



# ASCOT STATE SCHOOL



## Student Code of Conduct

# 2021-2024

### ***Every student succeeding***

***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

Queensland Department of Education  
State Schools Strategy 2019-2023

## Purpose

Ascot State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

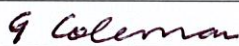


This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community, including our online community. The Ascot State School Code of Conduct sets out the expectations for making our school a safe, respectful and productive learning environment for all students, staff, parents and visitors.

Ascot State School reviewed and developed this plan in collaboration with our students and our school community. The Plan was endorsed by the Principal, the Chair of the School Council and the President of the Ascot P&C.

## Contact Information

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Contact Person:	Gayle Coleman (Principal)

## Endorsement

Principal Name:	Gayle Coleman
Principal Signature:	
Date:	01/02/2021
School Council Chair	Ashley Busse
Signature	
P/C President	Byron Rienstra
Signature	
Date:	01/02/2021



# Contents

Purpose	2
Whole School Approach to Discipline	4
Ascot Classroom Expectations	4
Consideration of Individual Circumstances	5
Differentiated and Explicit Teaching	5
Focussed Teaching	7
Intensive Teaching	7
Disciplinary Consequences	8
School Disciplinary Absences	10
School-wide Expectations	12
Associated School Policies	
Temporary removal of student property	13
Use of mobile phones and digital devices by students	15
Appropriate use of social media	17
Preventing and responding to bullying	19
Restrictive Practices	25
Critical Incidents	27

## Whole School Approach to Discipline

At Ascot State School, we believe that strong relationships are the key to successful behaviour in our school. We promote shared high standards of behaviour from all in the community, ensuring learning and teaching is prioritised in a safe, respectful and productive learning environment.

We set clear expectations for student behaviour that are clearly visible, explicitly taught and staff refer to them on a daily basis. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

### Ascot State School Expectations

**At Ascot State School we believe:**

- All children can learn.
- Every member of our community is responsible for their own behaviour.
- Constructive communication builds productive partnerships.
- School should be a safe, supportive and disciplined environment.

Our expectations are:

- Be a learner
- Be respectful
- Be responsible
- Be safe

Our school values underpin our school expectations. At Ascot State School we value being resilient, being curious, being respectful and being a team player.

### Rights and Responsibilities

In order to maintain a safe, supportive and disciplined learning environment, all members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. At Ascot State School the following rights and responsibilities are recognised and respected.

#### Rights

All students, staff, parents/carers have the right:

- To feel safe at Ascot State School
- To learn/teach in a supportive learning environment.
- To be treated with dignity and respect

#### Responsibilities

Rights can only be enjoyed when everyone acts responsibly. All members of the school community bring their own values and beliefs with them. This makes for a rich, culturally-diverse learning environment. All staff have a professional obligation to build a safe and caring learning environment so all students feel welcome and can succeed.



## School-wide Expectations

The staff and students have developed a set of school-wide expectations for all periods of the school day based on our four expectations. Please see appendix one for the Expectations Matrix.

Our behaviour expectations support practices that have a clear focus on the prevention of unproductive behaviours. Having clear expectations for behaviour in classrooms and across the school helps to:

- Create a positive classroom environment
- Maximise learning time
- Enable student self-monitoring
- Support positive behaviour
- Ensure consistency
- Provide students with a sense of security
- Reduce student anxiety

All classroom rules are developed from our schoolwide expectations. All expectations are explicitly taught, made visible, periodically reviewed, referred to regularly and retaught as needed. Classroom rules are worded positively using age-appropriate language. Expectations are displayed in a highly visible part of the classroom, with visuals, and they are observable and measurable.

## Consideration of Individual Circumstances

Staff at Ascot State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

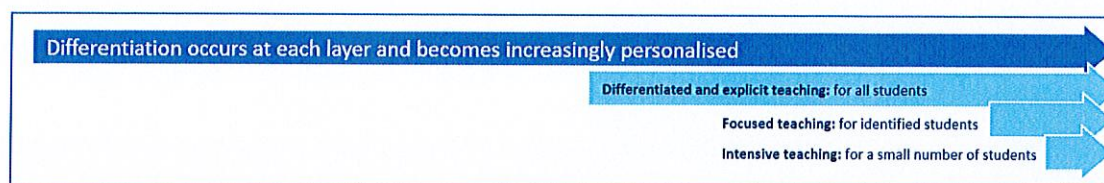
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the relevant member of the school Executive Team to discuss your concerns.

## Differentiated and Explicit Teaching

Ascot State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. All staff explicitly teach expected behaviours, reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

There are three main layers to differentiation, as illustrated in the diagram below. This model is used for academic and pedagogical differentiation.





These three layers map directly to our Ascot Student Success Program. For example, Tier 1 is differentiated and explicit teaching for all students and is aligned to our school-wide expectations; Tier 2 is focussed teaching for identified students; and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the School-wide Expectations matrix as a basis for developing their own classroom behaviour standards. The class / specialist teacher develops their class expectations in consultation with the students at the start of the school year. Class expectations may need visuals, are in child-friendly language and are displayed in an area of the classroom so they can be referred to often. The School Expectations matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Classroom expectations are explicitly taught at the start of the year and revisited when new students start in the class. The classroom expectations are also regularly reviewed by the classroom or specialist teacher, especially at transition times or when introducing new activities.

Providing students with positive reinforcement for expected behaviours is one of the quickest and easiest ways to improve classroom behaviour and develop a positive classroom environment. Effective reinforcement is age-appropriate, contextually-fitting and sincere.

Expectations may also be retaught when students continue to make behavioural errors and this may need to be done with the whole class, a group of students, or with individual students. Re-teaching includes coaching and practice, regular acknowledging of students following the classroom expectations and is not presented as punishment. Some students may need targeted support to facilitate their understanding of the social demands of schooling, to enable them to participate in a pro-social manner to achieve success.

We explicitly teach social skills in weekly lessons. Each week the whole school focus is identified in the Shape of the Pringle, explained, modelled and practiced at assemblies, explicitly taught in each class and monitored throughout the week. Once students have consistently demonstrated the social skill, emphasis shifts from direct teaching to reminders, prompts, monitoring and positive reinforcement.

### Student of the Week

Every teacher, including specialist teachers, identify one student who has demonstrated excellence in the classroom/lessons. The Student of the Week award acknowledges positive choices and learning behaviours. The student receives a certificate at Junior or Senior Assembly and has his/her name published in the school newsletter. All students of the week are invited to morning tea with the Principal the following week.

### Acknowledgement by Relief Teachers

When a relief teacher is in the school for a whole day or longer, they identify two students who have displayed our school expectations. The names of these students are left with the school administration and a follow-up visit occurs by the school Executive to acknowledge their behaviour.

### Playground Behaviour

Expected behaviours for the playground are explicitly taught by the class and specialist teachers. All classes as part of their transition to school and the new school year, complete a walk around the school to discuss each play area, eating area, tuckshop, out-of-bounds areas and transition expectations.



## Golden Tickets

It is everyone's role to acknowledge students displaying expected behaviours. Golden Tickets are issued to students exhibiting positive behaviour in the playground, the tuckshop, the library STEAM room, computer lab or one of the lunchtime clubs during first or second break. At weekly Junior and Senior Assemblies, students' names are drawn from the Prep to Year 2 and Years 3 to 6 boxes and those students receive public acknowledgement of their effort and a tuckshop voucher generously provided by our Ascot P&C Association.

## Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a specialist lesson, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Students identified as requiring additional support may be referred to Case Management. Targeted strategies will be discussed and may include specialised support, referral to Student Engagement or participation in Tier 2 Support Programs. Students required Tier 2 support may participate in social skilling programs such as 'We Thinkers' or 'Zones of Regulation'.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. These strategies may include a Playground Pass Card, Support Plan, Individual Student Safety Plan Behaviour Risk Assessment Plan, Risk Management Plan, a highly individualised Curriculum Plan or a Behaviour Plan.

The need for intensive behaviour support is identified early, especially in circumstances where students may require assistance in managing life at school. In other instances, intensive behaviour support is enacted in Level 2 of our behaviour support processes, where parents, student and school staff co-construct an individual behaviour management plan. In writing this plan, stakeholders will identify opportunities to engage specialist services, including regional behaviour support services.

Intensive teaching programs are evidence-based and are offered on a needs basis. We offer:

- Friendship Club
- Supported Play
- Lego Play



## Disciplinary Consequences

The disciplinary consequences model used at Ascot State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour may interfere with teaching and learning for the whole class, and a decision may be made by the class teacher to discuss the student with the School Executive to determine a disciplinary consequence such as Level 1.

**Level 1:** A student shall be placed on Level 1 as a result of continued inappropriate behaviour in the classroom and/or playground. It is the responsibility of the class teacher to inform the student and the parent/carers via a letter, email or phone call. This will be entered in OneSchool as a minor behaviour with actions to date entered. The teacher will discuss the inappropriate behaviours being displayed by the student and suggest additional behaviour management strategies to implement that may assist the student to better manage his/her behaviour. The sector leader is advised of any student who is on Level 1 and the supports that are in place.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that a student may be placed on Level 2. In extreme cases, an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

**Level 2:** A student previously placed on Level 1 may be placed on Level 2 if the inappropriate behaviour continues. A student may also be placed directly on Level 2 as a result of extreme, inappropriate or disruptive behaviour. When a student is placed on Level 2, the School Executive informs the student and then informs the parents/carers via a phone call. The School Executive will organise a meeting with the student, parent/carers and class and/or specialist teacher.

### **At the meeting, the School Executive will:**

- Discuss the inappropriate or problem behaviours being displayed by the student.
- Discuss behaviour management strategies that have already been implemented.
- Develop and implement individualised behaviour strategies to support the student.
- Refer the student through the Student Engagement Team for additional support.
- Advise the student and parents/carers that whilst on Level 2, the student **may not** be allowed to participate in school activities outside the school grounds or outside school hours.
- This meeting may result in referrals to specialists or other agencies.

**Level 3:** Students who exhibit on-going inappropriate behaviours (previously been on Level 2) or extremely inappropriate or violent behaviours (including the bringing of a weapon in to the school grounds) will be placed on Level 3. This level is suspension from school for a period of time determined by the Principal and may lead to exclusion.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.



## Differentiated

Class teacher explicitly teach the expectation of the week to the whole class and provides a range of pro-active responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Individual student behaviour support strategies (e.g. Student behaviour goals)
- Targeted skills teaching in small group
- Token economy
- Behavioural contract
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Engagement Team for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

School leadership team work in consultation with Student Engagement Team to address persistent or ongoing serious problem behaviours. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialist



- Temporary removal of student property (e.g. mobile phone)
- Guidance Support
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## **School Disciplinary Absences**

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Ascot State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### **Re-entry following suspension**

Students who are suspended from Ascot State School are expected to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. The student re-entry form is completed and saved along with a record of the meeting under the Contact tab.

### **Structure**

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.



Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

### **Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## **School Policies**

Ascot State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other digital devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Restrictive Practices
- Critical Incidents





# ASCOT STATE SCHOOL SCHOOLWIDE EXPECTATIONS

	ARRIVAL AT SCHOOL	TRANSITIONS TO CLASS & SPECIALIST LESSONS	DURING LEARNING TIME	DURING PLAYTIME	END OF DAY	EATING TIMES
BE A LEARNER	<ul style="list-style-type: none"><li>Go straight to assigned area before school. Do not wander around the school grounds</li><li>Follow staff directions at all times</li><li>Bring all your belongings with you in your school bag including library bags, swimming bags or musical instruments</li></ul>	<ul style="list-style-type: none"><li>Move promptly to your classroom when the bell goes</li><li>Walk quietly</li><li>Walk in two lines</li><li>Walk to teacher-directed location and stop</li><li>Place your hat/jumper in your school bag</li></ul>	<ul style="list-style-type: none"><li>Give your best effort</li><li>Have pencils and books ready for the day</li><li>Bring homework folders in to the room as directed by your teacher</li><li>Have instruments ready for lessons on your Instrumental Music Day</li><li>Remember your allocated monitor job for the week</li></ul>	<ul style="list-style-type: none"><li>Go to the toilet when first bell rings</li><li>Share resources in the playground</li><li>Report inappropriate behaviour after using High 5</li><li>Get a drink before returning to the classroom after play / lining up</li><li>Fill up water bottles as needed</li></ul>	<ul style="list-style-type: none"><li>Take all your belongings with you</li><li>Take all sporting, musical and academic items home with you</li><li>Remember your allocated monitor job for the week</li></ul>	<ul style="list-style-type: none"><li>Class helpers places out blue crate daily</li><li>Class helpers ensure the blue crates are placed away daily</li><li>Tuckshop monitor collects tuckshop daily and teacher distributes in class</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>Say good morning staff as you enter the school grounds.</li><li>Use own bike/scooter only</li><li>Walk bike to the secure bike area on the oval</li><li>Walk scooter to the secure scooter area under 1 block</li></ul>	<ul style="list-style-type: none"><li>Walk quietly to class or to specialist lessons</li><li>Keep to the left of handrails when walking</li><li>Keep your backpack on your back</li><li>Make two lines outside the classroom</li><li>Enter the class when instructed by the teacher</li><li>Take homework, water bottles, other items in to the classroom at the start of the day.</li><li>Wait for adults to pass in stairs and walkways</li><li>Be respectful to others on the verandas</li></ul>	<ul style="list-style-type: none"><li>Listen for teacher's instructions</li><li>Follow instructions the first time.</li><li>Put your hand up to speak</li><li>One person speaks at a time</li><li>Acknowledge previous speaker</li><li>Respect the opinion of others</li><li>Respect others' right to learn</li><li>Respect shared resources</li><li>Respect school property ie: library resources, laptops, I-pads, classroom resources, toilets</li><li>Respect the teachers right to teach</li><li>Respect your own property</li><li>Talk in turns</li><li>Be a good listener</li></ul>	<ul style="list-style-type: none"><li>Participate in school approved games</li><li>Walk whilst moving through the school grounds</li><li>Be fair when picking teams for games</li><li>Wear the correct school uniform</li><li>Share and take turns</li><li>Play fairly – take turns, invite others to join in and follow rules</li><li>Be fair when picking teams for games on the oval</li></ul>	<ul style="list-style-type: none"><li>Leave class once directed by the teacher</li><li>Leave your desk tidy</li><li>Listen to supervisors at pick-up zone</li><li>Respect others space in pick-up zone</li><li>Walk quietly in lines to pick up areas</li><li>Follow school rules whilst on school grounds including OSHC waiting area</li></ul>	<ul style="list-style-type: none"><li>Ask duty staff to go to the toilet</li><li>Ask duty staff to put rubbish or recycling in the bin.</li><li>Listen to the instructions from the adult on duty</li><li>When the teacher blows their whistle, put your hand up to signal eating time has finished</li><li>Talk quietly and listen to your friends</li></ul>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>Remain seated in the Covered Games Court until 8:30</li><li>At 8:30, when directed by an adult, proceed to the oval or library or remain on the covered games court.</li><li>Move promptly from your car to the covered games court/oval</li><li>Move promptly from your drop-off zone to before school activity eg band</li><li>Leave bags on CGC, outside library or under 1 block in the designated bag areas.</li></ul>	<ul style="list-style-type: none"><li>Be on time</li><li>Get a late slip if you arrive after 9am</li><li>Go to the bathroom before going to class</li><li>Unpack your belongings for the day</li><li>After first break go directly to your class at first break (Years 3 to 6) or to line up (Prep to Year 2)</li><li>After second break go directly to line up area for teacher messages.</li></ul>	<ul style="list-style-type: none"><li>Best effort every time</li><li>Be prepared for each lesson</li><li>Complete set tasks in the allocated time</li><li>Take an active role in classroom activities</li><li>Keep work space tidy</li><li>Remain in your allocated space for learning tasks</li><li>Wear uniform properly following the Ascot Dress Code</li><li>Use resources, equipment correctly (not in mouths)</li><li>Label all possessions with your name</li></ul>	<ul style="list-style-type: none"><li>Be a problem solver</li><li>Return equipment to appropriate place at the first bell</li><li>Report incidents to the supervising teacher after high 5</li><li>Use 'G'- rated language</li><li>Use kind words and think (true, helpful, inspiring, necessary, kind) before speaking</li><li>Use buddy seats if you would like someone to talk to</li></ul>	<ul style="list-style-type: none"><li>Take all belongings with you</li><li>Close your bag so belongings don't fall out</li><li>Check bag racks are empty</li><li>Walk promptly from your classroom to the pick-up zone</li><li>Stay in designated lines in Cover Games Court</li><li>Walk promptly from your pick-up zone to your car</li><li>Remain seated in pick-up zone until it is time to leave</li><li>Leave the school grounds at 3pm</li><li>No playing on oval after school</li></ul>	<ul style="list-style-type: none"><li>Only eat in designated areas</li><li>Put lunch boxes in blue crates before going to play</li><li>Place your lunch box in your class blue crate without throwing it</li><li>Collect lunch boxes from the blue crates before lining up at second break.</li><li>Have a teacher sign your pass card ( if you have one) at the end of break time.</li><li>Eat your own food – don't share</li></ul>
BE SAFE	<ul style="list-style-type: none"><li>Take care getting out of your car</li><li>Carry your school bag on your back</li><li>Wear your school hat</li><li>Name all belongings</li></ul>	<ul style="list-style-type: none"><li>Walk to your classroom</li><li>Keep to the left on stairs using handrails appropriately</li><li>Place your hat in your school bag</li><li>Respect privacy of others in the toilets</li><li>Wash hands</li><li>Notify the office of any damage to any property around the school</li><li>Walk on all cement areas around the school</li><li>Stay on the paths provided</li></ul>	<ul style="list-style-type: none"><li>Take a partner to the bathroom</li><li>Restrict toilet visits during learning time</li><li>Go to the toilet quietly and quickly</li><li>Move around classroom sensibly</li><li>Keep hands and feet to yourself at all times.</li></ul>	<ul style="list-style-type: none"><li>Wear the school hat at all times</li><li>No hat, no play in under cover areas</li><li>Report any students damaging school property to a staff member on duty</li><li>Play only in designated areas</li><li>Sit in designated eating areas</li><li>Stairs and walkways are out of bounds during play time</li><li>Hands and feet to yourself</li><li>Line up quickly and safely at end of breaks</li></ul>	<ul style="list-style-type: none"><li>Walk safely to your pick up area</li><li>Students not collected by 3.15pm at Massey Street are walked to Pringle Street pick-up</li><li>Students not collected from Pringle Street by 3.30pm go to the office</li><li>All students may be sent to the office at the 3.20 bell if you are still at school</li></ul>	<ul style="list-style-type: none"><li>Keep your own eating area clean and tidy – with no rubbish on the ground prior to going to play and back to class</li><li>Remain seated in your eating area</li><li>Keep hands and feet to yourself while waiting for your class teacher.</li></ul>