Student Wellbeing, Behaviour & Engagement Policy

Annesley Junior School

Dare to Become

Policy Statement

This policy describes Annesley Junior School's practices for student wellbeing, behaviour and engagement to ensure that all students and members of our school community understand:

- Our commitment to providing a safe and supportive learning environment for students.
- Expectations for positive student behaviour.
- Support available to students and families.
- Our school policies and procedures for supporting student behaviour development
- Our school's policies and procedures for responding to student behaviours of concern

Annesley Junior School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential when they feel valued, happy, healthy and safe and that a culture of unconditional positive regard helps to engage students and support them in their learning. Annesley Junior School acknowledges that student wellbeing and student learning outcomes are closely linked. The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

Supporting children at Annesley

Challenging, complex and unsafe behaviours (behaviours of concern) are an indicator that children need support to be included in learning environments. Research indicates that most children can behave in safe, respectful and inclusive ways, while a small number engage in challenging behaviours. Complex and challenging behaviours involve a small proportion of children in learning environments. It is important to note that children's engagement in behaviours of concern can change over time with the relationship between a child and a caring adult being the fundamental basis of all behaviour support. Children are most likely to behave in positive, inclusive and respectful ways when they are supported by caring adults who model behaviour and who teach, guide and support the child to do the same.

Guiding Principles

- All members of the Annesley community are welcomed, accepted and treated equitably and with respect, regardless of their background or personal attributes, so that they can participate, achieve and thrive at school.
- We accept that students may make mistakes in their learning and behaviour. We believe that mistakes are a learning opportunity and so as we would correct a student with their learning, we also address and correct behavioural mistakes with a range of strategies and systems.
- Both the Australian Curriculum and the IB PYP provide comprehensive frameworks that support students in developing positive behaviours. They emphasize social and emotional learning, ethical understanding, and intercultural competence, while promoting student agency and a love of learning. By integrating these elements into our educational practices, Annesley Junior School creates nurturing environments that foster responsible, respectful, and well-rounded individuals.
- We recognise that student behaviour encompasses a range of behaviours, from positive and respectful to challenging and high-risk. Strategies and interventions to support children and young people's positive behaviour development, reflect Annesley Junior School's commitment to the development of quality relationships within the school community. Exclusionary responses are used as a last resort. All behaviours of concern will receive a response which will be equitable and reflect the child's needs and what is required to support positive, respectful behaviour in the future.

Behaviour Development responses reflect the following principles;

- Behaviour serves a purpose, known as a function of behaviour. Students often behave in ways which are to them meaningful and purposeful, based on their perceptions of the best ways to meet their particular needs in a situation or context. Annesley Junior School's behaviour interventions will build on a child or young person's strengths to support them to meet the purpose in a safe and respectful way.
- All individuals and groups within our school are valued and treated with respect. We acknowledge that behaviour arises within the context of a child or young person's development, their environment, their family experiences and social settings. Behaviour interventions will recognise and seek to influence and support the social, family and environmental factors around the child or young person.

- Behaviour is learnt over time. Children will be supported to learn and practise new positive behaviours over time.
- Parents, caregivers, family members, community members, peers and professionals play an important role in modelling and supporting positive behaviour to create a safe, caring, orderly and productive school community and are key partners in supporting students with positive behavioural change.

School Ethos

The objective of Annesley Junior School's Student Wellbeing, Behaviour and Engagement Policy is to establish a safe and positive learning community which increases student responsibility and student learning.

At Annesley we believe that the early and primary years are the most formative. We are focused on each child's 'education experience' in the here and the now, celebrating their age and their stage of development and their unique skills and passions. We understand that all learning is a journey. We encourage students to explore beyond their comfort zones in a safe, supportive learning community, allowing them to adapt and evolve as resilient human beings, preparing them for a lifetime of learning no matter who they choose to become.

Annesley Junior School believes that this is best achieved through the development of a sense of belonging to the school where students feel actively engaged to make an impact as learners. This sense of belonging is proactively supported through the day-to-day interactions, planned and incidental teaching using the IB Framework, Australian Curriculum, Child Protection Curriculum, Experiential Learning experiences and Religion and Values Education (RAVE), as well as through school structures and events.

Roles and Responsibilities

The Australian Student Wellbeing Framework identifies the importance of staff, students and families cultivating a shared understanding of positive behaviour and how this supports student wellbeing and engagement of learning.

We each have a role to play in making sure that Annesley is safe, positive and an inclusive environment. This involves addressing behaviours of concern when they occur and supporting those involved and affected by these behaviours.

In addition to the responsibilities outlined in this policy below, it is important to recognise that supporting positive behaviour requires a partnership between Annesley staff, parents, families and children.

Annesley staff have a key role in creating and maintaining supportive and safe learning environments and will;

- Model and promote behaviour that values diversity, demonstrates respect for inclusion of all children, promoting a culture of unconditional positive regard
- Engage and build positive working relationships with individuals and groups through the explicit teaching of social skills, strategies to be ready to learn, conflict resolution, the core values of Annesley Junior School and safe and inclusive behaviours
- Participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour incidents
- Work with parents, families, allied health professionals and the community to support children affected by behaviours of concern. This may include recovery from harm, restorative practices and supporting children to develop positive, social relationships, considering the student's age and stage of development
- Work in partnership with parents and carers to enhance the learning outcomes and support the wellbeing and behaviour of students
- Communicate high expectations for the learning, achievement and behaviour of all students through the development of expectations in line with the school essential agreements
- Respond to behaviours of concerns consistently, using appropriate strategies, documenting and reporting behaviours of concern that are impacting the learning environment including bullying and harassment, or violent behaviour in line with school processes
- Support students to be physically and psychologically safe as well as staff being aware of their own wellbeing and seeking appropriate support when required

Parents and families are their children's first and ongoing teachers. Parents and families shape and support their children's positive behaviour when they:

- Work in partnership with the school to enhance the learning outcomes and support the wellbeing and behaviour development of students
- Model and promote safe, respectful and inclusive relationships with their own children, other children, other parents or carers and school staff, including monitoring and supervising children's online social interactions
- Talk to their children about behaviours including unsafe behaviours and behaviours of concern to help them understand the impact of their behaviour on others and how to change their behaviour
- Communicate about any concerns regarding their own child's wellbeing, behaviour and engagement to the class teacher in the first instance (following school grievance procedures)

- Work in partnership with the school to resolve concerns about behaviour when incidents occur, including discussing ideas as soon as possible in line with school procedures
- Consider recommendations and engage in specialist support through Allied Health Professionals
- Support their child's best interest to continue to attend school while a behaviour issue is being resolved
- Contribute positively to behaviour, health, academic and other personalised support plans that relate to their own child
- Respect the school's responsibility to the privacy and confidentiality of other children

All students can contribute to creating a safe and supportive school environment when they;

- Participate fully in their learning, being aware of and using strategies that support them to be ready to learn
- Treat others in a way that enables them to be able to learn and feel a sense of inclusiveness and belonging as outlined in essential agreements
- Discuss expectations of behaviour that demonstrate respect for themselves, their peers, Annesley staff and members of the Annesley Junior School community
- Ensure their verbal, physical and online interactions demonstrate safety and respect for themselves, their peers, Annesley staff and members of the community
- Are inclusive and celebrate difference with their words and actions
- Support their friends to behave in safe, respectful and inclusive ways and speak up when they see behaviours of concern in person or online including by seeking help from trusted adults
- Take responsibility for their own behaviour including admitting to mistakes, repairing harm and engaging in conversations to support them to learn from their mistakes (including logical, agreed consequences) and make changes in their behaviour

Behavioural expectations

Explicit behavioural expectations have been outlined in Annesley Junior School's Code of conduct. Annesley Junior School recognises the importance of clearly articulating and communicating the Code of Conduct to the whole school community

Student Wellbeing Behaviour and Engagement approaches

Annesley Junior School recognises that all students need support in varying degrees to realise their strengths and passions. The Annesley Junior School community is committed to the development of positive relationships to ensure a positive and productive learning environment for all. Annesley Junior School uses a range of strategies to promote student wellbeing, student engagement, positive behaviour, an inclusive and safe environment and respectful relationships for all students in our school. We recognise the importance of student friendships and buddies in helping students feel a sense of belonging.

We acknowledge that students may need extra social, emotional or educational support at school and that needs of students will change over time as they grow and learn. Proactive approaches are taken to support student development to promote positive behaviour, mental wellbeing and inclusion for all students. Annesley Junior School recognises their role in supporting students to develop self and social awareness and management to engage with the Annesley community actively and positively. It is recognised that things can go wrong and so Annesley Junior School has strategies in place to prevent, intervene and respond to support all children to develop, grow and be safe at school.

AJS employs a multi-tiered structure of support incorporating

Tier 1
Whole school approaches to promote positive behaviour, mental wellbeing and inclusion for all students

Tier 2
Targeted intervention (cohort/year/group specific)

Tier 3
Individual intervention (student specific)

The below table outlines the strategies used at each level and identifies whether this strategy is proactive (prevention) or responsive (intervention).

Tier & Reason	Strategy or program	Details	Coordinator	Documentation/ communication
Tier 1 Prevention	Welcome Circles	Welcome Circles are conducted daily in classrooms and involve reviewing key values and determine daily expectations focus that align with essential agreement. The structure for Welcome Circle is as follows; • Greeting • Values • Expectations • Announcements • Positive Primer • What went well	All staff	Included in teacher Planning and expectations shared through class communication weekly updates, term planning and as needed.
Tier 1 Prevention	Brain Breaks	Brain breaks are used in lessons to enable students to reset and refocus. Brain breaks can be to boost student energy or to calm student energy. Teachers identify the best brain break for eachsituation.	All staff	Included in teacher planning and shared with families at different points using Anney/Seesaw.
Tier 1 Prevention	High quality Teaching and learning	High quality teaching and learning, promoting positive behaviour and social skills referring to Personal and Social Capability in Australian Curriculum and using well being informed practices. This includes the teaching of emotions and how to use strategies to be Ready to Learn.	All staff	Included in teacher planning and shared with families at different points using Anney/Seesaw.
Tier 1 Prevention	Active supervision	During break times staff actively supervise students. Active supervision is made up of 3 components. • Moving (actively moving around their duty area), • Scanning (actively scanning their duty area while moving) • Interacting (supervising staff should be questioning, supporting, encouraging, responding and correcting student's out on play)	All staff	Supervision roster. Interactions reported to class teacher as required.
Tier 1 Early intervention	Affective statements	Affective language is used widely to address low level behaviours. Affective language tells the listener how the person feels and why the behaviour makes them feel that way. The focus of affective statements are to role model the appropriate expressionof emotions.	All staff	Anecdotal notes could be documented on Anney.

Tier & Reason	Strategy or program	Details	Coordinator	Documentation/ communication
Tier 1 Early intervention	Affective interactions	A 1 on 1 response taken to address inappropriate behaviour choices and redirect student. These interactions use affective questioning and should not take any longer than 2 -3 mins. The triage conversation is used in this interaction with the following questions and statement: An agreed relevant consequence for repeated behaviour is made and documented for future reference.	All staff	Communication to parents by teacher and documented on Anney.
Tier 1 Intervention	Behaviour Assistance Team	To ensure positive relationships between teachers and students, staff can call the Behaviour Assistance Team (BAT) to release teachersto support affective Interactions or small impromptu conferences particularly if the interaction/conference is taking a bit longer. The Behaviour Assistance Team can also support students to enact their ready to learn plans using the Base De Balance or other strategies outside of the of the learning environment. Teachers can use the when to call BAT team document to guide their decision to call.	All staff and wellbeing team	Teacher who called for Behaviour Assistance Team to document on Anney and communicate with parents via email and cc member of Behaviour Assistance Team in email.
Tier 1 Early intervention	Small impromptu conference	This is a response taken to address problems between and amongst small groups. These interactions use affective questioning and should take no longer than 8 to 10 mins using the following questions to guide the process; • What happened? • What were you thinking/feeling at the time? • Who has been affected and/or harmed? In what way? • What needs to happen? • What would you do differently next time? An agreed relevant consequence for repeated behaviour is made and documented for future reference	All staff	Communication to parents by teacher and documented on Anney.
Tier 2 Early intervention	Targeted Learning program	A learning program that focuses on repeated behaviours is developed. Support for the development of this program is sought from the wellbeing team.	Teachers and wellbeing team	Teachers to communicate with wellbeing team requirements and communicate with families about learning program via class communication.
Tier 2 Targeted Intervention	Formal conference	A formal conference uses the same restorative questions but as this is for more serious behaviours and/or ongoing problems more time will need to be given and an informal agreement needs to be made with all parties about next steps including a time to follow up. Teachers may call the BAT team to release them to facilitate this conference.	Teachers and wellbeing team	Documented on Anney and agreement shared with families by person who facilitated conference.

Tier & Reason	Strategy or program	Details	Coordinator	Documentation/ communication
Tier 3 Targeted intervention	Learning and support	The Personalised Learning Teamwork work with teachers, students and families to support those students who require personalised learning and support the development of learning goals.	Personalised Learning Coordinator	PLP developed on Anney and shared with families.
Tier 3 Targeted intervention	Ready to Learn Agreement	This is an agreement between teacher and student that outlines one specific behaviour that needs to be the focus. This agreement outlines the goal and a 'reward' to acknowledge the student's progress towards the goal. It should also outline an agreed process (consequence) for both the student and teacher about what happens if the student does not work towards the goal	Teacher with wellbeing team case manager	Ready to Learn Agreement uploaded on Anney. Agreement shared with Parents.
Tier 3 Targeted Intervention	Wellbeing Team support	The role of the Wellbeing Team is to support, guide and nurture student wellbeing across the school cohort in the classroom and the playground. A teacher concern needs to be raised with the Wellbeing Team via email if behaviour is impacting the learning of the student and others. The wellbeing team meets weekly and will determine a case manager from the team to liaise with parents, carers, teachers and external support where needed.	Wellbeing Team	Teacher concern documented on AnneyParent meetings documented on Anney.
Tier 3 Targeted intervention	Care and Safety Plan	Students identified as needing support to feel safe and comfortable as a result of an incident or a number of incidents that have had a significant impact. This can also be developed as a result of a parent concern regarding their child's wellbeing/safety being raised.	Teacher with wellbeing team case manager	Documented on Anney. Parents to be informed of processes put in place On Care and Safety plan.
Tier 3 Targeted intervention	Individual Behaviour Plan	Students identified as needing ongoing individual support with behaviour issues are supported with an individual plan targeted at their specific needs. This requires regular review meetings with parents.	Director of Primary and class teacher	Documented on Anney Review meetings documented in comments.

The Support Pathways document (Appendix A) has been developed to summarise the above processes. This is to be displayed in classrooms and unpacked with students so that they understand the pathways of support that are in place. The how we make consequences relevant document has been developed (Appendix B) to outline the appropriate use of consequences at Annesley.

Exclusionary processes

As education is compulsory for children between the ages of 6 and 16, all children have the right to access education and responses that exclude children from participation in school, for example suspension, take home or being excluded from camps or other activities are considered exclusionary and will be used if the student's behaviour is of a serious nature.

Student Behaviour of a Serious Nature

Student behaviour of a serious nature may be activity or behaviour of a student which:

- Seriously undermines the ethos of the school; and/or
- Consistently and deliberately fails to comply with any lawful order of a Principal or teacher; and/or
- Is offensive or dangerous to the physical or emotional health of themselves or any student or staff member; and/or
- Consistently and deliberately interferes with the educational opportunities of themselves and other students.

Some behaviours of a serious nature are criminal offences. This includes criminal damage to property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, or sexual assault. This list is indicative only and not all-inclusive. If the Principal determines that a serious offence of a criminal nature has occurred, the welfare needs of the offending student(s) will be paramount. The incident will be reported to the police if it is a criminal offence.

When it is judged by Annesley Junior School that a student has engaged in behaviour of a serious nature within the school community, the school may consider establishing a Behaviour Support Group. The Behaviour Support Group may undertake the following actions:

- Consider the behaviour of the student and the implications for the student and the school community;

- Consider the personal and social needs of the student, and how they may best be responded to;
- Determine what behaviour support action within the school's stated process is most appropriate;
- Identify strategies to assist the student, following successful behaviour support, to re-establish his/her place satisfactorily in the school community;
- Identify relevant and appropriate communication strategies to inform members of the school community;
- Ensure the decisions of the Behaviour Support Group are implemented; and
- Access any relevant agencies to provide support.

In-school Withdrawal

Withdrawal from class and/or other school activities, where judged necessary as a behaviour support process, is best done in-school rather than out-of-school, as this maintains a student's connectedness and engagement with our school. Annesley Junior School will endeavour to ensure that processes for the withdrawal of the student from some aspect(s) of the school program are structured positively to assist in the student's return to acceptable behaviours.

An example is the provision of time, in an appropriate and supervised setting, for the student to reflect upon their behaviours and attitudes, the impact of these on themselves and others, reasons for preferring acceptable behaviours, and ways to find encouragement and assistance to achieve this goal.

Out-of-school Suspension

If out-of-school suspension is judged appropriate by the school, it will be for the shortest time necessary. When a suspension is to occur, the school will notify the student's parents/caregivers, if possible by verbal communication initially and by confirmation in writing. The communication will include the reason for the suspension, the purpose of the suspension, and the date(s) on which the suspension will occur.

Annesley Junior School will endeavour to offer parents/caregivers the opportunity to participate in a meeting to consider these and other related matters, including:

- The responsibilities of the parents/caregivers during the time of suspension;
- The school's responsibility for providing learning material during the time of suspension;
- The process of settling back into the school environment, and how this is to be facilitated;
- Arrangements for monitoring the student's progress following his/her return to school; and
- A re-entry interview with the student and his/her parents and a senior staff member may be part of the process.

Expulsion

Annesley Junior School will strive to ensure that expulsion of a student will not occur except in the most serious of circumstances and when the following conditions apply:

- The student has engaged in wrongful behaviour of a serious nature; and/or
- Annesley Junior School's other processes for addressing such behaviours have been applied and not been successful; and/or
- The welfare and safety of others in the school community, or the need to maintain order and protect the rights of others, make it necessary that the student no longer be present in that school community.

If the decision has been made to expel a student from Annesley Junior School, the Principal is responsible for ensuring that the expulsion is formally recorded in the school's files, and for providing written notice of the expulsion to the parents/caregivers of the expelled student. The Principal is responsible for ensuring that natural justice has been afforded to the student prior to making the decision to expel them. This will include allowing a student to hear the allegations/concerns regarding their behaviour and be provided with the opportunity to respond to the allegations/concerns. Parents should be involved in these discussions to enable the student to be supported and to ensure that they are aware of the reasons for the school's decision which should only be made after all matters have been considered.

Legislative Context

Education and Early Childhood Services (Registration and Standards) Act 2011

Disability Discrimination Act 1992

Disability Standards for Education (2005)

Relevant Framework

The Australian Student Wellbeing Framework

Authorised by (name)	**Jo Rossiter Principal**
Authorisation date	**January 2025**
Authorised by (position title)	**Jo Rossiter Principal**
Review date	**January 2027**

Appendix A

Annesley Junior School

Support Pathways: Building Respectful and Responsible Behaviours

At Annesley we know that children are more likely to make positive, inclusive and respectful choices when they are supported by caring adults who model, teach and guide students to love learning new things and help everyone to feel happy, safe and included.

READY TO LEARN
I love learning new things and I help myself and others to feel happy, safe and included

REASONABLE RESPONSES
I will be acknowledged for my positive choices and personal successes.
I will reflect on my own efforts and personal successes through 'what went well' times in class.

I CAN LEARN FROM MISTAKES
My behaviour mistakes are causing problems for myself and others, affecting our learning.

REASONABLE RESPONSES
I will be reminded of the impact that my behaviour is having on myself and others.
I will be supported to use regulation strategies.
My teacher may ask someone to come and help me to explain what is happening and support me to be ready to learn
I may need to catch up learning at another time
My teacher may use other classroom strategies to help me be ready to learn
My parents/caregivers may be contacted to help identify strategies to support me

HELP REQUIRED
I am continuing to cause problems for myself and others, affecting our learning

REASONABLE RESPONSES
A member of the wellbeing team will come and support me to regulate away from the environment to help me and others to focus on learning
My teacher and I will develop daily goals for me to focus on. This will include rewards and consequences. This agreement will be shared with my parents/caregivers.
If I am having difficult achieving my goal a Ready to Learn agreement will be developed with my parents, teacher and Director of Primary

UNSAFE CHOICES
I have caused emotional or physical difficulty or harm to others

REASONABLE RESPONSES
A member of the wellbeing team or school leader will come to help me regulate away from the situation to allow the class to refocus on learning
The school will follow the Annesley wellbeing, behaviour and engagement policy to identify a reasonable response for my actions
My parents/caregivers will be contacted to arrange a meeting to develop an Individual Behaviour Plan which will be shared with all my teachers and outline future behaviour responses.
Regular meetings will be arranged with my parent/caregiver to monitor the goals outlined in my Individual Behaviour Plan
I will have the opportunity to do something to help make things right and/or make up for learning that I missed

Appendix B

Consistent and fair consequences

While an emphasis on prevention and positive behaviour support strategies is foundational to effective classroom management, it is important that teachers also respond consistently to inappropriate or unwanted behaviours using fair, logical, and predictable consequences.

The purpose of a consequence is to correct and teach; therefore, the provision of a consequence should always contain a learning opportunity to reteach the expected behaviour. Consequences should be selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour.

It is important to remember that consequences alone do not change behaviour. Consequences should always be applied in the context of positive behavioural supports and are only effective when the expected behaviour has been taught and the student has received opportunities to practise, followed by acknowledgement for using expected behaviours.

Circumstances where consequences may be applied

Circumstance 1 *When we've agreed on it in advance*	**Circumstance 2** *When it's the student choice*	**Circumstance 3** *Behaviour of a serious nature*
When inappropriate or unwanted behaviours continue, despite initial teacher prompting (affective statements, corrective feedback) it may be necessary to increase the level of response. It is important to maintain unconditional positive regard for the student. In this situation, with as little interruption of learning and keeping the conversation brief and where possible private we might negotiate a semi-formal behaviour agreement (use appendix C for guideline) with that student that includes a single target behaviour, a deadline and agreed consequence for falling short. If the behaviour is repeated after this agreement, the consequence is followed as well as a restorative conversation. If they succeed, celebrate their success with acknowledgement.	When students continue to fail to follow class expectations, the teacher can provide a simple choice between two options that are acceptable to the teacher. It is important that the teacher gives thought to the choices and does not present the choice as a threat or ultimatum. The choices should be stated in a calm, matter of fact way and provide the student to demonstrate the expectation; 1. Put the 'footy card' in your bag 2. Leave it with me for the rest of the day OR 1. Go for a walk and have a chat (may require BAT phone call) 2. Complete the consequence we have already agreed to	If something happens that is defined as student behaviour of a serious nature (p. 11 Student Wellbeing, Behaviour and Engagement Policy) then a school leader might assess that extra time is needed for healing, calming down, recovery and restoration. In these instances exclusionary processes may be used to provide the time and opportunity to support the student and all those involved to ensure a positive and safe re entry to school. Information regarding exclusionary processes is documented on p. 11, 12 and 13 of the Student wellbeing, behaviour and engagement policy.

Appendix C

This Ready to Learn Agreement will assist:	
Name:	**Date:**
This Agreement was made with *(list people involved)*	
What happened?	
How did you feel when this happened?	
How did others feel when this happened?	
My goal until *(insert date of expectation of focus should be 1 day to 1 week)*	
If I continue to make these mistakes the response will be... *(consequence)*	
If I show that I am Ready to Learn the response will be...	

Appendix D

Annesley Learning Space Essential Agreement

At Annesley we are all responsible to help create a safe and supportive school environment where everyone is ready to learn.

Ready to learn

I love learning new things and I help others to feel happy, safe and included.

We follow this essential agreement to support learning in all learning spaces at Annesley:

RESPECT

We respect everyone's right to learn and achieve.

RESPONSIBILITY

We focus on displaying qualities that help us to be ready to learn so that we cangrow as learners.

COMPASSION

We are welcoming so that everyone feels like they belong.

Appendix D

Annesley Yard Space Essential Agreement

At Annesley we are all responsible to help create a safe and supportive school environment where everyone is ready to learn.

Ready to learn

I love learning new things and I help others to feel happy, safe and included.

We follow this essential agreement to help everyone feel happy safe and included at Annesley;

RESPECT

We play games safely and are aware of our surrounding and game rules..

We use all spaces and facilities respectfully and how they are meant to be used.

RESPONSIBILITY

We are capable to get our own equipment, use it responsibly and put it back where it belongs.

COMPASSION

We trust each other and are mindful of other people's feelings.

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