

# Earlscliffe (Earlscliffe Ltd.)

## **Policy: Behaviour Policy**

**Member of SLT Responsible: Deputy Head (Pastoral and Boarding)**

**Date of Review: September 2025**

**Date of Next Review: June 2026**

## **Introduction**

Earlscliffe encourages students to uphold the highest standards of behaviour, moral integrity, and mutual respect, recognising the diversity of our international school community. We are an inclusive community, welcoming students from a wide variety of backgrounds, ethnicities, and faiths. Each student is treated as an individual, with the aim of developing young adults who are prepared to make meaningful contributions to society and the wider world.

We believe that fostering a safe, respectful, and supportive environment is a shared responsibility among students, staff, and parents. This policy outlines our approach to promoting positive behaviour, addressing issues constructively, and ensuring fairness and consistency.

This policy uses both statutory and non-statutory guidance and has been prepared with reference to the following:

- **Keeping Children Safe in Education (KCSIE, DfE, September 2025)**
- **Relationships, Sex and Health Education (RSHE) statutory guidance** (DfE, July 2025, for implementation from September 2026)
- **Behaviour in Schools: Advice for Headteachers and School Staff** (DfE, 2022, latest update)
- **Searching, Screening, and Confiscation: Advice for Schools** (DfE, September 2022)
- **Use of Reasonable Force: Advice for Headteachers, Staff, and Governing Bodies** (DfE, July 2013)
- **Terrorism (Protection of Premises) Act 2025 (“Martyn’s Law”)**

The terms “must” and “should” are used throughout this guidance. Where the text uses the word “must,” the person in question is legally required to do something. Where the text uses

the word "parent," it should be read as inclusive of guardians and any other person with parental responsibility. Where non-statutory guidance is cited, it represents best practice recommended by the Department for Education.

This policy aligns with national standards and reflects Earlscliffe's commitment to nurturing a community that celebrates diversity, fosters mutual respect, and supports students in reaching their full potential.

## **Ethos**

At Earlscliffe, our ethos is underpinned by our five core values: **Aspiration, Community, Curiosity, Personal Development, and Respect**. These values guide our expectations for behaviour and interactions within the school and the wider community, fostering a culture of mutual respect, safety, and excellence.

We adhere to an established routine and code of conduct that encourages the highest standards of behaviour—inside and outside the classroom, across boarding life, and beyond the school grounds. These standards reflect our commitment to preparing students to contribute positively to society and to lead by example.

We expect all students to treat staff and each other with courtesy and respect, recognising and appreciating the diverse backgrounds, identities, and faiths represented in our international community. **Harassment, bullying, discrimination, and abuse of any kind (including online behaviours) are never tolerated** and will always be addressed promptly, fairly, and effectively.

Earlscliffe is committed to promoting equality of opportunity for all. We provide a safe, inclusive, and supportive environment regardless of race, religion or belief, sex, gender identity, sexual orientation, disability, or special educational need. Our approach reflects the requirements of the **Equality Act 2010** and our duty under the **Public Sector Equality Duty (PSED)**.

We also believe that students play an active role in shaping the culture of our school. Through **Student Voice structures**, including the Student Council, Leadership Committees, and Events & Media initiatives, pupils are encouraged to share their views, suggest improvements, and influence decision-making. This collaborative model empowers students to contribute meaningfully to school life, while learning how to effect change constructively and responsibly.

By living out our values, and engaging actively in our community, we aim to develop young adults who are confident, compassionate, resilient, and prepared to make a meaningful difference in the world.

## **Responsibilities**

At Earlscliffe, behaviour management is a **whole-school responsibility**. Every member of staff plays an active role in upholding our ethos and the values of **Aspiration, Community, Curiosity, Personal Development, and Respect**.

### **Headteacher**

- Holds overall responsibility for behaviour management.
- Ensures this policy complies with statutory requirements, reflects KCSIE 2025 guidance, and is aligned with the school's ethos and values.
- Reports regularly to the Governing Body on the effectiveness of behaviour management systems.

### **Deputy Head (Pastoral and Boarding)**

- Leads day-to-day behaviour management across all areas of school life, including boarding.
- Ensures consistency of standards, that incidents are addressed constructively, and that students receive appropriate support and intervention.
- Works closely with Senior Tutors, HMs, and boarding staff to embed a safe, respectful culture.

### **Deputy Head (Academic)**

- Oversees behaviour within the academic environment.
- Supports teaching staff in addressing classroom behaviour concerns and upholding a culture of respect and high expectations.
- Promotes learning behaviours that allow all students to achieve their potential.

### **Senior Tutors**

- Act as the **primary point of contact** for each student's overall pastoral and behavioural progress.
- Address escalated behaviour concerns, coordinating support and intervention where necessary.
- Work with parents, guardians, and other staff to ensure a consistent and student-centred approach.

### **Housemasters / Housemistresses (HMs)**

- Manage behaviour within boarding houses, ensuring a safe, supportive, and respectful environment beyond the academic day.
- Address behavioural incidents sensitively and consistently in line with the school's values.
- Encourage personal development and positive routines in boarding life.

### **Group Tutors**

- Handle day-to-day behaviour concerns within tutor groups.
- Promote reflection and self-regulation, supporting students to improve behaviour in line with expectations.
- Communicate with Senior Tutors when issues require further escalation.

### **Teachers**

- Create and maintain a positive and inclusive classroom climate.
- Address low-level disruption promptly and proportionately, modelling the school's values.
- Support the consistent application of behaviour standards across the school.

### **Student Leaders (e.g. Prefects, Captains, Committee Members)**

- Model positive behaviour and uphold the school's values.
- Provide peer support and contribute to the promotion of respectful conduct.
- Engage actively with **student voice structures**, helping to represent their peers and contribute to a culture of accountability and improvement.

This structured approach ensures that behaviour is:

- managed proportionately at the right level,
- escalated appropriately when needed, and
- always underpinned by fairness, safeguarding principles, and respect for diversity.

## **Promoting Good Behaviour**

At Earlscliffe, we believe that **celebrating and reinforcing positive behaviour** is fundamental to building a safe, inclusive, and aspirational community. Good behaviour is consistently encouraged and recognised in line with our core values of **Aspiration, Community, Curiosity, Personal Development, and Respect**.

We promote positive behaviour in the following ways:

### **Group Tutor Time**

- A regular opportunity for students to reflect on behaviour, identify personal goals, and receive encouragement to uphold the school's values
- Provides space for restorative conversations where needed, fostering accountability and growth.

### **School Forums and Assemblies**

- Recognise and celebrate student achievements both academic and pastoral.
- Highlight exemplary behaviour and contributions to the wider school community.
- Reinforce the importance of respect, responsibility, and positive citizenship.

### **Boarding Environment**

- Housemasters/Housemistresses (HMs) and boarding staff promote good behaviour through active engagement, tailored support, and consistent application of expectations.
- Positive contributions to boarding life are celebrated through recognition systems that build community spirit.

### **Values Awards and Celebrations**

- Staff use the iSAMS system to issue **Values Awards**, recognising when students demonstrate our core values in their daily conduct.
- Awards contribute to initiatives such as the **Boarding House Spirit Award** and **Values Champions**.
- Achievements are formally celebrated during the **Termly Values Celebration**, ensuring students feel valued and recognised.

### **Student Responsibility**

- Students are expected to know and understand the **Code of Conduct**, comply with reasonable instructions from those in authority, and treat others with respect.
- Positive behaviour is considered an essential contribution to the wellbeing of the entire community.

By fostering a **supportive, consistent, and celebratory culture**, Earlscliffe ensures that good behaviour is embedded across both academic and boarding life.

### **Code of Conduct**

At Earlscliffe, our Code of Conduct reflects our core values of **Aspiration, Community, Curiosity, Personal Development, and Respect**. By adhering to these expectations, students actively contribute to a respectful, inclusive, and supportive environment that promotes success and well-being for everyone.

**I also understand that safeguarding is everyone's responsibility, and I will act in ways that help keep myself and others safe.**

### **Respect**

- I will treat all members of the school community with kindness, understanding, and respect, celebrating our diversity and individuality.
- I will use positive and considerate language to ensure my interactions build and maintain a supportive and inclusive community.
- I will encourage and model behaviour that creates a safe and welcoming environment for everyone.

## **Community**

- I will be punctual for lessons, registration, and school events, and I will communicate in advance if I am delayed.
- I will help to maintain communal spaces (e.g. kitchen, common room, and shared areas) by keeping them clean, tidy, and welcoming for all.
- I will ensure my use of shared resources, such as fridges, respects others' needs and promotes a harmonious environment.
- I will attend and engage in meals and other community gatherings to foster connection and inclusivity.
- I will actively contribute to the well-being of the school community by supporting my peers and participating in activities.

## **Aspiration**

- I will complete my academic work on time and to the best of my ability, striving for personal excellence in all that I do.
- I will take responsibility for my learning, seeking help and guidance when needed to overcome challenges.
- I will consistently aim to set and achieve goals that reflect high standards of effort and commitment.

## **Curiosity**

- I will engage fully in lessons, activities, and discussions, demonstrating a genuine interest in learning and personal growth.
- I will use English in public areas, including the dining room, to foster inclusivity and ensure effective communication, making everyone feel welcome and included.

## **Personal Development**

- I will adhere to the School Dress Code, understanding that my appearance reflects both my personal pride and the school's identity.
- I will keep my personal spaces, including my bedroom, clean and organised, respecting the work of cleaning staff and contributing to a pleasant boarding environment.
- I will prioritise my health and well-being by making choices that support a safe and balanced lifestyle.
- I will limit my use of mobile devices in shared spaces, such as the dining hall, to encourage meaningful social interactions and respect the communal environment.

- I will use technology responsibly, avoiding harmful, disrespectful, or unsafe behaviour online, and will seek help if I encounter anything worrying.

This Code of Conduct embodies Earlscliffe's core values:

- **Aspiration:** Encouraging every student to set ambitious personal goals and strive for excellence.
- **Community:** Building a supportive, inclusive, and harmonious environment where everyone feels valued.
- **Curiosity:** Promoting an eagerness to learn, grow, and engage positively with the world.
- **Personal Development:** Supporting choices and behaviours that lead to individual growth and well-being.
- **Respect:** Ensuring mutual care, understanding, and dignity in all interactions.

**If I fall short of these expectations, I will take responsibility for my actions and engage positively in opportunities to learn, repair, and grow.**

## **Recognition System**

At Earlscliffe, we use a **values-driven Recognition System**, reflecting our commitment to fostering intrinsic motivation and aligning with our core values: **Aspiration, Community, Curiosity, Personal Development, and Respect.**

Recognition at Earlscliffe is not about external rewards, but about noticing and celebrating the everyday actions, choices, and contributions that strengthen our community and help students grow into confident, compassionate, and responsible young adults.

## **Purpose of Recognition**

The recognition system is designed to:

- Strengthen positive relationships between staff and students.



- Promote a calm, disciplined, and values-focused learning and boarding environment.
- Encourage students to internalise the importance of positive behaviour, effort, and responsibility.
- Celebrate both individual achievement and contributions to the wider school community.

### **Ways We Recognise Students**

#### **Verbal and Written Recognition**

- Staff provide immediate positive feedback in lessons, boarding time, or activities to celebrate students' efforts and achievements.
- Written comments on work or reports highlight contributions that align with our values.

#### **Values Awards (via iSAMS)**

- Staff issue Values Awards to recognise behaviours that demonstrate our values, such as:
  - *Aspiration*: Completing a challenging project with dedication.
  - *Community*: Welcoming and supporting a new student.
  - *Curiosity*: Engaging actively in lessons or pursuing independent learning.
  - *Personal Development*: Taking responsibility for personal growth or overcoming a challenge.
  - *Respect*: Consistently treating others with kindness and understanding.

#### **Communication with Parents and Guardians**

- Positive feedback is regularly shared with families to acknowledge students' contributions and to align support at home with the school's values.

#### **Values Celebrations**

- Termly **Values Celebration Events** highlight students who have consistently demonstrated the school's ethos.
- Awards such as **Values Champions** and the **Boarding House Spirit Award** showcase contributions across both academic and boarding life.

#### **Commendations for Academic Excellence**

- Exceptional academic achievements, including significant progress or excellence in tests and projects, are celebrated as examples of Aspiration.

## **Boarding Recognition**

- Positive behaviours in boarding, such as leadership in communal spaces, support for peers, or acts of kindness, are recognised by House Masters/Mistresses within the values framework.

## **The Ongoing Importance of Recognition**

The Recognition System encourages students to focus on the pride and fulfilment that comes from embodying the school's values. It supports the development of **intrinsically motivated, community-minded individuals**, helping them prepare for life beyond Earlscliffe.

By aligning recognition with our values, we ensure that every success story, from small everyday actions to exceptional achievements, contributes meaningfully to both personal growth and the strength of our community.

## **Sanctions**

At Earlscliffe, sanctions are designed to **address behaviour constructively**, ensuring that students take responsibility for their actions and learn from their mistakes. Sanctions are always applied **fairly, consistently, and proportionately**, in line with the school's ethos and core values of **Aspiration, Community, Curiosity, Personal Development, and Respect**.

Sanctions are never intended to be punitive alone. Instead, they aim to restore relationships, rebuild trust, and prevent recurrence, while supporting each student's personal growth.

The **Head Teacher, Deputy Head (Pastoral and Boarding), and Deputy Head (Academic)** oversee the application of sanctions, ensuring they are consistent with the principles of fairness, proportionality, and restorative practice. Senior Tutors, House Masters/Mistresses, and Teachers all play an important role in addressing behaviour and supporting students to learn from incidents.

Sanctions are subject to reasonable review over time but will **never involve corporal punishment, humiliation, or any unlawful or degrading activity**.

## **Guiding Principles for Sanctions**

### **Conversations First**

- Minor issues should normally be addressed through constructive conversations before any sanction is applied.
- This allows students to reflect on their actions, understand their impact, and take immediate corrective steps.

### **Restorative Approach**

- Sanctions aim not only to correct behaviour but to help students learn from mistakes.
- Restorative practices may include apologies, mediation, or contributions to the community.

### **Alignment with Values**

- Every sanction is framed within Earlscliffe's core values, enabling students to see how their actions align or conflict with these expectations.

### **Safeguarding Awareness**

- Staff remain alert to the possibility that persistent or serious behaviour may indicate underlying safeguarding, welfare, or mental health concerns.
- Where relevant, concerns must be recorded on **CPOMS** and shared with the **DSL/Deputy DSLs** for further action.

### **Sanction Levels**

#### **Stage 1: Conversations and Strikes**

- **Purpose:** A developmental tool for small but recurring challenges to school routines and values.
- **Process:**
  - Conversations and teacher-led interventions come first.
  - Strikes are issued if behaviour persists.
  - Logged in **iSAMS** but not communicated to parents.
- **Types:**
  - **School Strikes** (academic hours).

- **Boarding Strikes** (boarding hours).
- **Examples:**
  - Lateness to lessons or registration (*Aspiration*).
  - Untidy personal or communal spaces (*Community, Personal Development*).
  - Low-level disruption (*Aspiration, Community*).
  - Excluding others by speaking languages other than English in public areas (*Curiosity, Community*).
  - **Escalation:** Three strikes = automatic detention.

## Stage 2: Detentions

- **Purpose:** For repeated infractions or more significant breaches of expectations.
- **Process:**
  - Three strikes = automatic detention.
  - Logged in iSAMS (Discipline Manager), automatically notifying parents/guardians.
  - Consider CPOMS entry if safeguarding/pastoral concerns arise.
- **Types:**
  - **School Detentions** (academic day).
  - **Boarding Detentions** (boarding hours).
- **Reflective Focus:** Students complete work or reflection tasks linking behaviour to the school's values.
- **Examples:**
  - Persistent lateness/incomplete work (*Aspiration*).
  - Repeated untidiness (*Community, Personal Development*).
  - Dishonesty (*Respect*).
  - Refusal to follow instructions (*Respect, Community*).
- **Escalation:** Three detentions in a term = review at **Student of Concern meeting**.

## Stage 3: Deputy Head Reflection

- **Purpose:** A formal intervention before suspension, focusing on reflection and goal-setting.

- **Format:** A two-hour Saturday morning session with the **Deputy Head (Pastoral and Boarding)** or designated senior staff.
- **Used for:**
  - Significant/repeated detentions without improvement.
  - Disruptive behaviour affecting others.
  - Misuse of technology impacting community life.
- **Flexibility:** May be applied in cases that verge on Stage 4, if a student demonstrates honesty, contrition, and willingness to change.

#### **Stage 4: Suspension and Expulsion**

Reserved for the most serious or repeated breaches of the school's values/policies.

- **Internal Suspension:** Removal from lessons/boarding life; supervised work and reflection tasks.
- **External Suspension:** Temporary exclusion from school; reintegration plan required before return.
- **Expulsion:** Permanent removal where the student poses a serious risk to others, the community, or the school's reputation.

#### **Examples of Serious Breaches**

The following behaviours are considered serious breaches of the school's policy and will be dealt with at the highest level of the sanctions framework:

- **Substance abuse**, including alcohol, tobacco, vaping, or illegal drugs. (Personal Development)
- **Theft or possession of stolen property.** (Respect, Community)
- **Physical assault, fighting, or threatening behaviour.** (Respect, Community)
- **Harassment, bullying, or discrimination** on the basis of race, religion, gender, sexual orientation, or any other protected characteristic. (Respect, Community)
- **Sexual misconduct**, including harmful sexual behaviour, inappropriate sexual activity, or the misuse of technology (e.g., sending/sharing explicit material). (Respect, Aspiration)
- **Deliberate or reckless damage to property.** (Community, Personal Development)
- **Serious breaches of online safety**, including accessing, creating, or sharing harmful content. (Curiosity, Personal Development)

- **Other behaviours** which place the health, safety, or wellbeing of others at risk, or which bring the school into disrepute.

## **Safeguarding Context**

Some serious breaches may also constitute **safeguarding concerns**. In such cases, the school will follow its **Safeguarding Policy** and take advice from the **DSL**. The DSL may refer the matter to external agencies, including:

- **Children's Social Work Services (Kent Integrated Front Door)**
- **Kent Police**
- **Prevent/Channel** (for radicalisation concerns)

## **Malicious Accusations**

At Earlscliffe, we recognise the importance of maintaining trust and respect between students and staff. While all concerns and allegations are taken seriously and thoroughly investigated, it is also essential to protect staff from malicious or unfounded claims.

## **Definition and Process**

- **Malicious Accusation:** A claim that is knowingly false and made with the intent to harm, discredit, or unfairly implicate a member of staff.
- **Initial Response:** Any allegation against a member of staff must be reported immediately to the Headteacher (or Safeguarding Governor if the allegation is against the Head). The Headteacher and DSL will determine whether the allegation meets the threshold for referral to the **Local Authority Designated Officer (LADO)**.
- **LADO Involvement:** In line with statutory guidance, the school will contact the LADO within one working day for all allegations against staff, regardless of perceived credibility, to ensure transparency and proper oversight.
- **Investigation Outcome:** Where an allegation is investigated and found to be **malicious**, the school will take appropriate disciplinary action against the student who made the claim.

## **Consequences**

Malicious accusations will be dealt with at **Stage 3 or Stage 4** of the sanctions framework, depending on severity and impact:

- **Stage 3 (Deputy Head Reflection):** For less severe cases where the accusation, though malicious, caused limited impact or was quickly resolved. Students will take part in a reflective session to understand the harm caused and the importance of honesty.
- **Stage 4 (Suspension or Expulsion):** For serious cases, such as those that cause significant harm to a staff member's reputation or well-being, or in cases of repeated malicious allegations.

Additional restorative actions may be required, including a formal apology or mediated discussions to rebuild trust.

### **Safeguarding Considerations**

- Where malicious allegations are made, staff will also consider whether this behaviour indicates an underlying safeguarding concern.
- The **DSL** will assess whether additional support or external intervention is required, such as Early Help or CAMHS referral, to address any root causes.
- This approach ensures the matter is managed firmly and fairly, while also supporting the personal development of the student.

### **Physical Intervention and Restraint**

At Earlscliffe, physical interaction, including comforting gestures such as hugs, is managed thoughtfully and professionally to ensure it is appropriate, respectful, and aligned with safeguarding principles. All physical contact must comply with professional boundaries and statutory guidance, ensuring it is proportionate and accountable.

### **Guidelines for Physical Contact**

#### **For Teaching Staff:**

- **No Routine Physical Contact:** Teaching staff should avoid physical contact with students unless it is necessary as part of a lesson. For example:
  - Demonstrating or correcting physical techniques in PE or drama.

- Guiding a practical skill in subjects such as art, music, or science.
- Assisting with a task where verbal instruction is insufficient, such as adjusting a student's position for a practical activity.
- **Hugs in Distress:** Teaching staff may offer a brief, appropriate hug to a student in distress if deemed necessary, appropriate in the context of the student's emotional needs, and requested by the student. This should be done with care, ensuring the gesture is focused on supporting the student, not the adult, and should always occur in a visible, open setting.

#### **For Boarding Staff:**

- **Pastoral Role:** Boarding staff, who often develop closer pastoral relationships with students due to the residential setting, may have more frequent instances where physical contact (e.g., a hug) is requested by students in need of comfort. These interactions should remain professional, brief, and appropriate, always prioritising the student's emotional well-being.
- **Boundary Awareness:** Boarding staff must remain vigilant about maintaining professional boundaries and ensuring physical gestures do not blur the distinction between their role and a familial or peer relationship.

#### **General Principles for All Staff:**

- **Be Mindful of Perception:** Even well-intentioned physical contact may be misconstrued by the student, an observer, or any person to whom the action is described.
- **Maintain Boundaries:** All physical contact must be age-appropriate, culturally sensitive, and occur in an open, visible setting. Avoid prolonged or repeated physical gestures.
- **Encourage Independence:** Support students to self-regulate and care for their emotional needs whenever possible, with staff offering verbal guidance or encouragement.
- **Report and Record Where Necessary:** Any physical interaction that might be misinterpreted or raises a concern must be documented and reported to the Deputy Head (Pastoral and Boarding) or another senior leader.

#### **Use of Reasonable Force**

Earlscliffe reserves the right for staff to use reasonable force to control or restrain a student in specific circumstances, adhering to [DfE guidance on reasonable force](#). Reasonable force is always a last resort, used to ensure safety or prevent harm.

#### **Examples of When Reasonable Force May Be Used:**



**1. Preventing Harm to the Student or Others:**

- A student is attempting to harm themselves, such as hitting their head against a hard surface or consuming excessive alcohol in a boarding house. (**Personal Development**)
- A student is physically attacking another student in a classroom or boarding setting, and verbal intervention is insufficient. (**Respect, Community**)

**2. Preventing Danger in a Risky Environment:**

- A student is running towards a busy road during a trip or event, and immediate intervention is needed to avoid an accident. (**Aspiration, Personal Development**)
- A student in a laboratory is about to handle hazardous materials or equipment in a dangerous way. (**Curiosity, Personal Development**)

**3. Preventing Significant Property Damage:**

- A student is attempting to deliberately damage school property, such as breaking a window or destroying valuable equipment. (**Community, Personal Development**)

**4. Maintaining Order During a Serious Disruption:**

- A student is causing significant disruption during an exam, preventing others from completing their work, and has not responded to verbal requests to stop. (**Aspiration, Community**)
- A student is refusing to leave a restricted or off-limits area, creating a safety hazard. (**Respect, Personal Development**)

## **Staff Training**

- All staff are trained to prioritise verbal de-escalation and restorative techniques before considering physical intervention.
- Academic and Pastoral staff complete the **National College 'Use of Reasonable Force' module**, which equips them with the skills to manage challenging behaviour appropriately and responsibly.
- Training also provides specific guidance on managing physical contact appropriately, differentiating between teaching and boarding staff roles.

## **Search Policy**

For detailed information on our procedures and guidelines regarding the searching and confiscation of items, please refer to the separate document titled '**Earlscliffe Search and Confiscation Policy**'. This policy outlines the circumstances under which searches may be

conducted, the items considered prohibited, and the protocols for confiscation, all in alignment with the [Department for Education's guidance on searching, screening, and confiscation](#).

## **Monitoring, Recording, and Review of Behaviour**

At Earlscliffe, the consistent and fair application of sanctions is supported by **robust monitoring, record-keeping, and regular communication** among staff. This ensures transparency, accountability, and proactive support for students who may need guidance or intervention.

### **Recording Sanctions**

- All sanctions are recorded in the **iSAMS information management system**.
- Entries are cross-referenced where appropriate with **CPOMS safeguarding records**, ensuring any safeguarding or welfare concerns are flagged.
- Senior Tutors, House Masters/Mistresses, the Deputy Head (Pastoral and Boarding), and the Deputy Head (Academic) review these records regularly to identify patterns, address underlying issues, and ensure timely and appropriate actions are taken.

### **Students of Concern Meetings**

- **Students of Concern Meetings** are held fortnightly to review behaviour records and discuss students who may require additional support.
- These meetings bring together Senior Tutors, House Masters/Mistresses, and senior leaders to:
  - identify emerging patterns,
  - explore underlying causes of behaviour, and
  - agree on **tailored support strategies**.
- Decisions and actions are informed by **iSAMS data, CPOMS entries, and staff feedback** from lessons, boarding, and co-curricular activities.

### **Monitoring and Intervention**

Regular reviews and Students of Concern meetings ensure early intervention and targeted support. Actions may include:

- **Increased Mentoring or Support** – assigning a Senior Tutor, boarding staff, or trusted adult to work closely with the student, offering guidance and consistent check-ins.

- **Restorative Discussions** – structured conversations enabling students to reflect on their actions, repair relationships, and realign with Earlscliffe’s values.
- **Parental Involvement** – engaging parents/guardians to ensure support strategies at home and school are aligned, fostering a consistent approach.
- **Specialist Referral** – where appropriate, seeking input from the Nurse, external counsellor, or other professionals.

### **Serious Incident Records**

- A separate **Serious Incident Log** is maintained by the Deputy Head (Pastoral and Boarding).
- This log is reviewed termly to identify trends, inform staff training needs, and feed into **pastoral and safeguarding policy development**.

### **Behaviour Trends and Escalation**

- If a particular form of negative behaviour increases across the student body, its categorisation may be **escalated** (e.g., from Stage 1 Strike to Stage 2 Detention).
- Escalations are communicated transparently to students via **School Forums, Boarding House Meetings, or Whole-School Letters**, with clear explanations and time-limited expectations for improvement.
- This proactive communication ensures students understand the rationale and reinforces the link between behaviour, community wellbeing, and school values.