



Senior School Behaviour Management Procedure

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Author: Simon Bergin

In the interest of maintaining consistency to this document, please note the details of all variations in the table below.

Version Management Record

Date Edited	Version	Variations made to Document	Editor	Approved by
28/08/20	1.1	Inserted current versions of Provisional Enrolment Letter as well as Loss of Good Standing Letter	Belinda Pengilly	Terry Eason
18/01/21	1.2	Updated document to reflect change in structure removing Middle School and updating procedures as per SB	Belinda Pengilly	Tery Eason

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Preamble

Since *Wisdom is of God*, the Bible is the foundation for all policies.

When asked what the most important commandment was, Jesus replied:

You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself. (Matthew 22:37-39)

Discipline involves all aspects of training young people, including mentoring, correcting and rebuking students whose behaviour may be destructive to the community and/or themselves, so that they may develop self-discipline and live as God created us to live. The College seeks to reinforce positive behaviour by recognising and rewarding such behaviour.

School discipline is most often concerned with obvious, visible behaviours and frequently has to content itself with obedience to school rules and the general expectations of society. However, the ultimate aim is not merely change in outward behaviour but change that comes from the heart.

Scope

This policy applies to all students of Swan Christian College from Years 7-12, including Swanonline.

Context

The Biblical Framework developed by core members of staff and based on the College's Seven Pillars, underpin the Behaviour Management document.

Swan Christian College may, from time to time, review and update this policy to take account of changes to the College's operations and practices and to make sure it remains appropriate to the changing legal and school environment.

This procedure should be read in conjunction with

[SCEA Behaviour Management Policy and Guidelines](#)

[SCEA Student Discipline Policy](#).

[SCC Good Standing Policy](#)

[SCC Student Code of Conduct Agreement](#)

Procedures

Overview

The Biblical Framework developed by core members of staff and based on the College's Seven Pillars, underpin the Behaviour Management document. See appendix 1.

Consequences will be determined by the classroom teacher and overseen by the Head of Wellbeing and the Deans of Year. All consequences will be determined on a case-by-case basis underpinned by relationship and rapport. Most disciplinary issues will be handled by the classroom teacher and referred to the Head of Learning Area (HOLA) and/or the Deans, followed by the Head of Wellbeing when required or noted on SEQTA. The College Principal will oversee permanent exclusion. All Provisional Enrolments are approved by the Principal and/or Deputy Principal, led by the Head of Wellbeing.

Our classroom restoration process is linked directly to elements of the School Improvement Plan. Each classroom is provided with common expectations of any member of Swan Christian College. Our consequences are linked to a restorative model, where conversation and agreement are steps in moving forward.

Classroom Discipline

The classroom discipline is based on a modified Canter method framed with the Dr Kevin Knight (New Zealand Graduate School of Education) *8 People: A Model for Appraisal and Mentoring (Captain and Relationship Builder)* document. Please note that a teacher may send a student out of class immediately, depending on the situation.

Classroom teachers are given the freedom to manage their classrooms with their own professional judgement. However, the steps of the classroom discipline model will be followed. Movement through the levels can automatically occur based on the severity of the incident.

1st Disruption: The individual staff member makes the student aware of poor behaviour, providing a warning and a reminder of the expectations.

2nd Disruption: Teacher gives the student a second warning and takes action to move student away from the source of the disruption.

3rd Disruption: Student is given time to 'cool off'. Within five minutes of the respite period, conversation will be had between the teacher and the student welcoming the student to take part back in the classroom.

4th Disruption: Student is exited to Student Services. Students are required to fill in a reflection worksheet when exited and before entering the next lesson find time to speak with the teacher to be welcomed back into that teacher's classroom.

Exit

When a student reaches the 4th disruption and is exited from the classroom for the entire period they are required to fill in the Reflection Worksheet online (<https://form.jotform.co/simonbergin/reflections-worksheet>), found in SEQTA Learn, and continue with their work on SEQTA Learn. To be accepted back into the classroom students must make time before school, recess time, lunchtime or after school to find the teacher and discuss the issue. The teacher will at that stage welcome the student back to class. If a student comes back to class without the discussion with the teacher, the teacher can send that student to Student Services. Students will be required to catch up on missed work in their own time. An exit is significant and therefore requires some form of communication

home to the parent/guardian from the teacher (please see SEQTA Communication Proforma titled Classroom Exit Communication).

On a second classroom exit within the school term, the classroom teacher will communicate with the HOLA and communicate/meet with the Head of Wellbeing for strategies and communication process. The Dean of year will monitor SEQTA for students from their year group who have had multiple exits from varying subjects over recent days/weeks. The Dean of Year will conduct an interview with the student at the earliest possible time to determine causes for the poor behaviour, Dean of Year will communicate to Head of Wellbeing, HOLA's and Teachers where needed and to parents with the exits that have occurred and work with parents, students and teachers on developing strategies to manage the students behaviour.

Levels

The following Affirmation and Rebuilding levels will be the basis of escalation of in class and in community process.

Affirming:

A0 Teacher Affirmation	Commendation entered on SEQTA and email to parents (<i>Proforma on SEQTA: Letter of Commendation Teacher</i>)
A1 Dean of Year/HOLA	Entered on SEQTA and Parent formal letter to parents (<i>Proforma on SEQTA: Letter of Commendation Middle Ldr</i>)
A2 Head of Wellbeing Affirmation	Award presented at assembly (<i>Proforma on SEQTA: Letter of Commendation Middle Ldr</i>)
A3 Principal Affirmation	Award presented by Principal at College formal assembly
A5 College Colour Affirmation	College Colour presented at assembly

Rebuilding:

R0 Teacher Rebuilding	Teacher to implement consequences, Reflection Worksheet to be completed, parent contact via Proforma on SEQTA
R1 Teacher with HOLA support	Teacher to implement consequence with support from HOLA, parent contacted with phone call or parent meeting.
R2 Dean Rebuilding	Implement plan, support teacher, parents contacted by Dean of Year, good standing reviewed
R3 Head of Wellbeing Rebuilding	Executive discretion, Provisional Enrolment – automatic loss of good standing
R4 Deputy Principal / Principal	Principal discretion, Provisional Enrolment – automatic loss of good standing

Parent Involvement

Parents will be made aware at each level of the affirming and rebuilding stages. Parent support and discussion is vital and encouraged. Behavioural issues can be dealt with most

effectively when students, staff and parents work together on the resolution. Phone calls, letters or interviews are a key part of the College's early intervention approach to behaviour management.

Lines of Escalation

Any classroom issue that requires escalation should be communicated to the HOLA. The HOLA will follow the Rebuilding level process. Communication with the classroom teacher will be done through SEQTA. At all levels of escalation, the teacher will be included in communication. At all levels of escalation, the classroom teacher will continue to apply the classroom discipline process.

Provisional Enrolments

All provisional enrolments are at the discretion of the Head of Wellbeing, Head of Academics, Deputy Principal and/or Principal. There are numerous reasons for Provisional Enrolments and they are not based on a one strike policy. Whilst on a Provisional Enrolment, restorative practice will still occur. Provisional Enrolments operate at two levels, with the Provisional 2 being under the Principal and managed by either the Head of Wellbeing, Head of Academics, or the Deputy Principal.

SEQTA Behaviour Management

Affirmation

Log the affirmation on the students profile – If you feel it is worthy of a parent contact, please do so via the proforma form on SEQTA/or phone call

Behaviour patterns

Log any behaviour that is fixable on the spot but needs recording to see a trend in behaviour. For example, lateness, shirt untucked, gum, swearing, hat, uniform, litter, forgotten equipment etc. All patterns of behaviour will be monitored by the Dean of Year and passed to the correct line of management.

Behaviour

Behaviour log is for something more serious, or students constantly performing in 2nd, 3rd, or 4th Disruption level. When logging behaviour in this category, the teacher needs to write what the student has done and what behaviour strategies were implemented in the restoration of the behaviour. Eg 'John continued to leave his desk during instruction time. Teacher warned John multiple times and kept him back after class for a conversation and reminder of standards.'

College Colours

College Colours are awarded to students who consistently achieve excellence underpinned by the College values in one of the following areas:

- Cultural
- Sporting
- Academic
- Service
- House

College Colours are awarded at the discretion of the College team members responsible via the Head of Wellbeing.

Middle Years Protocol (7,8 and 9)

At the start of lessons:

1. Students line up outside the room after a break or when changing classrooms
2. Informal check of uniform as students line up.
3. Students enter the classroom when invited to do so by the teacher.
4. Students stand behind their desks or learning spaces and place their equipment on their desk (or similar for practical subjects).
5. The teacher formally greets the class.
6. The teacher invites the students to sit.
7. The teacher writes the learning outcomes on the board for that particular lesson and draws the students' attention to them. The learning outcome is student driven rather than teacher driven.
8. The teacher marks the roll and students prepare their equipment.

At the end of lessons:

1. The teacher writes the homework on the board or electronically, and students record it. The teacher checks that students have recorded homework and the due date.
2. Some reference to the learning outcome is made as a form of formative assessment – this may be as simple as thumbs up/down for achieving the outcome.
3. At the teacher's invitation the students pack up and stand behind their desks.
4. The teacher greets class and dismisses them. As students leave the class, s/he may wish to check entries in organisers as they leave the class, express gratitude for contributions, or effort, shake hands or other way of building rapport with students.

Other: Learning should be the focus of all activity in Middle School. Thus, except in emergencies, students should not be outside the room/designated learning space without direct adult supervision. This means:

- Students may not get a drink in class time; they are to bring a water bottle (individual teachers can manage this as appropriate to their class). The bottles may not be refilled during class time.
- Students who need to go to sickbay or the toilets should be accompanied by another student. Time absent should be monitored closely.
- Students should bring all required equipment for each block of two lessons; therefore, access to their bags in class time or between lessons is not necessary. Having spare equipment, textbooks, and electronic version of texts etc. with them will help alleviate the need for students to exit the room/learning space.
- When a class occurs in the same room and the next teacher is not there at the beginning of a class, the students are to exit the classroom.

Line Management

Please note that the Dean of Year oversees Mentor Group time, Living Well and the teachers involved. STTC students are referred directly to the Head of the STTC.

The following documents linked to the behaviour management procedures at the College can be found within the below appendix.

Code of conduct

See appendix 2

Individual Behaviour Plan

See appendix 3

Daily Contract

See appendix 4

Provisional Enrolment

See appendix 5

Implementation

The rules are communicated with students through Mentor Groups and Year Group Assemblies. In addition, all staff members model, teach and demonstrate these actions both implicitly and explicitly.

Contact Person

Deputy Principal

Appendix 1 – Biblical Framework

Since *Wisdom is of God*, the Bible is the foundation for all policies.

When asked what the most important commandment was, Jesus replied:

You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself. (Matthew 22:37-39)

Discipline involves all aspects of training young people, including mentoring, correcting and rebuking students whose behaviour may be destructive to the community and/or themselves, so that they may develop self-discipline and live as God created us to live. The College seeks to reinforce positive behaviour by recognising and rewarding such behaviour.

School discipline is most often concerned with obvious, visible behaviours and frequently has to content itself with obedience to school rules and the general expectations of society. However, the ultimate aim is not merely change in outward behaviour but change that comes from the heart.

This policy is undergirded by three guiding principles:

1. Honour God

To honour God, means to respect God, obeying and loving others from the heart.

At SCC we strive to apply discipline in a context of caring relationships, framed by a focus on the **heart attitude** behind misbehaviour, Matthew 5 and 15:1-20. We recognise that repeated small misbehaviours might reflect a disobedient heart attitude in need of correction, Titus 3:10.

The Bible clearly articulates the need for boundaries in the form of rules in a large community such as a school. Rules that provide clear guidelines for the successful running of that community. Furthermore, the Bible instructs us to **practise, appreciate and value discipline** because the Lord disciplines those whom He loves, and He chastises everyone He accepts as a son, Hebrews 12:6.

We demonstrate that we truly love God and our neighbour by disciplining those in our care, Proverbs 13:24.

2. Protect the Community

The College adheres to an explicit discipline policy in order to provide consistency, clarity and safety for all members of the community, including students, parents and teachers.

The policy aims to reflect the realities that:

- There are natural and legal **consequences** for misbehaviour.
- Authority and discipline exist for the **good** of all those in the community, Romans 13:1-8.
- Discipline applied is a form of **justice**, desired by God, Proverbs 21:3, not only to correct those who misbehave, but also to justify those who do what is right and also to warn others, 1 Timothy 5:20.
- Discipline aims to restore relationships.

There are times when the behaviour of individuals is not only harmful to themselves but to others in the community and in some cases the community itself. If behaviour remains persistently uncorrected, a removal from the community may be necessary, 1Corinthians 5; Matthew 18:17.

3. Restore the Individual

For God so loved the world, that He gave His only Son, that whoever believes in Him should not perish but have eternal life. (John 3:16)

God, creates, knows and saves individuals. The College Discipline Policy acknowledges the complexity and nuances of individual contexts. Discipline at SCC recognises that:

- The purpose of discipline is **restoration**, Luke 17:3,4.
- Discipline is not pleasant at the time, but **painful**, later producing a harvest of righteousness and peace for those who have been trained by it, Hebrews 12:1.
- Discipline should be **flexible**, distinguishing between circumstances and motivations, Luke 12:48.
- An explicit policy with firm consequences provides teachers with the opportunity to bless and be blessed by being **merciful**, Matthew 5:7.

Discipline is not opposed to love, but an expression of love, Proverbs 13:24, necessary for the health of the individual and the community as a whole, and necessary if God is to be honoured.

Appendix 2 – Code of Conduct



Student Code of Conduct

Code of Conduct

At Swan Christian College we expect students to uphold an agreed consistent set of values and virtues, whilst striving towards strong progression in their learning. This Student Code of Conduct sets out Swan Christian Colleges expectations of students with respect to their academic and personal conduct.

The focus of our College is to continuously improve the learning culture right across the school community. Life at the College focuses on students developing and experiencing challenge and growth which is fundamental to who we become and the character we develop. At Swan Christian College we seek to show characteristics of Spirituality, Integrity, Respect and Excellence as we believe this is an invaluable and integral part of a quality learning culture both in and out of the classroom.

The Code of Conduct is about creating a positive environment where people are kind and respectful to one another. It is a commitment we expect students to make to create a culture of which we are proud, one where we seek the best interests of each other over ourselves and one where each person feels safe and belongs. As members of the school community all students are expected to strive towards consistently upholding this code of conduct and can expect to consistently be held accountable for their actions.

As a member of the student body at Swan Christian College, I will:

- actively engage and learn within my classes, upholding the rules of the classroom whilst demonstrating the utmost respect for my teacher and fellow students;
- demonstrate respect towards the Christian ethos of the College;
- respect all individuals within the College, demonstrating kindness in all I do by seeking to serve others above myself;
- demonstrate integrity through being truthful and honest in everything;
- show appreciation to my teachers and all members of staff, by displaying gratitude;
- smile and greet our fellow students and staff as we transition through the day and enter classrooms/zoom room;
- respect and care for ones own property and that of others;
- be positive in my language, speaking to build each other up and not to tear anyone down;
- protect myself and others both physically and emotionally, including taking action as a bystander;
- demonstrate pride in the school and positively promote it to the wider community;
- respect the grounds and uphold the College uniform policy, Swanonline students should liaise with the Head of Swanonline when attending the College or College events;
- respect people's physical, social and emotional space; and
- uphold the College rules and abide by the law at all times.

Student Signature

Date Signed

Appendix 3 – Individual Behaviour Plan

Student Name:

Year: MG:

Date:

Parent/Guardian contact:

IBP Reported by:

IBP Reports to:

Duration of IBP:

.....
Student

.....
Parent/Guardian

.....
Dean of Year/Head of Learning Area



<p>Method of Teaching Replacement Behaviour and by whom: <i>How will the student learn the desired behaviour and by whom?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction, by: <input type="checkbox"/> Self-regulation, by: <input type="checkbox"/> Self-regulation, by: <input type="checkbox"/> Role playing, by: <input type="checkbox"/> Behaviour contract, by: <input type="checkbox"/> Decision-making lesson, by: <input type="checkbox"/> Social skills training, by: <input type="checkbox"/> Modelling, by: <input type="checkbox"/> Stress management, by: <input type="checkbox"/> Mentor(s), by: Other, by:
<p>Accommodations and interventions – who is responsible for them: <i>What help will we give the student to encourage success in changing the behaviour?</i></p>	<p>Accommodations to assist the student in displaying the College standards:</p> <p>Intervention By:</p>
<p>Unacceptable Behaviours:</p>	
<p>Measuring the Progress: <i>How will we know if it is working or not?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Daily/weekly contract <input type="checkbox"/> SEQTA entries <input type="checkbox"/> Direct observation <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Other - Diary monitoring
<p>Affirmation for appropriate behaviour:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal praise - immediate feedback <input type="checkbox"/> Earned privileges - free time <input type="checkbox"/> Positive reinforcement for demonstrating the desired behaviour <input type="checkbox"/> communication home - phone call and/or email home <input type="checkbox"/> Other
<p>Consequences for inappropriate behaviour:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Phone call home <input type="checkbox"/> Referral to DHOMS - referral <input type="checkbox"/> Loss of privileges - Good Standing, Suspension, P1 <input type="checkbox"/> Time out <input type="checkbox"/> Detention <input type="checkbox"/> Other – email home <input type="checkbox"/> Opportunities to restore relationship



Appendix 4 – Daily Contract

DAILY REPORT					
Name					
Year and House					
			Term 1 2019	Week x	
Behaviour modification:					
		Explicit area 1			
		Explicit area 2			
		Explicit area 3			
		<i>Teacher Signature</i>			
Daily Contract: Parent Information					
When your child has been placed on Daily Contract they are issued a contact Form (daily or weekly). They take this form to every lesson, have it completed by their teachers and at the end of the day take it home for parental review, comment and signature. This contract can be checked by DOY do DHOMS at any times and will be handed in when the set is complete). Your child's personal responsibility in completing these requirements is essential for the success of this process					
Guidelines to the Assessment Process					
1. Poor: The student's performance in that aspect is unacceptable and must be addressed and changed immediately.					
3. Average: The student has fulfilled most of the requirements to a reasonable standard with respect to the various categories.					
5. Good: The student has fulfilled all of the requirements to a reasonable standard with respect to the various categories.					
Signature Student		Signature Parent		Signature Dean of Year	
Name:	Name		Term 1 2019	Monday	
Year/Mentor Group:	Year and House		Week x		
To obtain a 5 I need to:	Explicit area 1	Explicit area 2	Explicit area 3	Teacher Signature	Parent Signature
Mentor Group	5 3 1	5 3 1	5 3 1		
Comment					
1	5 3 1	5 3 1	5 3 1		
Comment					
2 :	5 3 1	5 3 1	5 3 1		
Comment					
3 :	5 3 1	5 3 1	5 3 1		
Comment					
4 :	5 3 1	5 3 1	5 3 1		
Comment					
5 :	5 3 1	5 3 1	5 3 1		
Comment					
6 :	5 3 1	5 3 1	5 3 1		
Comment					

Appendix 5 – Provisional Enrolment Letter 1

Dear Mr and Mrs

RE: Level 1 Provisional Enrolment for ...

Thank you for attending a re-entry interview for [INSERT NAME]. As you are aware, we have decided to initiate a provisional enrolment with very specific criteria for [INSERT NAME].

[INSERT NAME] will be required to comply with the following points under provisional enrolment:

1. Behave in a respectful and cooperative manner towards teachers and students at the College.
2. Behave in a respectful manner when travelling to and from the College by bus.
3. [His/Her] behaviour is to reflect the College values and policies at all times.
4. Must be a respectful and engaged member of the College community and not disrupt the learning environment of other students.

Failure to maintain these particular provisions or any other serious breach of College expectations will result in a review of [his/her] enrolment. Our aim in providing these boundaries is that [INSERT NAME] will know exactly what is expected of [him/her]. [He/She] has agreed to these criteria in our meeting and affirms [his/her] desire to be here.

All students who are on provisional enrolment automatically lose their good standing with the College. Loss of good standing has implications for [INSERT NAME] ability to participate in College based activities, please refer to the Good Standing Policy which is attached to this letter.

We trust that this alteration to his enrolment will bring about a positive result for [INSERT NAME], your family and the College.

Please sign and return this letter, accepting the terms of the provisional enrolment.

Yours sincerely

Mr S Bergin
Head of Wellbeing

Mr T Eason
Deputy Principal

We, [INSERT PARENT NAMES], understand and accept the criteria by which [INSERT STUDENT NAME] will be re-entering the College and will continue to work with the College in this regard.

Sign here

Sign here

I, [INSERT STUDENT NAME] understand and accept the criteria by which I will be re-entering the College and will abide by the criteria set out in this letter.

Sign here

Appendix 6 – Provisional Enrolment Letter 2

Dear Mr and Mrs

RE: Final Provisional Enrolment for ...

Thank you for attending a re-entry interview for [INSERT NAME]. As you are aware, we have decided to initiate a provisional enrolment with very specific criteria for [INSERT NAME].

[INSERT NAME] will be required to comply with the following points under provisional enrolment:

1. Behave in a respectful and cooperative manner towards teachers and students at the College.
2. Behave in a respectful manner when travelling to and from the College by bus.
3. [His/Her] behaviour is to reflect the College values and policies at all times.
4. Must be a respectful and engaged member of the College community and not disrupt the learning environment of other students.

Failure to maintain these particular provisions or any other serious breach of College expectations will result in [his/her] position being terminated. Our aim in providing these boundaries is that [INSERT NAME] will know exactly what is expected of [him/her]. [He/She] has agreed to these criteria in our meeting and affirms [his/her] desire to be here.

All students who are on provisional enrolment automatically lose their good standing with the College. Loss of good standing has implications for [INSERT NAME]'s ability to participate in College based activities, please refer to the Good Standing Policy which is attached to this letter.

To accept this offer please sign and return this letter, accepting the terms of the provisional enrolment. We look forward to working with you to achieve the best possible outcome for your child.

Yours sincerely

Mr S Bergin
Head of Wellbeing

Mr T Eason
Deputy Principal

We, [INSERT PARENT NAMES], understand and accept the criteria by which [INSERT STUDENT NAME] will be re-entering the College and will continue to work with the College in this regard.

Sign here

Sign here

I, [INSERT STUDENT NAME] understand and accept the criteria by which I will be re-entering the College and will abide by the criteria set out in this letter.

Sign here

Appendix 7 – Loss of Good Standing Letter

Dear Mr and Mrs [PARENTS DETAILS]

RE: Loss of Good Standing

Due to numerous behavioural concerns affecting the Swan Christian College community, the College has decided to initiate a loss of good standing for [INSERT STUDENT NAME] to be reviewed by the end of Term 4.

To help rectify the concern, [INSERT STUDENT NAME] will participate in a daily contract for the next two weeks to monitor his/her behaviour during class time. If [INSERT STUDENT NAME] does not demonstrate improvement in this area a Provisional Enrolment will be considered and implemented.

We believe that it is a privilege to participate fully in the College's programs and with this privilege comes responsibilities. At this stage [INSERT STUDENT NAME] will lose his/her 'Good Standing' within our College.

Please consider the key points of the Loss of Good Standing policy:

- A student who has a loss of good standing may not be permitted to attend the year camp or other special group activities. Ongoing poor behaviour may lead to suspensions.
- A student who has incomplete academic work may have to complete that work during an In-School Suspension or an Out-of-School Suspension.
- A student who is behind in their academic work may not be permitted to represent the College at outside functions such as sporting fixtures and cultural events.
- A student whose uniform does not satisfy the College Uniform Policy may be sent home.

If a student would like to be a part of an activity which they are excluded from, they are required to write a letter or email to the Dean of Year, Deputy Head of School or Head of School, Head of Trade Training, acknowledged by their parent/guardian, outlining why they should be included in this specific activity and how it could benefit their growth. This will be reviewed by the Head of School, pending their decision.

To return to 'Good Standing', [INSERT STUDENT NAME] must demonstrate positive behaviours which are expected of any College member.

Yours sincerely