

**Barton College****Policy Number: BP44****Policy: Student Code of Conduct**

RTO Name: Barton College

RTO Number (TOID): 22048

CRICOS Number: 02908F

Contact Officer: Principle Executive Officer (PEO)

Version Number: 3.0

Refer to "review processes" section below for information on the process for policy review.

Policy context: This policy relates to:	
Registration Manager	Australian Skills Quality Authority (ASQA)
Conditions of Registration	VET Quality Framework (VQF)
SRTOs 2015	Standard 5 (Clause 5.2) Standard 4 (Clause 4.1)
Context	<p>To be compliant with Standard 4 the RTO must meet the following:</p> <p>4.1. Information, whether disseminated directly by the RTO or on its behalf, is both accurate and factual, and:</p> <ul style="list-style-type: none">a) accurately represents the services it provides and the training products on its scope of registration;b) includes its RTO Code;c) refers to another person or organisation in its marketing material only if the consent of that person or organisation has been obtained;d) uses the NRT Logo only in accordance with the conditions of use specified in Schedule 4;e) makes clear where a third party is recruiting prospective learners for the RTO on its behalf;f) distinguishes where it is delivering training and assessment on behalf of another RTO or where training and assessment is being delivered on its behalf by a third party;g) distinguishes between nationally recognised training and assessment leading to the issuance of AQF certification documentation from any other training or assessment delivered by the RTO;h) includes the code and title of any training product, as published on the National Register, referred to in that information;i) only advertises or markets a non-current training product while it remains on the RTO's scope of registration;j) only advertises or markets that a training product it delivers will enable learners to obtain a licensed or regulated outcome where this has been confirmed by the industry regulator in the jurisdiction in which it is being advertised;k) includes details about any VET FEE-HELP, government funded subsidy or other financial support arrangements associated with the RTO's provision of training and assessment; andl) does not guarantee that:<ul style="list-style-type: none">i) a learner will successfully complete a training product on its scope of registration; orii) a training product can be completed in a manner which does not meet the requirements of Clause 1.1 and 1.2; oriii) a learner will obtain a particular employment outcome where this is outside the control of the RTO.



	<p>Standard 5 Clause 5.2 - Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides, in print or through referral to an electronic copy, current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO and at a minimum includes the following content:</p> <ul style="list-style-type: none">a. the code, title and currency of the training product to which the learner is to be enrolled, as published on the National Registerb. the training and assessment, and related educational and support services the RTO will provide to the learner including the:<ul style="list-style-type: none">i. estimated durationii. expected locations at which it will be providediii. expected modes of deliveryiv. name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the RTO's behalf, andv. any work placement arrangements.c. the RTO's obligations to the learner, including that the RTO is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF certification documentation.d. the learner's rights, including:<ul style="list-style-type: none">i. details of the RTO's complaints and appeals process required by Standard 6, andii. if the RTO, or a third-party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the learner is enrolled ine. the learner's obligations:<ul style="list-style-type: none">i. in relation to the repayment of any debt to be incurred under the VET FEE-HELP scheme arising from the provision of servicesii. any requirements the RTO requires the learner to meet to enter and successfully complete their chosen training product, andiii. any materials and equipment that the learner must provide, and <p>information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services.</p>
ESOS/National Code	ESOS Act 2000, the National Code 2018; STANDARD 2; STANDARD 3; STANDARD 7
Legislation or other requirements	<p>National Vocational Education and Training Regulator Act 2011</p> <p>Education and Training Reform Act 2006 (Victoria)</p> <p>Victorian Guidelines for VET Providers (Victoria)</p> <p>Privacy Act 1988 (Commonwealth)</p> <p>Information Privacy Act 2000 (Victoria)</p> <p>Public Health and Wellbeing Act 2008</p> <p>Public Health and Wellbeing Regulations 2009</p>



1. Purpose

Barton College is a training organisation with best practice as its main benchmark.

Students are members of both local society and BC's academic community with associated code of conduct and rights and responsibilities. BC expects high standards from its students and have high expectations from those who choose to study with BC.

Students are expected to make themselves aware of and comply with the code of conduct, and with applicable policies and regulations.

The purpose of Student Code of Conduct and Discipline Policy is to outline:

- The rights and responsibilities of all students and is in place to ensure an atmosphere of respect, understanding, and professionalism for all students;
- BC respects and is committed to diversity and embraces equal opportunity;
- BC promotes a supportive adult learning environment in which students have a positive and responsible commitment to and attitude towards their studies, all fellow students and staff and the environment in which they study.

When a student fails to meet the standards expected, demonstrates inappropriate behaviour or serious misconduct (particularly when it affects others), there is a disciplinary procedure for the proper management of the issue(s).

BC will always retain the right, in cases of misconduct, to exclude a student pending investigation. Where there has been a breach (or suspected breach) of the law, then BC may elect to report the incident to the appropriate authorities.

In the event of serious misconduct or an action by a student that can affect the safety of themselves, or other students, staff or visitors, then BC may immediately suspend a student for up to 10 working days pending investigation.

2. Objective

The objective of this Policy and Procedure for Barton College (BC) is to ensure that BC has:

- suitable and appropriate student code of conduct in place
- policy framework to comply with the BC disciplinary and corrective guidelines
- personnel who know their responsibilities and obligations

For the purposes of this policy, the term "BC" refers to Barton College.

3. Scope

This policy applies to the following:

- This policy is applicable to all BC students
- BC reserves the right to place an admissions quota on any course it offers

4. Terms and definitions

ASQA means Australian Skills Quality Authority, the national VET regulator and the RTO's registering body

Standards means the Standards for Registered Training Organisations (RTOs) 2015 from the VET Quality Framework which can be accessed at www.asqa.gov.au

DHA Department of Home Affairs.

ESOS Act: The Education Services for Overseas Students Act 2000 of the Commonwealth of Australia, as amended from time to time.

National Code: The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018, established pursuant to Part 4 of the ESOS Act 2000, as amended from time to time.



CRICOS: Commonwealth Register of Institutions and Courses for Overseas Students.

Quality Indicators Two standard questionnaires to be administered to VET students and the associated employers (if any) producing statistics for analysis nationally. The statistics are then linked to the third set of statistics – enrolments and completions.

AVETMISS Australian Vocational Education and Training Management Information Statistical Standard - Data that has to be collected annually for ALL VET students and reporting via ASQA to NCVER

NCVER National Centre for Vocational Education Research – statistical collection body

ASQA Australian Skills Quality Authority, National VET regulator

Continuous Improvement the process adopted by RTO management to support its effort to continually improve on quality of education provided and services associated with that provision.

Feedback Feedback includes complaints, compliments, suggestions, or any information about RTO's program delivery, services or performance. Feedback may be received by RTO through multiple channels which include website, written correspondence (letters, emails), Feedback via suggestion box, telephone, in person (face-to-face), referrals from other RTO areas including departments, and other agencies.

Complaints The definition of a complaint, consistent with the Australian Standard ISO 10002-2006, is: "an expression of dissatisfaction made to RTO, related to its products (including services), or the complaints-handling process itself, where a response or resolution is explicitly or implicitly expected".

A complaint is certainly not:

- (a) a request for information, a request to review a decision, or explanation of policies
- (b) a disagreement with a decision that has a formal avenue of appeal or review.

If a client disagrees with a decision that has a formal avenue of appeal or review, information about the appeal or review process will be provided to the client. If a disagreement includes a complaint about the service provided by the RTO during its decision-making, the complaint will be responded to, unless the client does not require a response.

Anonymous feedback Anonymous feedback will be processed as normal and the issues considered if they are sufficiently serious, or if RTO resources allow. Anonymous feedback, however, does not allow RTO to fully investigate the client's concerns where applicable, or provide them with details on how the feedback has been resolved.

Articulation An arrangement whereby learners can progress from one course to another, or from one education sector to another eg, from a VET course to a University course

Assessment The process of collecting evidence and making judgements on whether a learner is competent.

Australian Core Skills Framework (ACSF) A framework that describes levels of performance in the 5 core skills of: Learning, Reading, Writing, Oral Communication and Numeracy.

These skills are considered essential for people to participate in our society.

Australian Qualification Framework (AQF) A framework that defines all qualifications recognised nationally in post compulsory education and training in Australia.

Australian Quality Training Framework (AQTF) A set of nationally agreed quality standards for Australia's vocational educational training and assessment services delivered by training organisations.

Note: The AQTF was superseded by the ASQA Standards on 1 July 2011

Australian Skills Quality Authority (ASQA) Australia's first national regulator for vocational education and training (NVR). The ASQA Standards (SNRs) have replaced the AQTF Standards, but are very similar.

Note: RTO is regulated by the NVR and complies with the ASQA Standards

Blended learning A mix of various learning methods and media.

The RTO Blended learning model has four key focuses – Skills Recognition, Workplace Delivery, Campus Delivery and Online Delivery.

Client A learner, enterprise or organisation that uses or purchases the services provided by an RTO.

Competency The ability to perform particular tasks (requiring relevant knowledge and skills) to the standard of performance expected in the workplace or by an industry.

Competency based training (CBT) An approach to vocational education, training and assessment that is based on what a person can do to a defined standard (competency).



Continuous improvement The term is used in an educational setting to describe improvement occurring in incremental steps through continuous cycles of plan, deliver, assess and review.

Contractors Individuals who are engaged under contract by an RTO, to deliver training and assessment.

Credit transfer A process to assess the equivalency of an initial course or subject that an individual is using to claim a credit in another course. This may include credit transfer based on formal learning that is outside the AQF.

Current Competence (CC) The requirements for a unit of competency or module that need to be maintained as current eg. licensing, First Aid.

Dimensions of competency Part of the broad concept of competency, which includes all aspects of work performance eg. task skills, task management skills, contingency management skills and job/ role environment skills.

Diagnostic assessment Assessment to identify a gap in skills and/or knowledge ie. a training need.

Education The formal learning that takes place within a structured learning setting, such as VET provider and higher education.

E-learning Facilitated online learning that uses a range of electronic media. It enables learners to connect, learn and collaborate with trainers, experts and other learners in an online environment.

Flexible learning Flexible learning covers a range of delivery modes, including e-learning, distance education, mixed-mode, online learning, self-paced and self-directed learning. It gives learners the freedom to study what, when, where and how they want.

Employability skills Additional, non-technical skills and competencies required in the workplace or by an industry. The eight employability skills included in Training packages are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

Feedback Feedback from the trainer to the learner is provided throughout training and assessment to assist the learner to become competent.

Feedback from the learner to trainer is requested at the end of training for the purposes of course review and continuous improvement.

Formative assessment Assessment that takes place throughout a training program to provide learners with feedback as they learn rather than at the end of the program ie. summative assessment. It can be used to help learners or to improve the delivery of the program during delivery.

Graded assessment The practice of assessing and reporting levels of performance in competency-based vocational education and training. It is used to recognise merit.

Holistic assessment The assessment of a range of skills and knowledge together. The methods and tools may assess a number of elements of competence or more than one Unit of Competency at a time. It enables learners to show that they can do more than perform separate tasks.

Individual learning plans An individual learning plan is a working document for the planning, provision and evaluation of a learner's education.

Industry consultation Industry consultation is required during:
preparation of an initial Learning and Assessment Strategy (LAS)/Training and Assessment Strategy (TAS)
subsequent review of each LAS
development and review of assessment methods and tools.

Evidence of industry consultation should demonstrate:
gathering information from industry
assessing the usefulness of that information
applying useful information to develop or revise materials (LAS, learning materials, assessment materials).

Industry Skills Councils (ISC) Industry Skills Councils are:
recognised and funded by the Australian Government
governed by independent, industry led boards
not-for-profit companies limited by guarantee
Australia's eleven ISCs provide advice to Australian, state and territory governments on the training that is required by industry.

Language, Literacy & Numeracy (LLN) Language, literacy and numeracy skills are considered necessary to secure sustainable employment or pursue further education and training. RTOs are required to provide adequate LLN support to enable students to participate in training and employment.



Moderation The process of reviewing assessor judgements for consistency and to bring standards into alignment. It is a process that ensures the same judgements are applied to all assessments from the same Unit/s of Competency. Adjustments to assessor judgements might be made to overcome differences in the difficulty of the tool and/or the severity of judgements.

Modes of delivery The environment or way in which learning has occurred eg. online, distance, workplace and on-campus.

National recognition Recognition across each state and territory:

by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs
of the training organisations registered by any other state or territory's registering body and its registration decisions
of the courses accredited by course-accrediting body and of its accreditation decisions.

National Skills Standards Council (NSSC) The NSSC is responsible for developing and maintaining the national standards that regulate the vocational education and training sector.

National VET Regulator (NVR) The NVR is the national regulator for the vocational education and training (VET) sector. It is an independent Commonwealth statutory authority.

Partner providers Training and assessment service providers that provide training and assessment services under contract on RTO's behalf eg. schools, adult and community education providers, industry enterprises and private.

Principles of assessment To ensure quality outcomes, assessment should be:

fair
flexible
valid
reliable
sufficient.

Reasonable adjustment An action to assist a student with a disability to participate in education and training on the same basis as other students eg. providing resources and assessment instruments in large print for visually impaired students.

Recognition of Current Competency (RCC) Required updates and/or reassessment to ensure that previously attained competence in a Unit of Competency or module is still current eg. licence certificates that might be issued with an expiry date.

Recognition of Prior Learning (RPL) An assessment only process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the competencies for entry to, and/or partial or total completion of, a qualification.

Note: See Skills Recognition

Registered Training Organisation (RTO) A training organisation registered by a state or territory registering body in accordance with the ASQA Standards for NVR Registered Training organisations.

Note: A training organisation must be registered in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

Rules of evidence Related to the Principles of assessment the Rules of evidence provide guidance to ensure that assessment evidence is valid, sufficient, authentic and current.

Skills Recognition An assessment only process of gaining formal recognition for skills and knowledge that have been obtained through work, previous study and life experience. Skills Recognition may occur through one or more of the following processes:

- Credit Transfer
- Recognition of Prior Learning (RPL).

Skill Sets Single Units of Competency or combinations of Units of Competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Static curriculum The document that defines the core and elective Units of Competency selected from a Training Package for a qualification that will be delivered by an RTO.

Summative assessment Assessment conducted at predetermined points in the training process or at the end of a period of training and/or work experience to determine the achievement of competency requirements.

Training.gov.au (TGA) website training.gov.au is a website with a database on Vocational Education and Training in Australia. TGA is the official National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs) and has been developed for training sector users.

Training The process used by an RTO to facilitate learning. It refers to the acquisition of knowledge, skills and competencies as a result of the teaching.

Training and assessment resources Support materials developed to support the delivery and assessment of training from Training Packages. They can be printed materials, CDs, videos, web-based resources or libraries of resources.



Training and assessment strategy (TAS)/ Learning and assessment strategy (LAS) A framework that guides the learning requirements and the training and assessment arrangements for a Vocational Education and Training (VET) qualification. It is the document that outlines the macro-level requirements of the learning and assessment process, usually at the qualification level.

Trainer and Assessor qualifications Training and assessment are conducted by trainers and assessors who:

- have the necessary training and assessment competencies as determined by ASQA Standards for NVR Registered Training organisations
- have the relevant vocational competencies at least to the level being delivered or assessed
- continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.

Training Package (TP) A nationally endorsed set of Units of Competency that include an integrated set of competency standards, assessment guidelines and AQF qualification for a specific industry, industry sector or enterprise.

Training plan A documented program of training and assessment for an apprentice or trainee developed by an RTO in consultation with the key stakeholders to the training contract.

Training program A program (also known as a learning program), developed by an RTO, that meets the training and assessment requirements of a qualification from a Training package, one or more designated units of competency, or an accredited course. It might specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources' required. It might form part of a training and assessment strategy.

Training Support Network (TSN) website The Training Support Network (TSN) website provides access to Victorian state accredited curricula which have been developed to provide the skills and knowledge not covered by national training packages.

Tick sheet A selection of Units of Competency drawn from the Static Curriculum that directs a learner's enrolment.

Unit of Competency (UOC) A document that specifies industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Validation of assessment A quality review process, scheduled at least twice a year, to ensure that the assessment plans, process and instruments (or tools) meet the requirements outlined in the Unit/s of Competency and according to the Principles of assessment and Rules of evidence.

Vocational competency A particular industry consists of broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.

Vocational Education & Training (VET) In Australia Vocational Education and Training is mostly post-secondary and provided through the vocational education and training (VET) system by Registered Training Organisations (RTOs). This system encompasses both public, TAFE, and private providers in a national training framework consisting of the Australian Qualifications Framework and Industry Training Packages which define the assessment standards for the different vocational qualifications.

5. Policy statement: Our commitment

BC is committed to maintaining compliance with all regulatory, legislative and contractual requirements.

Specifically, we will:

- *Ensure that all relevant students and staff have access to the policy*
- *Ensure staff know their obligations and responsibilities*
- *Ensure BC has suitable and appropriate student code of conduct in place*
- *Ensure BC has a compliant policy framework to support the disciplinary processes*
- *Ensure staff know their limitations*



6. General Processes

Items	Processes	Roles
Study Conduct	BC wants all students to succeed and leave BC with a positive experience both educationally and socially. To achieve this, all students are expected to come to all scheduled classes or sessions on time and complete and submit assessments within the expected timeframes.	
Academic support and re-sitting assessments	BC offers support services to students who require assistance to achieve their education goals including academic support and re-sitting assessments. Where the student is failing to meet course progress requirements, then the Course Progress Policy will be applied including the development and monitoring of an intervention plan.	
Student Responsibilities	<p>BC collectively expects students:</p> <p>BC Rules</p> <ul style="list-style-type: none">• To be aware of all rules concerning the terms and conditions of their enrolment and use of BC facilities.• To respect all BC property and facilities including the library and computing and to respect the rights of others to use these facilities.• To maintain academic integrity <p>Punctuality and Time Commitments</p> <ul style="list-style-type: none">• To attend classes or sessions as required and submit work in a timely manner.• To supply accurate personal and other information to BC according to deadlines set. <p>Educational activities</p> <ul style="list-style-type: none">• To be well informed about courses and course requirements and to plan appropriately.• To monitor their own progress in the teaching and learning environment and academic program.• To prepare for and actively participate in learning experiences such as discussion and debate.• To incorporate feedback into their learning experience and be aware of the specific rules and course requirements applying to their course of study.• To conduct themselves in a professional manner while undertaking professional placement and respect the confidentiality of client information made available to them as part of their placement. <p>Participation and feedback</p> <ul style="list-style-type: none">• To provide honest constructive feedback to BC and its staff on the quality of teaching and services. <p>Individual rights</p> <ul style="list-style-type: none">• To treat staff and other students with respect and courtesy.• Not endangering the safety of other members of the community.• To show awareness of and sensitivity towards other cultures.• To respect the opinions of others and to engage in rational debate in areas of disagreement.• Feel safe and welcome at BC	



	<ul style="list-style-type: none">• Privacy (as per the Privacy Act): only information necessary to the core functions of BC can be shared without the student's prior consent• Be free from bullying and harassment (including sexual harassment) on campus or during any BC activity (sponsored or controlled)• Receive fair and equitable assessment and complain without fear or recrimination• Be provided with, and have access to, BC policies, procedures and student rights.	
Standards of Behaviour	<p>This Code of Conduct establishes the following standards of behaviour as requirements of all students throughout the learning experience. At all times students must:</p> <ol style="list-style-type: none">1. Abide by all rules and requirements of BC and respond to all lawful and reasonable directions from staff;2. be aware that all forms of academic dishonesty or misconduct are unacceptable3. Use all equipment and resources appropriately, legitimately and safely following all relevant health and safety requirements;4. Follow the recognised policy and procedures for grievances, complaints and resolutions. <p>BC is committed to promoting an atmosphere of respect, understanding, professionalism, equity and access for all students.</p> <p>This Code of Conduct also establishes any of the following behaviour as unacceptable:</p> <ol style="list-style-type: none">1. willful and/or violent and/or unsafe disruptions of teaching, tutorials, lectures, periods of instruction or other learning-based activities;2. bullying, assaulting, harassing, intimidating or displaying aggressive, disruptive or ill-mannered behaviour towards others;3. interfering with, or causing willful or negligent damage or defacing to any BC property;4. theft of BC property or any personal property;5. attending under the influence, or in possession, of alcohol, drugs or any prohibited substance;6. attending with weapons or items likely to cause harm or intimidation to others at any time;7. smoking within the building or within 5 metres of building openings, or upon any external stairways or balcony;8. discriminating against anyone on the grounds of gender identity, sexual orientation, lawful sexual activity, marital, parental or carer status, pregnancy, breastfeeding, age, physical features, impairment, race, ethnicity, political or religious belief or activity, or industrial activity.	
Breaches of the Code of Conduct	<p>Students who breach the standards of this Code may be subject to disciplinary action through disciplinary procedure mentioned below. Students who have breached the Code of conduct may be permanently expelled from BC and, in cases of suspected criminal activity, may involve referral of the matter to the relevant law enforcement authority(s).</p> <p>Student Disciplinary Procedure:</p> <p>Where student behaviour breaches the Student Code of Conduct, disciplinary action will be taken and the following will apply. All investigations will be conducted in a confidential manner.</p> <p>Investigation:</p> <ol style="list-style-type: none">a) The Lead Trainer will meet with the student to discuss the incident, provide the student with the opportunity to present their perspective of the incident including any supporting evidence and discuss the possible consequences.b) The Director of Studies will meet with the Lead Trainer to review the incident and establish whether or not the incident is serious misconduct and determine actions to be taken including consequences for the student.c) If the incident is not deemed as serious misconduct, the lead trainer will meet with the student to discuss appropriate actions.	



	<p>d) If the incident is deemed as serious misconduct, the Director of Studies (DOS) and a second staff member will meet with the student to discuss appropriate actions.</p> <p>e) All meetings are to be formally recorded on a Student Communication Form and filed on the student's file.</p> <p>f) Following the meeting, a formal letter must be sent to the student identifying the issue and actions. This letter is to include the right to access the Complaints and Appeals procedure if the student feels they have been unfairly treated. All communications will be filed on the student's file.</p> <p>g) A note will be placed on the Student Management System to identify that a disciplinary interview has taken place and that details are located on the student's file.</p> <p>h) Any repeated or serious misconduct will be dealt with by the PEO.</p>	
Temporary Suspension:	BC may, after due consideration, temporarily suspend a student for misconduct. This will be for a maximum of four weeks.	
Expulsion	<p>During the review of the student's behaviour, consideration will be given as to whether the student's behaviour constitutes cause for expulsion from BC. Factors that can be cited as reasons to expel include:</p> <p>(a) Safety of student or others</p> <p>(b) Failure to respond to repeated action plans to correct behaviour or study issues</p> <p>(c) Willful damage to others and property</p> <p>(d) Disruptive behaviour that will cause discomfort or disquiet to others</p>	

7. Procedures

	Procedure Steps	Responsibility	Reference
1	Student behaviour should be monitored	PEO	
2	Corrective actions should be taken regarding the matters discussed in the student code of conduct	PEO	

8. Continuous Improvement

A summary of all student code of conduct related matters and concerns will be presented as a part of the Continuous Improvement policy and procedure at the Management Meeting for review. The purpose of this is to ensure management become aware of:

- repeat issues
- Common threads relating to the compliance and quality assurance.
- (when viewed collectively) any general adverse trend that needs correcting

9. Confidentiality and Privacy Statement

For more Information, please refer to our Privacy and Confidentiality Policy. You can obtain this policy by contacting us at admissions@barton.edu.au or read it online via our website www.barton.edu.au.

10. Publication

This policy, once approved, will be available to all students on the college website.

This policy and procedure will form part of the information distributed and communicated during student and staff orientation.

11. Other related policies and procedures



Related policies	<ul style="list-style-type: none">• Deferral, Suspension and Cancellation Policy and Procedure.
Forms or other organisational documents	<ul style="list-style-type: none">• Student Intervention Form.
Documents related to this policy	<ul style="list-style-type: none">• Behaviour Warning Letter Template.

12. Review processes

Policy review frequency: Annually	Responsibility for review: Principle Executive Officer (PEO)
Documentation and communication: Describe how the policy decisions will be documented and communicated	
Version 3.0 <ul style="list-style-type: none">• Policy is reviewed for grammatical errors• Policy is uploaded on college website.	