



**34 CROFT ROAD  
HOLYWOOD  
BT18 OPR**

**028 90 428 029**

[info@hollywood-steiner.co.uk](mailto:info@hollywood-steiner.co.uk)

## **POSITIVE CONDUCT POLICY**

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### **Rationale**

**In the formulation of the school's Positive Conduct Policy, the Headteacher, the senior leadership team, the School Council and the Board of Trustees agrees that it should reflect the following considerations:**

A conduct policy should be **positive**, not just a set of rules and consequences. Pupils should be taught acceptable manners, behavior traits and work patterns. **Promoting positive conduct** is not to be regarded simply as a process of issuing sanctions and consequences.

Good conduct is largely synonymous with respect, respecting one another, showing respect for adults, property, and other people's belongings.

Promoting positive school conduct requires cooperation from parents/guardians. It would seem reasonable that teachers have the right to expect respect, support and encouragement from parents/guardians as outlined in the Code of Conduct for Pupils. Equally it is reasonable for parents/guardians and the Board of Trustees to be clearly informed of the school's conduct policies.

In the same spirit, pupils have the right to be treated with respect, support and encouragement by the teachers and adults they encounter in their daily life at school. All Hollywood Steiner School staff and volunteers are expected to abide by the school's **Code of Conduct** for Staff and Volunteers.

### **Principles**

**Expectations of teachers, pupils, and parents.**



All Hollywood Steiner **teachers** are expected to:

**Ensure they are clear that they have done everything they can to promote positive conduct. This includes:**

Providing opportunities for breathing and rhythm should be embedded in lesson planning as an essential part of learning. This is done through thorough planning, review, and classroom organization.

Being able to recognize how s/he relates to the pupils by regularly carrying out self-reflection and evaluation in relation to curriculum delivery and teaching methods.

Working on themselves in consciously recognizing that their own frame of mind, as well as their intent will influence the pupils. It is a primary task of the Steiner Waldorf teachers to carry out self-reflection and engage in self-development in the service of the pupils.

Delivering the curriculum in an age-appropriate way and at a level all pupils can access and ensuring that methodology and in particular, the capacity to use differentiation are skills which are continuously developing.

Practicing pupil observation and taking part in contemplative study on a regular basis.

Undertaking pupil assessment on a regular basis with a view to supporting the pupil's school experience and education.

Developing strategies to promote mannerly/respectful behavior towards others.

**To develop these qualities, the teacher should make opportunities to do the following on a regular basis:**

- Teacher training and continuing professional development
- Peer mentoring and feedback
- Promote positive behavior in all relationships in school life
- Maintain accountability in and for all activities
- Work in a spirit of cooperation with parent/guardians



**All Hollywood Steiner pupils are expected to:**

Treat all staff with cooperation and respect.

Be helpful, co-operative, courteous and polite to all in the School community.

Come to school punctually and arrive for all classes on time.

Come properly prepared for school with the right books, equipment, and homework.

Work hard in all classes and allow other pupils to learn.

Listen carefully and follow instructions.

Look after their own property, the property of the School and respect the property of others.

Always preserve the reputation and ethos of the School when in school.

**The following types of behavior cannot be tolerated:**

- × stealing
- × destruction/defacing of property and waste of resources
- × obscene language, vulgarity, telling lies
- × physical and mental torment/cruelty, bullying
- × violent behavior and threatening language
- × cheating and copying
- × persistent defiance of instructions from a teacher
- × insolence
- × frequent lateness
- × unreasonable forgetfulness disrupting class routine
- × breaking safety rules and so endangering life and limb



- × use of prohibited substances
- × breaking the pupil code of conduct

**All Hollywood Steiner Parents are expected to:**

Support the Positive Conduct Policy.

Encourage regular study habits in a suitable working environment ensuring that homework is given priority.

Help to ensure that the correct books and equipment are brought to School.

Inform the School of any circumstances which might affect the education of their child or other children.

Attend consultations with staff concerning their child's progress and support School functions.

Ensure punctuality and full attendance except for illness, or unforeseen circumstances.

**Promoting positive behavior**

At the Hollywood Steiner School teachers take every opportunity to promote positive conduct through encouragement and praise rather than criticism.

We recognize that most of our pupils conform to the school's Positive Conduct Policy and help maintain it.



**Teachers should actively encourage positive behavior using a variety of strategies to include:**

*an open-door policy where pupils can speak to teachers*

a quiet word of thanks or encouragement

comments in books

a word of praise in front of class/other classes

sent to another member of staff for acknowledgement of positive behavior

free choice of activity for 15 minutes of the day

It is important that pupils who behave well at school have this capacity recognized and those pupils who have difficulty in complying with the school's Positive Conduct Policy can identify the benefits of positive behavior.

### **School Council**

The School aims to promote positive behavior through engaging our pupils in the decision-making of the School.

The platform for this is the school council. Its aims are:

To promote, support and enhance the student voice in the School.

To have a positive impact on the whole school environment.

To learn new life skills of communication and listening, decision making, peer leadership, problem solving and working as a team.

### **The Sanction/Referral Pathway**

The Positive Conduct Policy also outlines the sanctions that operate if School procedures are willfully or persistently breached. Although praise and recognition are central to the encouragement of good behavior, realistically sanctions are required to demonstrate the disapproval of unacceptable behavior and to protect the security and stability of the school community.

Parents/guardians can be assured that teachers recognize that breaches of the Positive



Conduct Policy may indicate that the pupil needs extra support in a variety of ways. Teachers will do all they can, whilst being mindful of the needs of their other pupils, to help the pupil move towards more positive behavior. At the same time as the cycles described below will be applied, teachers will use **restorative practices** to address ongoing unacceptable behavior.

Only a general response to breaches of the Positive Conduct Policy can be formulated. Children respond in different ways to restorative measures and often the teacher will know what measures to take. For some pupils, a simple word is enough, for others who persist in behaving undesirably, further consequences or sanctions must be applied.

**A subject teacher should be able to contact a parent/guardian regarding any difficulties a pupil may be having in their class but only after consultation and agreement with the class teacher or sponsor.**

**The following sequence of consequence and sanction will be applied and will be reviewed annually.**

### **Lower School (Class 1)**

**Following three warnings in one lesson or break/lunch:**

- The teacher has a quiet word with the pupil and the pupil carries out a **positive action** with the teacher. This process should take no longer than 5 minutes.
- The teacher shares a story which addresses the issue with the class.
- If the pupil has gone through this process **three times in one half term** the Headteacher is to be informed.

### **Lower School (Class 2 – Class 5)**

**Following three warnings in one lesson or break/lunch:**

- The teacher should send a responsible pupil to get the Headteacher. If the Headteacher is not available, the pupil should be sent to another class, or remain with the teacher on duty. The class teacher or Headteacher will contact the pupil's parents/guardians by telephone or email.
- Being sent to the Headteacher or another class **twice in one half term** results in the parents/guardians being asked to attend a meeting with the class teacher and the Headteacher. The pupil is placed on a daily progress report for two weeks **(appendix one)**

At the end of the two weeks a meeting is called with the parents/guardians, the



Headteacher and the class teacher to assess progress and improved behavior.

- If progress and improved behavior are evident the pupil is praised and is no longer on a daily progress report. **(behavior is recorded in pupil's file)**
- If there is no progress or improved behavior evident, parents/guardians and the pupil meet with the Headteacher and the Class teacher. The parents/guardians and pupil are asked to sign a **Positive Conduct Agreement (appendix two)** for a period decided upon by the Headteacher
- If this Agreement is broken the pupil will be **internally suspended for one day (Level 3)**
- Following their return to school a **restorative meeting** will be held with the parents/guardians, the pupil and the Headteacher and the Positive Conduct Agreement will be resigned by the parents/guardians and the pupil and reapplied.
- If this Agreement is broken the pupil will be **externally suspended for one day (Level 4)**
- Following their return to school a **restorative meeting** will be held with the parents/guardians, the pupil and the Headteacher and the Positive Conduct Agreement will be resigned by the parents/guardians and the pupil and reapplied.
- If the Agreement is broken the pupil will be **externally suspended for two days (Level 4)**
- Following their return to school a **restorative meeting** will be held with the parents/guardians, the pupil and the Headteacher and the Positive Conduct Agreement will be resigned by the parents/guardians and the pupil and reapplied.
- If the Agreement is broken for a fourth time the pupil may be asked to leave the school or may be **permanently excluded (Level 5)**

### **Middle School and Upper School (Classes 6 – 11)**

- **If a pupil is given three warnings in one lesson or break/lunch, they will receive a cautionary mark (Level one)**
- Three cautionary marks in **one half term** will result in **detention (Level two)** lasting **45 minutes** which will take place after school from **3pm - 3.45pm on a Thursday.**



- **Three detentions in one full term** will result in a meeting with the parents/guardians, the pupil, the Class teacher and the Headteacher. The pupil is placed on a daily progress report for two weeks **(appendix one)**

At the end of the two weeks a meeting is called with the parents/guardians, the Headteacher and the class teacher to assess progress and improved behavior.

- If progress and improved behavior are evident the pupil is praised and is no longer on a daily progress report. **(behavior is recorded in pupil's file)**
- If there is no progress or improved behavior evident, parents/guardians and the pupil meet with the Headteacher and the Class teacher. The parents/guardians and pupil are asked to sign a **Positive Conduct Agreement (appendix two)** for a period decided upon by the Headteacher
- If the Agreement is broken the pupil will be **internally suspended for one day. (Level three)**

Following their return to class a **restorative meeting** will be held with the parents/guardians, the pupil and the Headteacher and the Positive Conduct Agreement will be resigned by the pupil and reapplied.

- If the Agreement is broken the pupil will be **externally suspended for one day. (Level four)**
- Following their return to school a **restorative meeting** will be held with the parents/guardians, the pupil and the Headteacher and the Positive Conduct Agreement will be resigned by the pupil and reapplied.
- If the Agreement is broken the pupil will be **externally suspended for two days. (Level four)**
- Following their return to school a **restorative meeting** will be held with the parents/guardians, the pupil and the Headteacher and the Positive Conduct Agreement will be resigned by the pupil and reapplied.
- If the Agreement is broken for a fourth time the pupil may be asked to leave the school or be **permanently excluded. (Level five)**





## Examples of behavior and sanctions (5 levels)

### LEVEL ONE

#### **Cautionary marks: Annulled after each half term**

Late to class without permission or a valid excuse.  
Incomplete/no homework or unacceptable homework.  
Causes low level disruption (after 3 warnings)  
The use of bad language  
Shows disrespect to staff  
Mobile phone visible during the school day without permission  
Chewing gum during the school day  
Deliberate minor damage to school/staff/pupil's property  
Eating outside  
Kicking a ball

### LEVEL TWO

#### **Detentions: Annulled after a full term**

Swearing at a member of staff  
Continued disrespect towards a member of staff  
Deliberately spitting at something or someone  
Copying another pupil's homework

### LEVEL THREE

#### **Internal suspension: Annulled after one academic year**

Threatening behavior to a member of staff or another pupil (**Level 4 also**)  
Physical fighting (**Level 4 also**)  
Using obscene or inappropriate language (including sexual terminology) directed towards a member of staff or another pupil (**Level 4 also**)  
Endangering others  
Bullying (**Level 4 also**)  
Sectarianism (**Level 4 also**)  
Racism (**Level 4 also**)  
Homophobia (**Level 4 also**)



## LEVEL FOUR

### **External suspension: Annulled after three academic years.**

Leaving the school property without permission

Violent behavior

Theft

Possession of dangerous items or weapons

Smoking

Carrying or consuming drugs on school property or on school trips (**Level 5 also**)

Carrying or consuming alcohol on school property (**Level 5 also**)

Deliberate major damage to school/staff/pupil property

Physical fighting (**Level 3 also**)

Using obscene or inappropriate language (including sexual terminology) directed towards a member of staff or another pupil (**Level 3 also**)

Bullying (**Level 3 also**)

Threatening behavior to a member of staff or another pupil (**Level 3 also**)

Sectarianism (**Level 3 also**)

Racism (**Level 3 also**)

Homophobia (**Level 3 also**)

## LEVEL FIVE

### **Automatic Expulsion: (see expulsion policy)**

Extreme violent behavior

Sexual abuse/harassment of another person

Arson

Extreme damage to school/staff/pupil property

Consuming alcohol on school property or on school trips (**Level 4 also**)

Carrying or consuming drugs on school property or on school trips (**Level 4 also**)

Some of the behaviors outlined above appear in two different levels of sanctions. This is to allow the Headteacher and the Board of Trustees to treat each case individually and apply the most appropriate level of sanction to each individual behavior.



**FLOWCHART OF ACTIONS FOR BEHAVIOR**

**(CLASS 1)**

**FOLLOWING 3 WARNINGS THE TEACHER HAS A QUIET WORD AND THE PUPIL CARRIES OUT A POSITIVE ACTION WITH THE TEACHER**

**OR**

**THE TEACHER SHARES A STORY WHICH ADDRESSES THE ISSUE WITH THE CLASS  
IF THE PUPIL HAS GONE THROUGH THIS PROCESS 3 TIMES IN ONE HALF TERM THE HEADTEACHER IS TO BE INFORMED**

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**(CLASS 2-5)**

**FOLLOWING 3 WARNINGS IN ONE LESSON OR BREAK/LUNCH THE TEACHER SHOULD SEND A RESPONSIBLE PUPIL TO GET THE HEADTEACHER. IF THE HEADTEACHER IS NOT AVAILABLE THE PUPIL SHOULD BE SENT TO ANOTHER CLASS OR REMAIN WITH THE TEACHER ON DUTY**

**BEING SENT TO THE HEADTEACHER OR ANOTHER CLASS TWICE IN ONE HALF TERM, RESULTS IN A MEETING WITH THE PARENTS/CARERS, THE PUPIL, THE CLASS TEACHER AND THE HEADTEACHER**

**AND**

**THE PUPIL IS PLACED ON A DAILY PROGRESS REPORT FOR 2 WEEKS**

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**(CLASS 6-11)**

**FOLLOWING 3 WARNINGS IN ONE LESSON OR BREAK/LUNCH, PUPILS RECEIVE A CAUTIONARY MARK**

**3 CAUTIONARY MARKS WILL RESULT IN DETENTION**

**3 DETENTIONS IN ONE FULL TERM RESULTS IN A MEETING WITH THE PARENTS/CARERS, THE PUPIL, THE CLASS TEACHER AND THE HEADTEACHER**



### **Behavior Outside School: (See Educational Visits Policy)**

Pupils in the school are reminded that they are **ambassadors** for the school and are to uphold the school's ethos. Pupils are expected to behave with reasonable maturity and show respect for their peers, adults, and property on their way to and from school and on educational visits etc.

All our efforts are of little value unless the parents/guardians support this and reinforce expected standards of behavior.

It is the policy of the school to respond to incidents of misbehavior which occur when pupils are on their way to and from school or which at any time may bring the name of the school into disrepute such as bad behavior on a school trip. If unacceptable behavior takes place on a residential school trip the pupil or pupils involved may be asked to return home. This may involve their parents/guardians being asked to come and collect them from the trip.

### **Monitoring and Evaluation.**

This policy will be reviewed annually by the Headteacher and School reps and approved every two years by the Board of Trustees for dissemination to parents/guardians, pupils, and staff. It will be implemented through the schools' staff induction and training program and as part of day-to-day practice. Compliance with the policy will be monitored on an on-going basis by the Headteacher and school reps.

This policy will be supported by appropriate training where required.



**Appendix one**

**Daily progress report**

**Date:**

**Name:**

**Class:**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Main lesson</b>					
<b>Break</b>					
<b>Practice lesson</b>					
<b>Lunch</b>					
<b>Afternoon lesson</b>					
<b>Afternoon lesson</b>					

Teachers should comment on the pupil's behavior and initial. Pupils must return the report to their class teacher/sponsor at the end of the day. The class teacher/sponsor will issue the pupil with a new daily report each morning.



**Appendix two**

**Positive Conduct Agreement**

This will be written on an individual basis, dependent on the behavior/behaviors which are preventing the pupil, or other pupils from fully engaging in their education.

<b>Policy Review History</b>			
<b>Version</b>	<b>Revision Author</b>	<b>Summary of Changes</b>	<b>Date Approved</b>
<b>1.0</b>	<b>Peter Chambers</b>		<b>January 2021</b>