

Student Wellbeing & Discipline Procedures

Georges River Grammar (GRG) understands that promoting student wellbeing enhances learning; the School plays a critical role in supporting each student in their own unique learning journey. Personal responsibility, respect, and a genuine partnership between the student, the family and the School are fundamental components of the School's Student Wellbeing Program – a program that aims to develop students into resilient, engaged and accomplished lifelong learners who are equipped to face the challenges of our increasingly complex world.

GRG focuses on the whole student and aims to provide opportunities that enable every student to thrive, grow and prosper. The School is committed to ensuring that every student is known, valued and has an authentic sense of belonging; essential to this is the creation of an inclusive school environment where students feel supported, safe and their voices are heard.

GRG Student Wellbeing and Discipline Procedures have been designed to ensure that students are supported cognitively, emotionally, and socially in their development of the skills needed to make valuable contributions to society. The policy recognises that students have diverse learning needs and some students may require additional support in their acquisition of the knowledge and skills that enable them to succeed. It also aims to foster a sense of personal responsibility and commitment to others, whilst establishing positive, collaborative relationships across the School community.

Underpinning the GRG Student Wellbeing and Discipline Policy are elements of positive psychology. Staff at GRG are currently training in and practising the implementation of the Berry Street Education Model (BSEM), an approach to teaching and learning that enables GRG staff to engage all students and improve students' self-regulation, growth and academic achievement. Therefore, this policy will be updated annually as the BSEM is implemented and embedded in practice over the coming years.

GRG does not use or condone the use of any disciplinary action that demeans, humiliates, or physically harms a student. Corporal punishment is prohibited in our school and will not be used in any circumstance. The School does not sanction corporal punishment of students by non-school persons. The School has also built a reputation around the ability to maintain discipline, deal with behavioural issues quickly and ensure that a supportive and productive learning environment is maintained for all members of the School community. When dealing with any discipline issues, genuine care and concern for the student are central to the management of any behaviour and restorative justice is utilised to repair and achieve outcomes for all, particularly when relationships are ruptured.

Staff employ a range of techniques to promote pro-social behaviours by modelling and explicitly teaching the standards of behaviour expected at GRG to facilitate the development of a compassionate and supportive school environment. Unconditional positive regard underpins all interactions between staff and students.

Primary School Discipline Policy

We recognise that the School plays an important role in assisting children become responsible citizens with a commitment to personal, peer and community wellbeing. The School also has the responsibility to help equip students with the skills and confidence needed to make valuable contributions to society. Consequently, the School's rules, expectations and responsibilities reflect the themes of:

- valuing self
- valuing others
- engaging in community, and,
- staying safe.

We consider the above to be essential life skills.

Student Wellbeing in the Primary School is based on the understanding that by reinforcing appropriate behaviour, we are modelling and teaching the standards of behaviour expected, as well as encouraging intrinsically motivated positive behaviours. GRG staff show commitment to this understanding by facilitating the development of a caring and supportive school environment. This ideology is supported by the Primary School Merit System, which has been developed to encourage positive interactions and acknowledge positive behaviour.

Primary School Merit System Award Criteria

Blue stamps are awarded to students demonstrating positive behaviours in the classroom, playground or during School activities.

Blue stamps may be awarded to any student by any member of staff at any time of the School day:

- A Bronze Certificate is awarded when 10 Blue Stamps are redeemed
- A Silver Certificate is awarded when a further 20 Blue Stamps are redeemed
- A Gold Certificate is awarded when a further 30 Blue Stamps are redeemed.

It is the responsibility of each child to keep track of their Blue stamps in their Student Organiser and present them to their class teacher when they are entitled to a certificate. This system begins and ends with each academic year. Blue stamps that are not redeemed cannot be transferred to the next academic year.

There are pages to record Blue stamps in the Student Organiser.

Primary School Expectations

To ensure that the School is a safe and happy place, and to encourage a sense of personal and communal responsibility, there are four basic School Expectations that are applicable to all school-related situations.

We are respectful

We are learners

We are safe

We are caring

In order to encourage positive behaviour and nurture resilience, GRG School Expectations are displayed throughout the School. We recognise that when we value others, we treat them fairly and with respect; not only does this help students achieve, but is also allows each individual work, play, and learn in a friendly, safe and supportive environment.

How to be a Positive Behaviour Champion

We Are Respectful	We Are a Community of Learners	We Are Safe	We Are Caring
We are respectful when we follow directions	We are learners when we are doing NED	We are safe when we are sun safe	We are caring when we help others
We are respectful when we take turns	We are learners when we are being peaceful	We are safe when we are in the right place at the right time	We are caring when we are global citizens
We are respectful when we touch our own property, and the property of others with their permission	We are learners when we do things for ourselves	We are safe when we use and store equipment safely	We are caring when we include others.
We are respectful when we look after our environment	We are learners when we use strategies to prepare ourselves for learning.	We are safe when we are hands off others	
We are respectful when we speak in a peaceful tone.		We are safe when we are hygienic.	

Consequences for Unacceptable Behaviour

Students demonstrating unacceptable behaviour may receive a detention, which involves time out of the playground in supervised conditions at lunchtime. Parents are informed of decisions in writing. Afterschool detentions may also be given if they display more serious negative behaviours.

Where an offence is deemed severe, the Head of Primary may issue a suspension (internal or external). In extreme cases, the Principal may choose to expel a student.

Primary School Discipline Level System

The Discipline Policy at Georges River Grammar seeks to promote positive behaviour within the School, establish appropriate standards of behaviour and to reinforce the role of the student in taking responsibility for their own behaviour and actions. Students demonstrating unacceptable behaviour may receive consequences for their action, as detailed below.

Intensity of Behaviour	Examples of Conduct	Who will investigate and manage?	Suggested actions/consequences	Who will be informed?
Level 1 Behaviour (Yellow)	<p>Low level behaviour (one-off or minor incidents) that cause minor disruptions to learning or distress to another student:</p> <ul style="list-style-type: none"> Minor rudeness to peers e.g. name calling Excluding others from a game Deliberate interference in learning or play Refusing to participate in lessons or follow instructions Minor swearing or rudeness Minor physical altercation e.g. a small push Acting in a manner that potentially causes harm to another student 	Supervising teacher (Classroom teacher or playground duty teacher)	<p>1. Provide an opportunity for the student to de-escalate</p> <p>2. Implement a restorative process. The conversation should include questions such as:</p> <ul style="list-style-type: none"> What have you done? What could you do differently next time? How can you repair the situation? What do you think is a fair outcome? 	Class teacher
Level 2 Behaviour (Purple)	<p>Repeated incidents of low level behaviour or behaviour that is disruptive or unsafe and causes distress to another student:</p> <ul style="list-style-type: none"> Rudeness to a teacher or repeated rudeness to another student Repeated disruption to classroom learning Threatening harm to another student Making contact with another student that is intimidating or threatening Deliberate use of words to cause emotional distress Prompting others to exclude an individual from a play Fostering ill-feeling towards another student Misuse of technology (mild to moderate) Repeated instances of Level 1 behaviour 	Supervising teacher (Class teacher or playground duty teacher)	<p>1. Provide an opportunity for the student to de-escalate</p> <p>2. Implement a restorative process. The conversation should include questions such as:</p> <ul style="list-style-type: none"> What have you done? What could you do differently next time? How can you repair the situation? What do you think is a fair outcome? <p>The cycle of actions and consequences should be made in consultation with the student and in the context of their specific actions.</p> <p>Some examples of Level 2 consequences may include:</p> <ul style="list-style-type: none"> Time off the playground Time away from the regular class (in the classroom of a Stage Coordinator or other teacher) 	Class teacher Stage Coordinator
Level 3 Behaviour (Orange)	<p>Repeated incidents of unsafe behaviour, or behaviour that is significantly disruptive to learning and/or causes more lasting distress to another student:</p> <ul style="list-style-type: none"> Deliberately causing harm to another student, resulting in injury Acting in a manner that risks harm to another student, leading to subsequent contact with a student or minor property damage 	Stage Coordinator	<p>1. Provide an opportunity for the student to de-escalate</p> <p>2. Implement a restorative process. The conversation should include questions such as:</p> <ul style="list-style-type: none"> What have you done? What could you do differently next time? How can you repair the situation? 	Parents Classroom teacher Stage Coordinator Director of Student Wellbeing

	<ul style="list-style-type: none"> • Wilful damage to property • Displaying poor behaviour on public transport • Misuse of technology (deliberate and anti-social) • Theft 		<ul style="list-style-type: none"> • What do you think is a fair outcome? <p>The cycle of actions and consequences should be made in consultation with the student and in the context of their specific actions.</p> <p>Some examples of appropriate Level 3 consequences may include:</p> <ul style="list-style-type: none"> • For playground incidents, additional days off the playground • For classroom incidents, 1-day internal suspension 	(for possible referral)
Level 4 Behaviour (Green)	<p>On-going behaviour that is impacting significantly on the learning or sense of safety of other students or staff:</p> <ul style="list-style-type: none"> • Repeated incidents of Level 3 behaviour • Behaviour that results in significant injury to another student • Significant misuse of technology 	<p>Head of Primary</p> <p>Director of Student Wellbeing</p> <p>Deputy Principal</p>	<p>Ensure all students and staff are safe. Evacuate, as necessary.</p> <ol style="list-style-type: none"> 1. Provide an opportunity for the student to de-escalate 2. Implement a restorative process. The conversation should include questions such as: <ul style="list-style-type: none"> • What have you done? • What could you do differently next time? • How can you repair the situation? • What do you think is a fair outcome? <p>The cycle of actions and consequences should be made in consultation with the student and in the context of their specific actions.</p> <p>Some examples of appropriate Level 4 consequences may include:</p> <ul style="list-style-type: none"> • withdrawal from regular school activities • internal or external suspension <p>Expulsion is considered by the Principal at this stage.</p>	<p>Parents</p> <p>Classroom teacher</p> <p>Stage Coordinator</p> <p>Head of Primary</p> <p>Director of Student Wellbeing</p> <p>Deputy Principal</p> <p>Principal</p>

Georges River Grammar reserves the right to circumvent some or all of the levels outlined above at the discretion of the Principal.

Secondary School Discipline Policy

In the Secondary School, students are provided with strategies which enable them to take a proactive approach when dealing with the issues they will inevitably face; fostering a sense of belonging is vital in ensuring that every students' needs are met. Under the direction of the GRG Student Wellbeing Team, students are equipped with the tools required to flourish emotionally, academically, mentally and spiritually.

The Secondary School's Discipline Policy is underpinned by the following rights and responsibilities.

All **students** have the right to:

- learn in a safe and secure environment
- study, work and pursue school-based activities in pleasant, well-kept surroundings
- feel proud in their school uniform
- be supported to solve their own problems
- be supported to manage their own behaviour, and,
- have their personal belongings treated with respect and care.

All **staff** have the right to:

- work in a safe and secure environment
- contribute to ongoing learning, practice pedagogy and school-based activities
- contribute to upholding pleasant and well-kept surroundings
- find fulfilment in their vocation of teaching, and,
- feel proud and supported to work at GRG.

All members of the school community have the right to:

- be treated with dignity and respect
- conduct their duties in a safe and secure environment, and,
- be communicated with respect and receive respectful communication.

As a result of the rights outlined above, **students** have the following responsibilities:

- to respect the Anglican ethos and values of GRG
- to contribute to the creation of a positive learning environment
- to behave in an appropriate way
- to interact positively with all members of the School community
- to take pride in their appearance, including personal grooming, in accordance with the School's policies and procedures
- to respect the property of others
- to use ICT facilities appropriately, and,
- to ensure that GRG is a smoke-free environment, where smoking, alcohol and drug-use is prohibited.

Secondary School Merit System

Students are given positive reinforcement through the day whenever they have done something to improve themselves or assist others. Students may earn Academic and School Merit points for achieving a Personal Best (PB) in learning and for showing School spirit. Staff members, by placing a stamp in the Student Organiser, distribute these points to students. The Head of Year keeps a tally of these stamps. These merit points are accumulated across the Stage.

Academic merit and demerit stamps are issued by classroom teachers and placed in the Student Organiser. Merit points must be unsolicited by the students (i.e. students may not request one from a teacher). Academic merits recognise improving academic standards, while demerits highlight areas of concern. If a student receives three academic demerits in a 5-day period, they are placed on an afternoon detention. If a student receives two afternoon detentions in a term, they will be issued a Saturday morning detention.

Academic personal bests (PBs) are worth 3 points. They may be awarded for maintaining or improving standards in the following areas:

- class work
- homework, and,
- assessment tasks and/or examinations.

School Personal Bests (PBs) are worth 1 point. They may be awarded for maintaining or improving standards in the following areas:

- conduct
- homework and/or assessment tasks
- personal presentation
- school or community service, and,
- uniform and/or personal grooming.

Secondary School Merit Levels and Reward Program

Level	Description	Recognition
Platinum	Student has earned 100 Merit Points	Students are given a reward day (e.g. beach trip, special excursion, etc.) in Term 4. Recorded for student reference and profile.
Gold	Student has earned 75 Merit Points	Student receives a Gold Merit Certificate and a letter from Head of Secondary School.

Silver	Student has earned 50 Merit Points	Student receives a Silver Merit Certificate.
Bronze	Student has earned 25 Merit Points	Student receives a Bronze Merit Certificate.

Secondary School Behaviour Policy

The Discipline Policy at Georges River Grammar seeks to promote positive behaviour within the School, establish appropriate standards of behaviour and to reinforce the role of the student in taking responsibility for their own behaviour and actions. Students demonstrating unacceptable behaviour may receive consequences for their action, as detailed below.

Level	Description	Documentation	Duration	Consequence	Staff
Pre-referral	Inappropriate or unsuitable behaviour within the classroom context is managed by the classroom teacher through behaviour modification strategies	Behaviour of student and action taken by teacher is documented in the Student Organiser	Time given for student to modify their behaviour	Student spoken to; moved to different position; other suitable consequence. Parents informed via Student Organiser if initial poor behaviour does not change	Classroom Teacher
Level 1 Yellow	After management, strategies are exhausted, and after consultation with the HOD, the classroom teacher issues a Level 1 Card and both the teacher and the HOD monitor the student. Discipline Cards will describe problem behaviour/s and suggest strategies for the student to overcome their problem.	Class teacher monitors behaviour on Level 1 Card (Yellow) for the subject. A record is made in the Student Organiser that student is on Level 1. The HOD makes a record on PC School	6 lessons	The student must follow all directions on the card and see teacher in their own time to discuss progress. Teacher counsels student. Failure to bring card results in Afternoon Detention	Classroom Teacher
Level 2 Purple	Failure to modify behaviour on Level 1, through consultations with the HOD, or Student Wellbeing coordinator. Student who was previously on this level has begun to repeat	Head of Department/ Head of Year monitors behaviour on a Discipline Level 2 Card (Purple) for the subject. Head of Department makes a record	2 weeks	Failure to adhere to agreed standards of behaviour results in immediate move to Level 3. Student is counselled by Head of Department/Student Wellbeing	Head of Department Head of Year

	problem behaviours within 4 weeks Serious behaviour such as challenging teachers or constant disruption of class	on departmental files.		Coordinator/Head of Secondary School. Student receives After School Detention. Student is withdrawn from class and placed into the Head of Department's class if necessary.	
Level 3 Orange	Failure to modify behaviour on Level 2 issued by Head of Department and Head of Year. Student who was previously on this level and has begun to repeat problem behaviours within 4 weeks Serious misbehaviour such as extreme insolence, physical abuse, serious bullying, significant ICT breach, damage to school property	Head of Secondary School monitors behaviour on an Orange Card for all subjects. Parental interview Head of Secondary School makes a record on student file.	As required	Not permitted to represent School Student counselled by selected member of the School community. If applicable professional behaviour counselling may be offered. Student receives a Saturday Detention.	Head of Secondary School
Level 4 Green	Failure to modify behaviour on Level 3 issued by Head of Secondary School. Physical violence to another student. Significant ICT breach Severe damage to School property	Warning letter of possible loss of enrolment if behaviour continues Parental interview.	As required	Internal Suspension External Suspension Probation on return	Deputy Principal Head of Secondary School
	Continued failure to change behaviour.	Parental interview		Expulsion	Principal

Georges River Grammar reserves the right to circumvent some or all of the levels outlined above at the discretion of the Principal.

Behaviour Procedure

1. Classroom Teacher/Playground Supervising Teacher

The classroom teacher takes appropriate action. This action is recorded as a note in the Student Organiser. A running record of strategies employed may also be recorded. Serious offences should be referred directly to the Head of

Department or Head of Secondary School. Isolating a student outside of a classroom in an unsupervised situation should be avoided.

2. Referral to Head of Department/Head of Year

If the negative behaviour persists, the student is to be referred to the Head of Department/Head of Year. The Head of Department/Head of Year will interview the student and mediate between the classroom teacher and the student to establish conditions of the student's return to class. At this stage, the teacher after consultation with the Head of Department/Head of Year may decide that placing the student on Discipline Level 1 or 2 is necessary. If this takes place, the Head of Department must inform the Head of Year. If a student placed on Discipline Level 1 fails to show improvement in their behaviour, the Head of Department may then place the student on Discipline Level 2.

3. Referral to the Head of Secondary School

Failure to meet behavioural standards on Discipline Level 2 will result in referral to the Head of Secondary School by the Head of Department or Head of Year, together with all appropriate documentation of action taken in the Behaviour Notes on PC School. At this stage, the Head of Secondary School may decide that placing the student on Discipline Level 3 or 4 is necessary. Saturday detentions are authorised through the Head of Secondary School. Parent discussions are recorded.

4. Uniform/Playground/Sport Issues

Student referred to Head of Sport (Sport) or Head of Year (Playground/Uniform).

5. At no time should any person not on the teaching staff of the school, or without explicit permission from the Principal, involve themselves in the behaviour management of any child. This is particularly important in the case of external providers.
6. All staff must record behaviours in Student Organiser and on PC School.

Principles of Procedural Fairness

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations, and,

- know how to seek a review of the decision made in response to the allegations

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision making, and,
- an absence of bias by a decision-maker.

The review mechanism adds to the fairness of the process and offers a check in case there is a perception of a "conflict of interest."

Notes on Student Behaviour

1. Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to behaviour management.
3. The behaviour management procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. **In relation to all matters to be investigated, the student will be informed of the nature of the allegation and given an opportunity to respond to the allegations.** In some instances, such as alleged incidences of bullying, it may be appropriate for the Head of Secondary School to facilitate a restorative meeting between students to resolve conflicts between students.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour may result in suspension or expulsion.
5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:
 - a. informed of the alleged infringement;
 - b. informed as to who will make the decision on the penalty
 - c. informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations, and,
 - d. afforded a right of review or appeal.
6. The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view. The student (and parent/s) will be advised that if they wish this preliminary decision to be reviewed they may

make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

7. If an offence is of a serious nature, the Principal may decide for the incident to be dealt with independently of the discipline levels. Examples of this may include bullying, theft, serious misuse of technology, assault and harassment.
8. The committee appointed for the appeal to be heard is to be comprised of three staff not directly associated with the discipline matter that led to the suspension/expulsion. They may include Deputy Principal, Head of Secondary School, Director of Student Wellbeing, Head of Year and/or Head of Department.
9. It is not the policy of Georges River Grammar to make submissions to other schools that recommends that a student who has been asked to leave the school or who has been expelled, be excluded from enrolling at another school. Where feasible, the Principal will actively seek to ensure the student is placed in another school.

Detentions

Students who are placed on After School Detention are directly supervised in a classroom by a teacher. No student is to be detained after school unless the parents have been given at least one day's notice. This written notice will detail the nature of the infringement of school rules and the exact time of dismissal. No student shall be detained at the morning recess, or first half of lunch, nor should they be detained in a classroom unless a teacher is present.

When a student is given an afternoon detention, a 'Detention Notification' form will be filled in. It will then be signed by the Head of Secondary School and sent home with the student to be signed by a parent/caregiver prior to the student attending the detention.

As a general rule, detentions may be issued for the following breaches:

Afternoon Detention	Saturday Detention	Suspension
<ul style="list-style-type: none"> Uniform Breach Non-submission of Assessment Task Regular lateness to School Playground misdemeanour 	<ul style="list-style-type: none"> Failure to present for Afternoon Detention without reasonable explanation Harassment/Bullying Truancy (including fractional truancy) 	<ul style="list-style-type: none"> Serious breach of Discipline Policy of School Rules Public display of anti-school sentiment Consumption of illicit substances

<ul style="list-style-type: none"> • Unauthorised use of technology • Chewing gum • Ongoing behavioural issues e.g. being disrespectful • Progressing to Behaviour Level 2 • Removal of filtering technology from device 	<ul style="list-style-type: none"> • Misconduct on public transport, school excursion or event • Defacing or wilful damage to school property • Inappropriate use of technology • Progressing to Behaviour Level 3 	<ul style="list-style-type: none"> • Serious damage to school property • Found in possession of restricted item at school • Progressing to Behaviour Level 4
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The following items are restricted and must not be brought to School:

- large amount of money
- illicit substances
- aerosol spray cans/ aerosol deodorants
- metal rulers
- weapons of any kind
- chewing gum
- infrared hand controllers or laser pointers
- inappropriate printed material
- collectible cards

If unacceptable items, including those listed above, are brought to School, they will be confiscated for a nominated time and only returned to a parent/caregiver.

General School Rules

1. Students are expected to be punctual in their attendance at School and to attend all timetabled classes.
2. Students are expected to move between classes and activities quietly and quickly. Students not ready to begin work on time may be required to obtain a late note and may be deemed to be truanting.
3. Out of Bounds Areas must be observed.
4. Students must not enter a classroom without the permission of a member of staff. A class arriving at a classroom before the teacher must line up quietly outside the room until the teacher arrives. On entry, students must stand until seated by the teacher.

5. At all times, students are to behave in an appropriate manner. Rooms are to be left in a tidy state, with furniture arranged according to the seating diagram. Bags are to be stored in student lockers.
6. Personal property is to be clearly marked with the owner's name. Stealing will not be tolerated. The School will not be responsible for loss or damage to personal property, including electronic devices.
7. The School's premises are to be kept in a tidy condition. Students will be required to clean up their own litter at the end of each recess and lunch time.
8. Students must not leave the School's premises without the permission of the Head of Secondary School. This rule applies from the moment students arrive at school. Permission to leave school will generally only be given on presentation of a note from parents. The request note must be presented at the School Office before 8.25 am for those leaving early. An 'Early Leaver' pass will be issued to leave at the appropriate time. This pass must be kept by the student until they arrive home that evening. (Secondary Students only)
9. Students must not bring dangerous implements or illicit substances to school. Students found in possession of such substances or implements can expect the authorities to be informed. Smoking or drinking of alcohol is prohibited. Prescription drugs will be administered by the School Nurse or their delegate. Some Secondary students will be given permission by the administration staff to self-administer these medications once they have been authorised by their parent/caregiver and shown to administration staff.
10. Chewing gum must not be consumed at School.
11. Students must wear their uniform appropriately and personal grooming must be according to School expectations.
12. The use of mobile phones is prohibited at School and phones should be switched off during school hours. The School does not accept responsibility for lost, stolen or damaged mobile phones. Improper use will result in the phone being confiscated (see 'Mobile Phone Policy' in Student Organiser).
13. Any student found interfering with or improperly using a fire extinguisher or other safety equipment, will be required to pay the cost of having the equipment serviced. Similarly, wilful damage to school property will result in charges to the account of the student responsible and may result in disciplinary action.
14. At all times students are expected to behave with decorum and consideration. When speaking to adults, proper forms of address must be used. If travelling on public transport, the rules pertaining to such travel are to be strictly observed.