



Student Positive Expectations and Behaviour Guideline

Introduction

Stuartholme School is a Catholic, independent girls' day and boarding school located in Brisbane. As a Sacred Heart School, our philosophy is based on the 200-year tradition of the Society of the Sacred Heart. This holistic approach educates children to become leaders of tomorrow following the five goals:

1. A personal and active faith in God.
2. A deep respect for intellectual values.
3. Building community as a Christian value.
4. A social awareness that impels to action.
5. Personal growth in an atmosphere of wise freedom.

With regard to student wellbeing, we endeavour to provide a safe, challenging and positive environment for each student so that she may develop the resilience, courage and capacity to be the best she can be and challenge social norms.

Purpose

The *Student Positive Expectations and Behaviour Guideline* promotes effective partnerships between the Leadership Team, Leaders of Student Wellbeing, Teacher Mentors, Teachers, Boarding and Administrative Staff and parents.

This guideline strives to promote the support for and respect of each student and sustain strong, positive relationships. It outlines the processes to provide efficient resolution of issues. It recognises that students are in formation and facilitates student wellbeing through the adoption of professional best practices including:

- **Due Process:** a process is implemented whereby the student's individual rights are acknowledged and a just investigative process is carried out.
- **Natural Justice:** a process that avoids initial judgment and ensures students understand issues or incidents raised pertaining to inadequate personal; presentation or conduct and have a chance to respond before any consequence is given.
- **Restorative Justice:** a process where restoration is made when it has been established that wrongdoing has occurred.
- **Reasonable probability:** the name that is given to the evidence that will tend to support a contention.

Scope

This guideline applies to all students of the school. It is cross-referenced with the expectations and procedures in the Student Handbook and policies available on the school website and portal. It does not include student protection concerns relevant to the student protection processes and guidelines.

Sacred Heart Goals	School Expectations	Student Responsibilities
1. A personal and active faith in God.	<ul style="list-style-type: none"> Positively engage with the school ethos Be respectful of the diversity of spiritual growth 	Respect Spirituality
2. A deep respect for intellectual values.	<ul style="list-style-type: none"> Respect a diverse range of intelligences Show self-discipline and dedication to academic requirements Be punctual to school and all classes Respect the learning for all 	Respect Learning
3. Building community as a Christian value	<ul style="list-style-type: none"> Show self-respect Adhere to the school dress code Respect others' rights and property Respect the community's reputation 	Respect and Strengthen Others
4. A social awareness that impels to action.	<ul style="list-style-type: none"> Positively participate in school initiatives and the Social Justice Program Be courageous to stand up against bullying 	Empower the Vulnerable
5. Personal growth in an atmosphere of wise freedom.	<ul style="list-style-type: none"> Take personal responsibility for individual growth Respect the individual growth of others Allow others to be themselves 	Respect Self

Stages and potential consequences for inadequate personal presentation or conduct

Stage 1	-Initial inadequate personal presentation or conduct that does not meet school expectations.	Informal conversation with student and teacher/ teacher mentor and follow up action agreed	-Teacher -Teacher Mentor -Dean of Boarding
Stage 2	-Inadequate personal presentation or conduct that does not meet school expectations.	- Conferencing with a Teacher/ Teacher Mentor/ Leader of Student wellbeing to ascertain agreed outcomes - Remain at lunch time (evaluation of behaviour and plan for changing responses) -Counselling	-Teacher -Teacher Mentor -Leader of Student Wellbeing -Dean of Boarding
Stage 3	-Pattern of inadequate personal presentation and conduct that does not meet school expectations.	- Remain after school (evaluation of behaviour and plan for changing responses) -Counselling - Parent informed	-Teacher Mentor -Leader of Student Wellbeing -Dean of Boarding -Dean of Student Wellbeing
Stage 4	-Repeated pattern and/ or serious breach of conduct that does not meet school expectations.	-Internal Suspension -External Suspension -Counselling - Parent informed	-Dean of Student Wellbeing -Dean of Boarding -Principal
Stage 5	- Serious breach of conduct that does not meet school expectations/ bringing the school into disrepute. -Consumption of alcohol, tobacco or other drugs while in the school's care/ in uniform, serious misuse of IT/ Social media -Bringing alcohol, tobacco or illicit drugs onto the school property or to a school function (or offering to).	-External Suspension -Medical assessments -Counselling -Show cause -Exclusion -Report to police -Parent informed.	-Dean of Student Wellbeing - Dean of Boarding -Principal

*Consequences may vary and will depend on assessment by the Principal and Leadership Team on a case by case basis. Depending on the particular issue or incident, students may progress directly to any of the latter stages.