Statement of Boarding Principles- Earlscliffe

- The UK is an international student destination, and Earlscliffe attracts pupils from all over the world. The diversity of cultural backgrounds is a strength of the school community and is respected and celebrated accordingly.

- The school's positive and supporting culture helps pupils learn to understand and respect others and become aware of their responsibilities to the wider community. The school encourages pupils to accept challenges and learn initiative and independence and endeavours to help pupils exercise freedom in a responsible way which develops with age and maturity.

- The school aims to help pupils grow in personal integrity as they learn courtesy, cooperation, care for one another and the ability to build and maintain relationships with people of all ages, cultures, races and religions.

- The school is committed to safeguarding and promoting the welfare of children and young people in its care, and the health, safety and wellbeing of all pupils is of paramount importance.

- The school aims to promote an open and trusting ethos, ensuring each pupil's right to privacy, dignity and independence.

- The school encourages boarders to approach members of staff at any time in order to discuss concerns or share celebrations. The small nature of the school allows all members of the community to be known well as individuals.

- The school has a well-structured Pastoral Care System made up of the Assistant Head (Pastoral), House Managers and House Staff, Group Tutors, the Deputy Head, the Head Teacher, other members of staff and outside agencies as needed, all of whom hold regular meetings. This strong network of professional relationships within the school staff community is the cornerstone of an effective working environment which enables a spirit of mutual trust and friendliness across all the boarding houses.

- The school's six boarding houses provide the scope for all students to develop their talents in a happy and purposeful environment and for each one to play their part in the school community and, looking to the future, in other communities such as college/university, work and society.

Reviewed and updated November 2023