("If it is possible, as far as it depends on you, live at peace with everyone" *Romans 12:18 NIV.)*

St Andrews Lutheran College *Influencing Behaviour within a Restorative Practices Framework Junior School Policy* is Gospel inspired, and reflects the love and forgiveness that God shows us each and every day. Within a restorative *practices* framework, discipline is carried out in the context of forgiveness which allows a repentant student to restore relationships. As we experience God's forgiveness we can then pass it on by forgiving others. Forgiveness brings reconciliation and restoration of relationships. While forgiveness is practised, consequences for inappropriate behaviour remain an integral part of the *Influencing Behaviour within a Restorative Practices Framework Junior School Policy* as a way of building mutual respect, self worth and creating positive relationships.

In the spirit of the Christian Gospel, St Andrews Lutheran College is committed to using Restorative Practices with all members of our community to build harmonious relationships and resolve issues of concern or conflict, openly and respectfully.

Restorative Practices (RP) is a philosophy and continuum of processes that is based on the premise that repairing harm done to people and relationships is a very effective way to resolve conflict, influence positive behaviour and build a safe, productive and caring community. A core belief is that the wrongdoings and misbehaviors that bring disruptions to classrooms, and the hurtful behaviours that are so often associated with conflict, are primarily not just "breaking rules", but actually result in harm to individuals, groups and the whole school community.

In a school setting, restoration of relationships for effective learning is the ultimate goal of restorative practices.

In response to this, RP encourages a profound fairness, and a culture of listening across our school community. It is based on core values that build an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships and the development of social and emotional competencies. People involved develop personal awareness and responsibility while learning and using lifelong skills such as active listening, expressing emotion, facilitating dialogue and problem-solving.

RP is also based on the belief that the people involved in a conflict, wrongdoing, or misbehaviour, need to be actively involved in the process of resolution. Imposed (and purely punitive) solutions can be less effective and less educative.

The RP continuum of interventions and processes is applicable across all levels of our school community: from more formal responses such as our Round Tables to more informal Restorative Chats. It is the cornerstone of our influencing behaviour and pastoral care procedures and policies. Trained staff facilitate the processes. Staff, students, and parents are all encouraged to participate in a "restorative pedagogy" that builds a school culture that is fair, safe, and encourages effective learning.

We seek, not just to put a stop to harassing or discriminatory behaviour, but also to repair harm, "put things right" and bring about reconciliation between the parties in the spirit of Matthew 18:15.

Through an emphasis on student welfare and positive attitudes and behaviour in relationships, St Andrews aims to promote the emotional, social and spiritual development of the student as an individual within the community.

At St Andrews we are committed to the following twelve values in relation to influencing student behaviour:

1. PASTORAL CARE
   We strive to show care and support equally to every student and parent regardless of their personal beliefs, abilities, behaviour or circumstances. This derives from our belief that, because God loves us regardless of who we are or what we do, so we should love others. This commitment is the basis of our Student

Welfare and Behaviour Management policies and programs. It also underpins our Pastoral Care programs for parents.

2. CELEBRATION
   We provide many opportunities for students to experience the joy of life, learning and relationships. Because we are thankful for the wonderful gifts God has given us, we frequently have special times of celebration, both formal and informal. These occasions affirm our vision and values, and enhance our sense of community.

3. CHRISTIAN VALUES
   In the lives of students and staff we value and promote the qualities of forgiveness, reconciliation, humility and self-sacrifice. Jesus Christ modelled these qualities in his life and death. The "good news" of the gospel of Jesus is the means and motivation for inviting, encouraging and developing healthy relationships within the school community.

4. PARTNERSHIP WITH PARENTS
   We consistently involve parents when student welfare or behaviour management issues arise because students benefit most when there is a strong partnership between the school and the families of students. Behavioural change is most likely where parents and the school have shared expectations.

5. RELATIONSHIPS WITH STAFF AND STUDENTS
   We provide many opportunities for formal and informal social interactions among staff and students. We want students to enjoy school, to develop friendships and thus to grow in self-esteem and self-discipline. Positive relationships with peers and adults is a key to healthy social and emotional development.

6. SPECIALISED PERSONNEL
   We involve specialised, qualified personnel in coordinating welfare and behaviour management programs. At a whole school level, our full-time Chaplain and Counsellor coordinate Pastoral Care activities, in conjunction with the Pastor of the St Andrews congregation. The Heads of the Junior and Senior Schools are responsible for Behaviour Management in their areas, assisted by Key teachers and Year Level Coordinators.

7. PREVENTION IS BETTER THAN CURE
   We provide a number of programs to assist students to develop personal character and positive behaviours. These include parenting programs, such as *Triple P Parenting* and *How to Drugproof Your Child* and student group therapy activities such as *Seasons for Growth* (dealing with grief and loss). We are also a Focus School for *Mind Matters* a systematic program for enhancing mental health in students.

8. HIGH STANDARDS OF BEHAVIOUR
   We present and uphold high expectations of behaviour for staff and students based on Christian values derived from the Bible and the normal rules of conduct required for an orderly society. These expectations are clearly communicated to all members of the community.

9. A PRODUCTIVE LEARNING ENVIRONMENT
   We are committed to creating a secure, success-oriented, empowering learning environment. We insist that students have the right to learn and teachers the right to teach: both parties should treat each other with dignity and respect. We aim to ensure that all students have the opportunity to be happy and successful - to be able to participate, to be heard and to work harmoniously with others.

10. AN EFFECTIVE BEHAVIOUR MANAGEMENT PROCESS
    We apply clear and fair procedures to influence student behaviour, recognising that individuals are imperfect, even in a Christ-centred community. Behaviour is influenced in a loving and caring environment that promotes faith, hope, justice and reconciliation. A consistent philosophy of influencing behaviour underpins procedures P-12, but specific rules and guidelines are determined for students of different ages with regard to their different developmental needs.

11. APPLICATION OF CONSEQUENCES

We consistently reinforce positive behaviour and strive to ensure that consequences for inappropriate behaviour are fairly administered and follow due process. Consequences are applied in an attempt to support behavioural change and enhanced relationships. Corporal punishment is not permitted to be used in Lutheran schools; indeed, any physical interaction between teacher and student when implementing disciplinary measures is unacceptable.

A student who chooses to engage in behaviour which places the community at risk, or wilfully rejects advice and opportunities to change unacceptable behaviour, may forfeit his or her right to be part of the community.

12. EVERYONE IS SOMEONE

We ensure that each student at St Andrews has at least one staff member who knows them well, cares for their welfare and monitors their learning needs. In the Junior School this is the class teacher, and in the Middle and Senior school the Care Group teacher. This person is the first staff member who should be contacted by the parent if there is a question or concern relating to their child. At St Andrews, each child is a person, not a number.

Reference: *Policy for Behaviour Management in Lutheran Schools,* Lutheran Education Australia, October 2001

Section 2: What are Restorative Practices?

Restorative Practices (RP) is a philosophy and a continuum of processes from informal chats to formal structured conversations (St Andrews Round Table Policy) or mediation. RP is based on the following premises:

1. Conflict causes harm that needs to be repaired. "Pain that is not transformed, will be transmitted." Richard Rohr

2. Fight or flight are generally inappropriate responses to conflict. We do not run away or give in to conflict. We do not pay back.

3. Conflict needs to be addressed by all parties, preferably face-to-face, in a structured, safe environment. (*Note: refer to the College's Child Protection Policy for special circumstances relating to sexual harassment or abuse)

4. People involved in a conflict, wrongdoing or misbehaviour need to be actively involved in the process of resolution. Imposed solutions or punishments can be less effective and less educative.

5. Using Restorative Practices is not a "soft option". Core values include respect, inclusion, accountability and commitment to relationships.

6. Participants learn social and emotional skills they will use throughout their lives such as: active listening, facilitating dialogue, problem-solving, expressing emotion appropriately, developing personal awareness, empathy and taking responsibility.

7. Logical consequences and sanctions (e.g. detentions, suspensions, staff disciplinary procedures) are still used but in the context of RP (e.g. "what can you do to make things right?").

Special Conditions for the Use of Restorative Practices

The use of Restorative Practices is NOT PERMITTED under the following circumstances (but RP may be used to conclude a matter on the advice of legal personnel):

- Where mandatory reporting is required e.g. alleged child sexual abuse. Advice of Police or Department of Child Safety to be followed.
- Where an adult wishes to make a complaint through the Safe Place Process. Advice of Safe Place Committee to be followed.
- Where a matter involves unlawful behaviour and it is deemed necessary to report it to the Police. Advice of Police or Department of Child Safety to be followed.
- Where a parent, after explanation of processes and possible benefits, expressly forbids the use of RP with a child under the age of 18, following explanation of processes and possible benefits.
- Where a staff member, after discussion with the Complaints Contact Officer, chooses to follow another path to achieve resolution of a complaint.

The use of Restorative Practices MAY NOT BE RECOMMENDED

- Where the matter is a very sensitive one (e.g. sexual harassment), or involves particularly sensitive students or staff members.
- Where there is a significant disparity of power or status between parties to the conflict.
- Where considerable time has elapsed since the dispute and parties have clearly "moved on".
- Where one party has initiated legal proceedings.

The use of Restorative Practices WILL GENERALLY BE REQUIRED by the College:

- Where a student or staff member has admitted to wrongdoing or harmful behavior (intentionally or unintentionally)
- Where the College requires Restorative Practices to be used as part of disciplinary proceedings in response to alleged harmful behaviour by a student or staff member.

Restorative Approaches and Practices. Retrieved May 19 2008, from www.transformingconflict.org

Thorsborne, M., & Vinegrad, D. (2006) *Restorative Practices in Schools: Rethinking behaviour management* (3rd Ed.). Queenscliff, Victoria: Inyahead Press

(Restorative Practices, including Round Table comprise the Appendices of the Complaints and Conflict Resolution Policy and Procedures.)

EVERYONE HAS THE RIGHT TO LEARN, TO FEEL SAFE AND TO BUILD POSITIVE RELATIONSHIPS

Section 3: Outcomes of this Policy for the Junior School

At St Andrews Lutheran College we aim to ensure that:

- close and supportive communication between home and school is established to maintain and promote the expectations of the school's policy, and that parents are empowered to support the language and processes applied at school;
- a whole-school approach is provided to ensure a consistent success-oriented learning environment for students;
- students feel confident, happy and secure and experience success in a supportive environment.
- staff at St Andrews present opportunities to develop in children an attitude of responsibility for their own actions by teaching skills and decision-making processes which should enable them to participate as members of the school community;
- students are given opportunities to be heard, to express opinions and to ask questions in a nurturing environment;
- students are provided opportunities to form friendships and to learn cooperatively with others in a climate where all individuals and their property are respected.

Section 4: The Difference between External and Internal Discipline

External Discipline *is the management of student behaviour by teachers and administrators within the classroom and the wider school community. Its purpose is to educate in and enforce a code of conduct (rules and regulations and conformity to social expectations).*

External Discipline is necessary in the school environment to maintain order and thus serves the aims of education. However, such an outer imposed order can cause students to develop as "authority dependent subordinates and not as independent citizens" (Shor). Remove the authority (the context) and the person's behaviour deteriorates. External discipline also ignores the inner motivations and social conditions which generate discipline.

Internal Discipline *is the control by the student of his or her own behaviour. It includes the capacity to defer gratification in order to achieve important goals* (Scott Peck)*; to assume responsibility for one's own values, beliefs and actions and for social responsibility to community; to commit to a realistic assessment of self and others in order to improve and to maintain social, spiritual, physical and vocational balance in life.*

To develop responsible citizens for the modern world an *Influencing Behaviour within a Restorative Practices Framework Junior School Policy* must, as a priority, develop strategies to enhance the development of internal discipline.

Reference: Butler, NG: *Not Only But Also*

Section 5: Relating the Christian Message to Influencing Behaviours

It is important to use sensitivity and commonsense when relating the Christian message (of Law and/or Gospel) to student behaviour. It is also important to remember that the nature of your response may vary according to whether or not the student is an active Christian.

Some Extremes to be Avoided:

- Treating all offences, no matter how minor, as situations for confession and absolution
- Encouraging students to see God in terms of the ultimate disciplinarian to be feared and avoided e.g. "God is watching you", "God won't be happy if you do that"
- Never discussing the forgiveness and reconciliation available in Christ

Instead, it is helpful to consider categories of inappropriate behaviour which may attract a different spiritual response (Kleinig, 1973). The following are some SUGGESTIONS for the kinds of response which may be appropriate for different categories:

Five Categories of Inappropriate Behaviour:
Behaviour which is directed against:

1. GOOD ORDER: e.g. incorrect wearing of uniform, lateness to class
   Overtly Spiritual response: nil

2. COMMONSENSE: e.g. not wearing a hat in the sun
   Overtly Spiritual response: nil

3. AUTHORITY e.g. disobedience to a legitimate direction
   Overtly Spiritual response: seeking reconciliation with the offended party, possibly reminder about God's expectation that we obey authorities

4. MORALITY e.g. stealing
   Overtly Spiritual response: seeking reconciliation with the offended party, possibly reminder about the Ten Commandments, possibly encourage student to seek God's forgiveness, absolution (involve Chaplain)

5. HOLY THINGS e.g. vandalising religious object
   Overtly Spiritual response: seeking reconciliation with offended parties (eg congregation), asking forgiveness of God, absolution (refer this to Chaplain)

Note: The above refers only to spiritual responses: the misbehaviours would also most likely attract a specific consequence as outlined by the *Influencing Behaviour within a Restorative Practices Framework Junior School Policy.*.

Reference: Bartsch, M: *Why a Lutheran School*, LEA, 2001

Section 6: Relationship of the Influencing Behaviour Policy to *Attributes of Lifelong Learning*

As a basis of our curriculum, St Andrews has adopted a framework based upon five attributes of lifelong learning. We also seek to develop these attributes through our *Influencing Behaviour within a Restorative Practices Framework Junior School Policy* in the following ways:

1 Inner Learning:

We encourage students to learn to recognise and build upon their strengths and develop their God-given talents. We also encourage students to develop internal discipline (see above), to reflect upon their behaviour, recognise their weaknesses, learn from their mistakes and be self-directed in their attempts to make changes. They are guided to reflect upon their values and beliefs, and encouraged to develop a framework of values and beliefs to guide inner growth and well-being. They critically assess lifestyle choices.

> Procedures which encourage inner learning: Responsible Thinking Processes used by teachers, Time Out - reflection sheet, prayer groups

2 Collaborative Learning:

Students at St Andrews are encouraged to see themselves as contributing to a harmonious living and working environment. They learn to respect the rights and property of others, treat others as having equal worth, value others' talents, co-operate with adults and peers and resolve conflict equitably. They are encouraged to include and affirm those who are excluded or less powerful.

Through involvement in teamwork in many areas they learn to listen, to share, to take the interests and viewpoints of others into account, to air disagreements assertively but not aggressively, to help develop workable, agreed courses of action and to carry out the responsibilities of a team-member reliably.

> Procedures which encourage collaborative learning: Classroom meetings, group/team work, peer mediation, peer support, leadership activities, prayer groups, essential agreements, rules related to respecting the rights of others.

3 Community Contributor:

Students are encouraged to see themselves as participants in and contributors to the wider community. They use their time, talents, insight, resources and empathy to benefit others. They are encouraged to stand firm in the face of challenges to human rights and the common good and to find ways to address problems in the local and global community. They are encouraged not just to understand these problems but to contribute themselves to their solution.

> Procedures which encourage community contribution: Participation in Service and Charity groups and activities, prayer groups, action related to units of enquiry, PYP Learner Profiles.

4 Complex/Creative Thinker:

Students are encouraged, not just to blindly accept rules and standards, but to develop the complex thinking skills necessary to understand their own and others' behaviour, to clarify values, to negotiate rules and to solve problems creatively (those that pertain to themselves, the school and society in general). They should learn to advocate and initiate change where it is needed.

> Procedures which encourage complex/creative thinking: Responsible Thinking Process used by teachers, class meetings, leadership opportunities, PYP Learner Profiles.

5 Quality Producer:

Students are encouraged to do his or her personal best in any activity and to be committed to quality in their own personal presentation, PYP Learner Profiles, the performance of their work and their involvement in activities.

> Procedures which encourage quality production: Assessment deadlines, classroom and school rules and routines e.g. attention to uniform, punctuality

Section 7: Relational Processes for Influencing Behaviour

Listen Teach Make it better

RESTORATIVE CLASSROOM CULTURE

EFFECTIVE RELATIONSHIPS FOR LEARNING

Disruption

If unsafe behaviour / serious incident

Assess
?What
?Cause
?Who
? Purpose

Teacher Reflection: What can I change?

Level 1 Intervention
Minimal Disruption

- Selective attention
- Work on relationship
- Try something different
- Use of proximity
- Eye contact/ non-verbal cues
- Reference to Class Agreements/ IB Attitudes &

Level 2 Intervention

1. **Disruption in class** continues: Follow-up and monitoring by teacher. May include discussion with PCC
2. For **behaviour incidents outside classroom:** Yellow slip is issued by teacher and filed

- Short directions / immediate and appropriate response
- Visual/Verbal reminder of Class Agreements
- "Glasser" choices – Fun, Freedom/ Choice, Power/ Value, Belonging, Survival
- Appropriate consequences applied eg change seats, time out in class, loss of privileges or playtime

Restorative Chat
Questions – In/ out/ or after class

Classroom conference

Level 3 Intervention
For gross misbehaviours or continuation of disruptive behaviour despite prior interventions

Includes consultation with PCC

1. **Gross misbehavior outside classroom** is reported to class teacher who issues and signs a red slip.
Class teacher contacts parents
   - Red slip sent on to PCC, DH P-3 and /or HoJS
   - Red slip recorded and filed on return
2. **Continued disruptions in class** Consult with PCC who may refer on to DH P-3 and/or HoJS.
   - May also result in red slip.

Class teacher contacts parents

Process for Restoration

- Arrangements for RP processes to be implemented in collaboration with PCC and supported by DH P-3 / HoJS as required
- Student(s) engaged in Reflection / Restorative Chat or Formal Conference facilitated by appropriate staff member / PCC.
- Development of an Agreement / Action Plan for restoration
- Completed Agreement sent home with letter of explanation - Parent discussion / follow-up as appropriate
- Reflection Sheet / Agreement filed and Data entered on RP register

Meaningful Re-entry to class

Including:

- Teacher /student restorative conversation
- Firm accountability for re-entry plan
- Development of rapport/ goodwill
- Monitoring & Follow-up

RESTORATION

Code Purple Special Needs Alert

Referral to Student Services / HoJS / DH P-3

Functional analysis and behaviour redirection - with support of Student Services and in consultation with Parents.

May include short & long term strategies including:

- Classroom and /or playground monitoring
- Modified curriculum /social skills support
- Consultation with Community Services
- Support team meetings

Level 4 Intervention

Referral to HoJS / DH P-3

Development of Individual Behaviour Contract

Using restorative dialogue as appropriate

Correction Plan / Strategies for Re-entry may include:

- Restorative Conference
- Classroom conference
- Negotiated Behaviour contract
- Detention
- Internal suspension
- Parent contact
- Referral to Counsellor
- Referral / monitoring by SWAT

Exclusion

Code of Conduct applies to students with special needs but reasonable adjustments may at times be negotiated.

Appendix: Essential Agreements

At St Andrews we aim to:

1. Communicate respectfully
2. Solve Problems peacefully
3. Play safely and fairly
4. Respect and care for property, each other and the environment
5. Move sensibly and safely

Communicate Respectfully

At St Andrews we aim to:

- encourage and praise each other in a positive manner;
- use manners at all times by using words such as please, thank you and excuse me when we are trying to speak to teachers, adults or fellow students. This is showing respect;
- listen to each other carefully and follow instructions given by teachers;
- sit quietly during chapel or assembly.

The following behaviours are unacceptable:

- swearing
- bullying
- teasing
- put-downs
- telling lies
- disturbing noise during lesson time
- talking in the worship centre during Chapel and Assemblies

Solve Problems Peacefully

At St Andrews we aim to avoid resolve conflict by;

- ignoring minor inappropriate behaviour — IGNORE
- asking the person involved to stop the behaviour — CHALLENGE
- walking away from the situation
- telling the teacher on duty — REPORT

The following behaviours are unacceptable as ways of solving problems:

- threatening
- fighting
- hitting
- punching
- pushing
- spitting

Play Safely and Fairly

At St Andrews we aim to:

- play safely and fairly by considering others and protecting ourselves.
- follow the rules of playground games

The following behaviours are unacceptable :

- throwing sand, sticks, rocks and any other objects
- playing in unsafe areas:-
    - drains on asphalt
    - gardens
    - underneath classrooms
    - on rock walls
    - climbing trees
    - unsupervised classrooms

Respect and care for property, each other and the environment

At St Andrews we aim to care for other people's property and for the environment by:-

- always returning items to the owner in good condition
- using items for intended purposes. eg. Basketballs for playing basketball only.
- putting all rubbish in the bins
- picking up rubbish even if it's not our own

The following behaviours are unacceptable:

- stealing
- damaging other's belongings
- damaging school property
- misusing equipment
- littering
- walking in gardens
- harming and touching wildlife
- damaging plants/ gardens
- playing with water and taps
- wasting resources eg. water, sand, pebbles, bark and toilet paper

Move Sensibly and Safely

At St Andrews we aim to move safely around the school to protect ourselves and others by:-

- walking on concrete
- following yellow lines on steps and concrete
- walking quietly in two straight lines past other classrooms during class time

The following behaviours are unacceptable:

- running on concrete areas
- bike riding, skateboarding or rollerskating in the school grounds
- being in out-of-bounds areas
- running in undercrofts