



# Restorative Behaviour Matrix

The purpose of this matrix is to indicate appropriate responses to a range of behaviours we may see presenting at school or in boarding. The responses outlined in this matrix are not intended to “stack” necessarily, but present a range of options which may be used if negative behaviours become persistent or escalate; for example, the initial responses stage may be used a number of times before proceeding to the first escalation or set of additional measures. It is where the behaviour starts to become detrimental to the student themselves, the wider community and the school as a whole that additional measures will be utilised. In all cases the responses outlined in this matrix are intended to support reflection and restorative approaches to negative behaviour, with a viewpoint to educating students and helping them to develop as individuals.

## Behaviour in Class and School - including at school events, on school trips and activities

Example Behaviours	Response	Escalation 1 / Additional Measures	Escalation 2 / Additional Measures
<p><b>Behaviour in Class - Concern</b></p> <ul style="list-style-type: none"> <li>• <b>Lateness</b></li> <li>• Mild to moderate disruptive behaviour during class</li> <li>• Low level verbal abuse/ swearing</li> <li>• Low level disrespectful, rude or defiant behaviour - such as not listening, failing to follow instructions, unnecessary interruptions etc</li> <li>• Use of mobile phone, headphones, other media devices in class</li> <li>• Food/ drink in class</li> </ul>	<p><b>Create a positive learning environment:</b></p> <ul style="list-style-type: none"> <li>• Model good behaviour</li> <li>• Make learning expectations clear and tailored to student needs</li> <li>• Provide a range of engaging and varied activities</li> <li>• Establish clear rules and expectations</li> <li>• Consider your seating plan</li> <li>• Make it clear when laptops should be open or shut</li> <li>• Ensure mobile phones are in the Phone Hotel</li> <li>• Use positive reinforcement</li> <li>• Remain calm and composed</li> <li>• Be consistent</li> <li>• Be fair</li> </ul> <p><b>Responses to unwanted behaviour:</b></p> <ul style="list-style-type: none"> <li>• Address the behaviour NOT the student</li> <li>• Try to address the behaviour in the moment by reminding of the rules (10 Golden Agreements) and highlighting the need to adapt behaviour</li> <li>• Suggest the use of a strategy to moderate the behaviour or route cause of it, such as moving seat, changing activity etc</li> <li>• Don't give poor behaviour too much attention or energy, focus on the positive behaviour</li> <li>• If addressing the behaviour immediately is distracting the class too much, have a quiet word at the end of the lesson</li> <li>• For use of devices, confiscate device for remainder of the lesson</li> <li>• For food or drink in class, take food or drink item away from student for remainder of the lesson (water is permitted in a bottle)</li> </ul>	<p><b>Responses to unwanted behaviour:</b></p> <ul style="list-style-type: none"> <li>• Address the behaviour NOT the student</li> <li>• Try to address the behaviour in the moment by reminding of the rules (10 Golden Agreements) and highlighting the need to adapt behaviour</li> <li>• Suggest the use of a strategy to moderate the behaviour or route cause of it, such as moving seat, changing activity etc</li> <li>• Don't give poor behaviour too much attention or energy, focus on the positive behaviour</li> <li>• If addressing the behaviour immediately is distracting the class too much, have a quiet word at the end of the lesson</li> <li>• For use of devices, confiscate device for remainder of the lesson</li> <li>• For food or drink in class, take food or drink item away from student for remainder of the lesson (water is permitted in a bottle)</li> </ul> <p><b>If behaviour persists or cannot be rectified immediately without unnecessary disruption to other students:</b></p> <p><b>WARN</b> - give a final warning, making clear the next steps  <b>MOVE</b> - move the student to a seat close to the teacher or away from distracting other students  <b>REMOVE</b> - remove the student from class to the Academic Director or Course Coordinator</p> <p>Inform Course Coordinator, Tutor &amp; log on ManageBac <b>(visible to student and parents)</b></p>	<p><b>Responses to unwanted behaviour:</b></p> <ul style="list-style-type: none"> <li>• Address the behaviour NOT the student</li> <li>• Try to address the behaviour in the moment by reminding of the rules (10 Golden Agreements) and highlighting the need to adapt behaviour</li> <li>• Suggest the use of a strategy to moderate the behaviour or route cause of it, such as moving seat, changing activity etc</li> <li>• Don't give poor behaviour too much attention or energy, focus on the positive behaviour</li> <li>• If addressing the behaviour immediately is distracting the class too much, have a quiet word at the end of the lesson</li> <li>• For use of devices, confiscate device for remainder of the lesson</li> <li>• For food or drink in class, take food or drink item away from student for remainder of the lesson (water is permitted in a bottle)</li> </ul> <p><b>If behaviour persists or cannot be rectified immediately without unnecessary disruption to other students:</b></p> <p><b>WARN</b> - give a final warning, making clear the next steps  <b>MOVE</b> - move the student to a seat close to the teacher or away from distracting other students  <b>REMOVE</b> - remove the student from class to the Academic Director or Course Coordinator</p> <p><b>Sign student up for either:</b>  Community Service, or,  Reflection and Study Session</p> <p>Inform Course Coordinator, Tutor &amp; log on ManageBac <b>(visible to student and parents)</b></p> <p>Persistent low level behaviour issues will be escalated to a serious concern - see next section.</p>
<p><b>Behaviour in School - Concern</b></p> <ul style="list-style-type: none"> <li>• Littering</li> <li>• Low level verbal abuse/ swearing</li> <li>• Low level disrespectful, rude or defiant behaviour - such as not listening, failing to follow instructions etc</li> <li>• Lateness to a school event</li> <li>• Mild to moderate disruptive behaviour during a school event or activities</li> </ul>	<p><b>Responses to unwanted behaviour:</b></p> <ul style="list-style-type: none"> <li>• Address the behaviour NOT the student</li> <li>• Try to address the behaviour in the moment by reminding of the rules (10 Golden Agreements) and highlighting the need to adapt behaviour</li> <li>• Suggest the use of a strategy to moderate the behaviour or route cause of it, such as moving seat, taking a walk, exiting the situation etc</li> </ul>	<p><b>Responses to unwanted behaviour:</b></p> <ul style="list-style-type: none"> <li>• Address the behaviour NOT the student</li> <li>• Try to address the behaviour in the moment by reminding of the rules (10 Golden Agreements) and highlighting the need to adapt behaviour</li> <li>• Suggest the use of a strategy to moderate the behaviour or route cause of it, such as moving seat, taking a walk, exiting the situation etc</li> </ul> <p><b>If behaviour persists or cannot be rectified immediately without unnecessary disruption to other students:</b></p> <p><b>WARN</b> - give a final warning, making clear the next steps  <b>MOVE</b> - move the student close to a member of staff or away from distracting other students  <b>REMOVE</b> - remove the student to the Academic Director or Course Coordinator</p> <p>Inform Course Coordinator, Tutor &amp; log on ManageBac <b>(visible to student and parents)</b></p>	<p><b>Responses to unwanted behaviour:</b></p> <ul style="list-style-type: none"> <li>• Address the behaviour NOT the student</li> <li>• Try to address the behaviour in the moment by reminding of the rules (10 Golden Agreements) and highlighting the need to adapt behaviour</li> <li>• Suggest the use of a strategy to moderate the behaviour or route cause of it, such as moving seat, taking a walk, exiting the situation etc</li> </ul> <p><b>If behaviour persists or cannot be rectified immediately without unnecessary disruption to other students:</b></p> <p><b>WARN</b> - give a final warning, making clear the next steps  <b>MOVE</b> - move the student close to a member of staff or away from distracting other students  <b>REMOVE</b> - remove the student to the Academic Director or Course Coordinator</p> <p>Inform Course Coordinator, Tutor &amp; log on ManageBac <b>(visible to student and parents)</b></p> <p><b>Sign student up for either:</b>  Community Service, or,  Reflection and Study Session</p> <p>Persistent low level behaviour issues may be escalated to a serious concern - see next section.</p>



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Example Behaviours	Response	Escalation 1 / Additional Measures	Escalation 2 / Additional Measures
<p><b>Behaviour in Class - Serious Concern</b></p> <ul style="list-style-type: none"> <li>Serious/ persistent disruptive behaviour during class</li> <li>Using abusive language towards another student or staff member, or otherwise acting with disrespect towards a student or a member of staff</li> <li>Unexcused absence from class - skipping class</li> <li>Leaving class without permission</li> </ul>	<p><b>For situations requiring immediate attention:</b> Attempt to address the behaviour immediately with a warning and reminder of the 10 Golden Agreements.</p> <p><b>If behaviour persists or cannot be rectified immediately without unnecessary disruption to other students:</b></p> <p><b>WARN</b> - give a final warning, making clear the next steps <b>MOVE</b> - move the student to a seat close to the teacher or away from distracting other students <b>REMOVE</b> - remove the student from class to the Academic Director or Course Coordinator</p> <p><b>In all cases:</b> Sign student up for either: Community Service, or, Reflection and Study Session</p> <p>Inform Course Coordinator, Tutor &amp; log on ManageBac (visible to student and parents)</p>	<p><b>For situations requiring immediate attention:</b> Attempt to address the behaviour immediately with a warning and reminder of the 10 Golden Agreements.</p> <p>If behaviour persists, move the student to another seat in class, close to the teacher.</p> <p>If behaviour persists or cannot be rectified immediately without unnecessary disruption to other students, remove the student from class to the Academic Director or Course Coordinator.</p> <p><b>In all cases:</b> Sign student up for either: Community Service, or, Reflection and Study Session</p> <p>Inform Course Coordinator, Tutor &amp; log on ManageBac (visible to student and parents)</p> <p>Course Coordinator to meet with parents</p> <p><b>Possible additional measures that may be adopted at this stage:</b></p> <ul style="list-style-type: none"> <li>Restorative meeting(s) with staff or students</li> <li>Continued attendance at Community Service, or, Reflection and Study Sessions for a specified number of weeks</li> <li>A period of in-school suspension 1-2 days</li> </ul>	<p><b>For situations requiring immediate attention:</b> Attempt to address the behaviour immediately with a warning and reminder of the 10 Golden Agreements.</p> <p>If behaviour persists, move the student to another seat in class, close to the teacher.</p> <p>If behaviour persists or cannot be rectified immediately without unnecessary disruption to other students, remove the student from class to the Academic Director or Course Coordinator.</p> <p><b>In all cases:</b> Sign student up for either: Community Service, or, Reflection and Study Session</p> <p>Inform Course Coordinator, Tutor &amp; log on ManageBac (visible to student and parents)</p> <p>Course Coordinator to meet with parents</p> <p>A Personalised Behaviour Plan is created with the staff, students and parents involved to target the cause of the behaviour.</p> <p><b>Possible additional measures that may be adopted at this stage:</b></p> <ul style="list-style-type: none"> <li>Restorative meeting(s) with staff or students</li> <li>Continued attendance at Community Service, or, Reflection and Study Sessions for a specified number of weeks</li> <li>A period of in-school suspension up to 3 days</li> <li>Requirement for additional teaching support in class or separated from class</li> </ul> <p>For continued or persistent issues consideration will be made as to whether Eerde is a suitable school to continue to accommodate the student.</p>
<p><b>Behaviour in School - Serious Concern</b></p> <ul style="list-style-type: none"> <li>Serious/ persistent disruptive behaviour during school activities</li> <li>Using abusive language towards another student or staff member, or otherwise acting with gross disrespect towards a student or a member of staff</li> <li>Overt Defiance to Staff</li> <li>Low-Level Vandalism - Damaging or defacing other's, boarding or school property</li> <li>Taking or use of another person's property without permission</li> <li>Gross dishonesty</li> <li>Leaving site without permission</li> <li>Bullying behaviour (depending on the level of behaviour this could become a level 3 at the discretion of the School Management)</li> <li>Being a bystander to any bullying behaviour.</li> </ul>	<p><b>For situations requiring immediate attention:</b> Attempt to address the behaviour immediately with a warning and reminder of the 10 Golden Agreements.</p> <p>If behaviour persists, move the student away from the situation, close to a member of staff.</p> <p>If behaviour persists or cannot be rectified immediately without unnecessary disruption, remove the student from the situation completely to the Academic Director or Course Coordinator. Ensure any victims of behaviour are supported.</p> <p><b>In all cases:</b> Sign student up for either: Community Service, or, Reflection and Study Session</p> <p>Inform Course Coordinator, Tutor &amp; log on ManageBac (visible to student and parents)</p>	<p><b>For situations requiring immediate attention:</b> Attempt to address the behaviour immediately with a warning and reminder of the 10 Golden Agreements.</p> <p>If behaviour persists, move the student away from the situation, close to a member of staff.</p> <p>If behaviour persists or cannot be rectified immediately without unnecessary disruption, remove the student from the situation completely to the Academic Director or Course Coordinator. Ensure any victims of behaviour are supported.</p> <p><b>In all cases:</b> Sign student up for either: Community Service, or, Reflection and Study Session</p> <p>Inform Course Coordinator, Tutor &amp; log on ManageBac (visible to student and parents)</p> <p>Course Coordinator to meet with parents</p> <p><b>Possible additional measures that may be adopted at this stage:</b></p> <ul style="list-style-type: none"> <li>Restorative meeting(s) with staff or students</li> <li>Continued attendance at Community Service, or, Reflection and Study Sessions for a specified number of weeks</li> <li>A period of in-school suspension 1-2 days</li> <li>Removal of break or lunch privileges for a period of time up to 3 days</li> </ul>	<p><b>For situations requiring immediate attention:</b> Attempt to address the behaviour immediately with a warning and reminder of the 10 Golden Agreements.</p> <p>If behaviour persists, move the student away from the situation, close to a member of staff.</p> <p>If behaviour persists or cannot be rectified immediately without unnecessary disruption, remove the student from the situation completely to the Academic Director or Course Coordinator. Ensure any victims of behaviour are supported.</p> <p><b>In all cases:</b> Sign student up for either: Community Service, or, Reflection and Study Session</p> <p>Inform Course Coordinator, Tutor &amp; log on ManageBac (visible to student and parents)</p> <p>Course Coordinator to meet with parents</p> <p>A Personalised Behaviour Plan is created with the staff, student and parents involved to target the cause of the behaviour.</p> <p><b>Possible additional measures that may be adopted at this stage:</b></p> <ul style="list-style-type: none"> <li>Restorative meeting(s) with staff or students</li> <li>Continued attendance at Community Service, or, Reflection and Study Sessions for a specified number of weeks</li> <li>A period of in-school suspension up to 3 days</li> <li>Removal of break or lunch privileges up to 1 week</li> <li>Removal from future school trips or activities up to 1 term</li> </ul> <p>For continued or persistent issues consideration will be made as to whether Eerde is a suitable school to continue to accommodate the student.</p>



# Restorative Behaviour Matrix

Example Behaviours	Response	Escalation 1 / Additional Measures	Escalation 2 / Additional Measures
<p><b>Behaviour in School - Major Concern</b></p> <ul style="list-style-type: none"> <li>• Violence against another student or a boarding parent</li> <li>• Serious bullying, whether in person or on social media</li> <li>• Other types of threatening conduct</li> <li>• Discrimination or discriminatory behaviour</li> <li>• Seriously irresponsible/ dangerous behaviour which puts individuals or members of the community at risk</li> <li>• Use, possession or distribution of cigarettes including e-cigarettes.</li> <li>• Use, possession or distribution of alcohol</li> <li>• Use, possession or distribution of drugs</li> <li>• Use or possession of dangerous items such as weapons</li> <li>• Distribution of indecent or pornographic materials or images</li> <li>• Engagement in sexual behaviour of any kind</li> <li>• Theft`</li> <li>• High-Level Vandalism</li> </ul>	<p><b>For situations requiring immediate attention:</b> Firstly, ensure the safety of all involved. Get support from another member of staff where necessary.</p> <p>Remove the student to the Academic Director or Course Coordinator.</p> <p>Ensure any victims of behaviour are supported.</p> <p><b>Course Coordinator and Academic Director will discuss and agree on consequences, as listed below:</b></p> <ul style="list-style-type: none"> <li>• Continued attendance at Community Service, or, Reflection and Study Sessions for a specified number of weeks</li> <li>• A period of in-school suspension up to 3 days</li> <li>• Removal of break or lunch privileges up to 1 week</li> <li>• Removal from future school trips or activities up to 1 term</li> <li>• Awareness raising course/ project for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> </ul> <p>In all cases this should be followed up with:</p> <ul style="list-style-type: none"> <li>• Reflection discussion with the Course Coordinator, with a written follow up by the student, or</li> <li>• Restorative meeting(s) with staff or students</li> </ul> <p>Log on ManageBac <b>(visible to student and parents)</b></p> <p>Course Coordinator to contact parents and inform them of the situation.</p> <p>A Personalised Behaviour Plan is created with the staff, students and parents involved to target the cause of the behaviour.</p>	<p><b>For situations requiring immediate attention:</b> Firstly, ensure the safety of all involved. Get support from another member of staff where necessary.</p> <p>Remove the student to the Academic Director or Course Coordinator.</p> <p>Ensure any victims of behaviour are supported.</p> <p><b>Course Coordinator and Academic Director will discuss and agree on consequences, as listed below:</b></p> <ul style="list-style-type: none"> <li>• A period of in-school suspension up to 1 week</li> <li>• Suspension from school and Boarding up to 3 days</li> <li>• Removal of break or lunch privileges up to 2 weeks</li> <li>• Removal from future school trips or activities up to 1 term</li> <li>• Weekly substance testing for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> </ul> <p>In all cases this should be followed up with:</p> <ul style="list-style-type: none"> <li>• Reflection discussion with the Course Coordinator, with a written follow up by the student, or</li> <li>• Restorative meeting(s) with staff or students</li> </ul> <p>Log on ManageBac <b>(visible to student and parents)</b></p> <p>Course Coordinator to contact parents and inform them of the situation.</p> <p>The Personalised Behaviour Plan is reviewed with the staff, students and parents involved to ensure it targets the cause of the behaviour.</p> <p>Parents receive a formal letter of concern advising that in the future, should this behaviour persist, we will review whether we are able to meet their child's needs at Eerde.</p>	<p><b>For situations requiring immediate attention:</b> Firstly, ensure the safety of all involved. Get support from another member of staff where necessary.</p> <p>Remove the student to the Academic Director or Course Coordinator.</p> <p>Ensure any victims of behaviour are supported.</p> <p><b>Course Coordinator and Academic Director will discuss and agree on consequences, as listed below:</b></p> <ul style="list-style-type: none"> <li>• Suspension from school and Boarding up to 1 week</li> <li>• Removal from future school trips or activities up to 1 term</li> <li>• Weekly substance testing for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> </ul> <p>Log on ManageBac <b>(visible to student and parents)</b></p> <p>The Personalised Behaviour Plan is reviewed with the staff, students and parents involved to ensure it targets the cause of the behaviour.</p> <p>Parents are invited for a formal meeting with members of the Management Team advising that in the future, should this behaviour persist, Eerde will not be able to meet their child's needs.</p> <p>In all cases this should be followed up with:</p> <ul style="list-style-type: none"> <li>• Reflection discussion with the Course Coordinator, with a written follow up by the student, or</li> <li>• Restorative meeting(s) with staff or students</li> </ul> <p>In serious cases or in the event of persistent incidents Eerde reserves the right to ask a student to leave the school.</p>



# Restorative Behaviour Matrix

## Academic Conduct

Example Behaviours	Expectations	Response	Escalation 1 / Additional Measures	Escalation 2 / Additional Measures
<ul style="list-style-type: none"> <li>Failing to turn in homework</li> </ul>	<p>Homework is handed in on time and to a good standard</p>	<p>Speak to the student and explain the need for homework submission</p> <p>Homework submission regularity will be included in mid-term and termly report cards</p>	<p>Consistent failure to submit homework will result in:</p> <ul style="list-style-type: none"> <li>IB students - attendance at supervised Study Halls</li> <li>All other secondary students - attendance at Reflection and Study Sessions after school</li> </ul>	<p>If the situation persists:</p> <ul style="list-style-type: none"> <li>Parents will be invited for a meeting</li> <li>Student will be put on Academic Monitoring</li> <li>The student may limit their options for study in subsequent years at Eerde</li> </ul> <p>For continued or persistent issues consideration will be made as to whether Eerde is a suitable school to continue to accommodate the student.</p>
<ul style="list-style-type: none"> <li>Failure to submit a summative assignment, coursework, internal assessment.</li> </ul>	<p>Summative assessments are handed in on time and to a good standard</p> <p>Exceptions are only granted for extenuating circumstances, agreed in advance with the Course Coordinator</p>	<p>Summative assessments which are not submitted on time will be awarded a grade of 0</p>	<p>Consistent failure to submit work will result in:</p> <ul style="list-style-type: none"> <li>IB students - attendance at supervised Study Halls</li> <li>All other secondary students - attendance at Reflection and Study Sessions after school</li> </ul>	<p>If the situation persists:</p> <ul style="list-style-type: none"> <li>Parents will be invited for a meeting</li> <li>Student will be put on Academic Monitoring</li> <li>The student may limit their options for study in subsequent years at Eerde or for completion of their current course of study</li> </ul> <p>For continued or persistent issues consideration will be made as to whether Eerde is a suitable school to continue to accommodate the student.</p>
<ul style="list-style-type: none"> <li>Plagiarism/ uncited use of AI software</li> <li>Cheating in a summative assessment</li> </ul>	<p>Students should hand in work which is completely their own.</p> <p>If they are uncertain about how to cite and reference sources, they should ask a member of staff.</p>	<p>Any work found to be in part or wholly plagiarised will be awarded a grade of 0</p> <p>Any work found to contain the uncited use of AI software such as Chat GPT will be awarded a grade of 0</p> <p>Education should be provided to the student on how to avoid plagiarism/ inappropriate use of AI, where applicable</p> <p>In some cases, the school will also be required to contact the IBDP or IGCSE examination boards to inform them.</p>	<p>If plagiarism or uncited use of AI is used on more than one occasion:</p> <ul style="list-style-type: none"> <li>Parents will be invited for a meeting</li> <li>Student will be put on Academic Probation</li> <li>The student may limit their options for study in subsequent years at Eerde or for completion of their current course of study</li> <li>Advice will be taken from the IGCSE or IBDP on how to proceed in line with their protocols</li> </ul> <p>For continued or persistent issues consideration will be made as to whether Eerde is a suitable school to continue to accommodate the student.</p>	



# Restorative Behaviour Matrix

## Behaviour in Boarding

The purpose of this matrix is to indicate appropriate responses to a range of behaviours we may see presenting at school or in boarding. The responses outlined in this matrix are not intended to “stack” necessarily, but present a range of options which may be used if negative behaviours become persistent or escalate; for example, the initial responses stage may be used a number of times before proceeding to the first escalation or set of additional measures. It is where the behaviour starts to become detrimental to the student themselves, the wider community and the school as a whole that additional measures will be utilised. In all cases the responses outlined in this matrix are intended to support reflection and restorative approaches to negative behaviour, with a viewpoint to educating students and helping them to develop as individuals.

Example Behaviours	Response	Escalation 1 / Additional Measures	Escalation 2 / Additional Measures
<p><b>Behaviour in Boarding - Concern</b></p> <ul style="list-style-type: none"> <li>• Lateness general</li> <li>• Late to breakfast</li> <li>• misuse of electrical devices,</li> <li>• failure to be in rooms at the agreed times,</li> <li>• not sleeping at the required times,</li> <li>• use of phone during dinner,</li> <li>• failure to keep one’s room to acceptable and agreed standards of hygiene and cleanliness,</li> <li>• failure to keep noise levels to an acceptable level (to the extent it negatively impacts on those they live with),</li> <li>• the bedroom is not tidy enough for cleaners to clean,</li> <li>• Leaving the kitchen or common areas in a mess.</li> <li>• Low level disrespectful, rude or defiant behaviour - such as not listening, failing to follow instructions etc</li> </ul>	<p>Reflective conversation in the moment of the behaviour referring to our 10 Golden Agreements/ Boarding rules</p> <p>Ensure expectations are clear and understood</p> <p><b>Student is offered the use of a strategy or support to modify behaviour in future - such as:</b></p> <ul style="list-style-type: none"> <li>• Setting their alarm earlier</li> <li>• Planning a time to tidy room or do washing</li> <li>• Switching devices off in evenings</li> <li>• How to improve time management or organisation</li> </ul>	<p>Reflective conversation in the moment of the behaviour referring to our 10 Golden Agreements/ Boarding rules</p> <p>Ensure expectations are clear and understood</p> <p><b>If negative behaviour persists a more structured support strategy may be agreed with the student such as:</b></p> <ul style="list-style-type: none"> <li>• Removal of devices at bedtime</li> <li>• Removal of devices at key moments of the day such as dinner</li> <li>• Boarding staff getting a student up earlier in the morning</li> <li>• Earlier bedtime</li> <li>• Set times to complete tasks such as cleaning bedroom, this may be under supervision</li> </ul> <p>Boarding may also make use of the Community Service, or, Reflection and Study Sessions</p> <p><b>Inform Boarding Team &amp; log on Day Report and Orah</b></p>	<p>Reflective conversation in the moment of the behaviour referring to our 10 Golden Agreements/ Boarding rules</p> <p>Ensure expectations are clear and understood</p> <p><b>If negative behaviour persists a more structured support strategy may be agreed with the student such as:</b></p> <ul style="list-style-type: none"> <li>• Removal of devices at bedtime</li> <li>• Removal of devices at key moments of the day such as dinner</li> <li>• Boarding staff getting a student up earlier in the morning</li> <li>• Earlier bedtime</li> <li>• Set times to complete tasks such as cleaning bedroom, this may be under supervision</li> </ul> <p><b>Boarding Staff may also agree on additional consequences, where appropriate, such as.</b></p> <p><b>Bank of possible responses - to be implemented for 1 - 2 days:</b></p> <ul style="list-style-type: none"> <li>• Early bedtime - up to 30 minutes</li> <li>• Community service, such as - washing dishes, cleaning communal kitchen or other area (no toilets, unless directly after themselves)</li> <li>• Removal of devices or access to games room</li> <li>• Removal of privileges such as use of the Gym or Art Room</li> <li>• Restrict access to other Boarding House</li> <li>• Grounding on campus</li> </ul> <p>Boarding may also make use of the Community Service, or, Reflection and Study Sessions in school</p> <p><b>Inform Boarding Team &amp; log on Day Report and Orah</b></p> <p>Boarding Parent to contact parents and inform them of the situation, Mentor to take over upon return.</p> <p>Persistent low level behaviour issues may be escalated to a serious concern - see next section.</p>



# Restorative Behaviour Matrix

Example Behaviours	Response	Escalation 1 / Additional Measures	Escalation 2 / Additional Measures
<p><b>Behaviour in Boarding - Serious Concern</b></p> <ul style="list-style-type: none"> <li>• Being in another person's bedroom without the door open.</li> <li>• Using abusive language towards another student or staff member</li> <li>• Low-Level Vandalism - Damaging or defacing other's, boarding or school property</li> <li>• Taking or use of another person's property without permission</li> <li>• Gross dishonesty</li> <li>• Overt Defiance to Staff</li> <li>• Disrespect to staff or students</li> <li>• Leaving site without permission</li> <li>• Bullying behaviour (depending on the level of behaviour this could become a level 3 at the discretion of the School Management)</li> <li>• Being a bystander to any bullying behaviour.</li> </ul>	<p><b>For situations requiring immediate attention:</b> Attempt to address the behaviour immediately with a warning and reminder of the 10 Golden Agreements.</p> <p>If behaviour persists, consider giving the student a 10 minute timeout in their room or removing them to the Boarding Office (this can be increased in 10 minute increments where necessary up to 30 minutes) or for a walk with a member of staff around campus. Ensure any victims of behaviour are supported.</p> <p>In all cases this should be followed up with:</p> <ul style="list-style-type: none"> <li>• Reflection discussion with a Boarding Parent, with a written follow up by the student, or</li> <li>• Restorative meeting(s) with staff or students</li> </ul> <p><b>Boarding Staff on duty to agree on consequences.</b></p> <p><b>Bank of possible responses - to be implemented for 1 - 2 days:</b></p> <ul style="list-style-type: none"> <li>• Early bedtime - up to 30 minutes</li> <li>• Community service, such as - washing dishes, cleaning communal kitchen or other area (no toilets, unless directly after themselves)</li> <li>• Removal of devices or access to games room</li> <li>• Removal of privileges such as use of the Gym or Art Room</li> <li>• Restrict access to other Boarding House</li> <li>• Grounding on campus</li> </ul> <p>Boarding may also make use of the Community Service, or, Reflection and Study Sessions in school</p> <p><b>Inform Boarding Team &amp; log on Day Report and Orah</b></p>	<p><b>For situations requiring immediate attention:</b> Attempt to address the behaviour immediately with a warning and reminder of the 10 Golden Agreements.</p> <p>If behaviour persists, consider giving the student a 10 minute timeout in their room or removing them to the Boarding Office (this can be increased in 10 minute increments where necessary up to 30 minutes) or for a walk with a member of staff around campus. Ensure any victims of behaviour are supported.</p> <p>In all cases this should be followed up with:</p> <ul style="list-style-type: none"> <li>• Reflection discussion with a Boarding Parent, with a written follow up by the student, or</li> <li>• Restorative meeting(s) with staff or students</li> </ul> <p><b>Boarding Team to discuss and agree on subsequent or more severe consequences, as listed below.</b></p> <p><b>Bank of possible responses - can be increased in timeframe up to one week:</b></p> <ul style="list-style-type: none"> <li>• Early bedtime - up to 30 minutes</li> <li>• Community service, such as - washing dishes, cleaning communal kitchen or other area (no toilets, unless directly after themselves)</li> <li>• Removal of devices or access to games room</li> <li>• Removal of privileges such as use of the Gym or Art Room</li> <li>• Restrict access to other Boarding House</li> <li>• Grounding on campus</li> </ul> <p>Boarding may also make use of the Community Service, or, Reflection and Study Sessions in school</p> <p><b>Log on Day Report and Orah</b></p> <p>Boarding Parent to contact parents and inform them of the situation, Mentor to take over upon return.</p>	<p><b>For situations requiring immediate attention:</b> Attempt to address the behaviour immediately with a warning and reminder of the 10 Golden Agreements.</p> <p>If behaviour persists, consider giving the student a 10 minute timeout in their room or removing them to the Boarding Office (this can be increased in 10 minute increments where necessary up to 30 minutes) or for a walk with a member of staff around campus. Ensure any victims of behaviour are supported.</p> <p>In all cases this should be followed up with:</p> <ul style="list-style-type: none"> <li>• Reflection discussion with a Boarding Parent, with a written follow up by the student, or</li> <li>• Restorative meeting(s) with staff or students</li> </ul> <p><b>Boarding Team &amp; Management Team to discuss and agree on subsequent or more severe consequences, as listed below.</b></p> <p><b>Bank of possible responses - can be increased in timeframe up to two weeks:</b></p> <ul style="list-style-type: none"> <li>• Early bedtime - up to 30 minutes</li> <li>• Community service, such as - washing dishes, cleaning communal kitchen or other area (no toilets, unless directly after themselves)</li> <li>• Removal of devices or access to games room</li> <li>• Removal of privileges such as use of the Gym or Art Room</li> <li>• Restrict access to other Boarding House</li> <li>• Grounding on campus</li> </ul> <p>Boarding may also make use of the Community Service, or, Reflection and Study Sessions in school</p> <p><b>Log on Day Report and Orah</b></p> <p>Boarding Parent to contact parents and inform them of the situation, Mentor to take over upon return.</p>



# Restorative Behaviour Matrix

Example Behaviours	Response	Escalation 1 / Additional Measures	Escalation 2 / Additional Measures
<p><b>Behaviour in Boarding - Major Concern</b></p> <ul style="list-style-type: none"> <li>Violence against another student or a boarding parent</li> <li>Serious bullying, whether in person or on social media</li> <li>Other types of threatening conduct</li> <li>Discrimination or discriminatory behaviour</li> <li>Seriously irresponsible/dangerous behaviour which puts individuals or members of the community at risk</li> <li>Use, possession or distribution of cigarettes including e-cigarettes.</li> <li>Use, possession or distribution of alcohol</li> <li>Use, possession or distribution of drugs</li> <li>Use or possession of dangerous items such as weapons</li> <li>Distribution of indecent or pornographic materials or images</li> <li>Engagement in sexual behaviour of any kind</li> <li>Theft`</li> <li>High-Level Vandalism</li> <li>Leaving boarding house after hours.</li> <li>Leaving campus without permission (2nd offence)</li> </ul>	<p><b>For situations requiring immediate attention:</b> Firstly, ensure the safety of all involved. Get support from another member of staff where necessary.</p> <p>Consider giving the student a 10 minute timeout in their room or removing them to the Boarding Office (this can be increased in 10 minute increments where necessary up to 30 minutes) or for a walk with a member of staff around campus.</p> <p>Ensure any victims of behaviour are supported.</p> <p><b>In the direct aftermath of the behaviour the Boarding Staff on duty should impose an immediate consequence.</b></p> <ul style="list-style-type: none"> <li>Grounding on campus - can be restricted to one boarding house if necessary to separate the student from triggers or victims of behaviour.</li> <li>Early bedtime - up to 1 hour</li> <li>Restrict access to other Boarding House, Art Room, Gym, Games Room</li> </ul> <p><b>IF the student is posing a risk to other students, staff members or to themselves,</b> in liaison with a member of the Management Team, the student should be removed from boarding as soon as possible to an approved accommodation provider</p> <p><b>Following this the Boarding Team &amp; Management Team to discuss and agree on subsequent consequences, as listed below:</b></p> <ul style="list-style-type: none"> <li>In-school suspension up to 3 days</li> <li>Grounding on campus up to 1 week</li> <li>Awareness raising course/ project for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> <li>(the above can be used alone or in combination)</li> </ul> <p>In all cases this should be followed up with:</p> <ul style="list-style-type: none"> <li>Reflection discussion with the Boarding Mentor, with a written follow up by the student, or</li> <li>Restorative meeting(s) with staff or students</li> </ul> <p><b>Log on Day Report and Orah</b></p> <p>Boarding Mentor to contact parents and inform them of the situation.</p> <p>A Personalised Behaviour Plan is created with the staff, students and parents involved to target the cause of the behaviour.</p>	<p><b>For situations requiring immediate attention:</b> Firstly, ensure the safety of all involved. Get support from another member of staff where necessary.</p> <p>Consider giving the student a 10 minute timeout in their room or removing them to the Boarding Office (this can be increased in 10 minute increments where necessary up to 30 minutes) or for a walk with a member of staff around campus.</p> <p>Ensure any victims of behaviour are supported.</p> <p><b>In the direct aftermath of the behaviour the Boarding Staff on duty should impose an immediate consequence.</b></p> <ul style="list-style-type: none"> <li>Grounding on campus - can be restricted to one boarding house if necessary to separate the student from triggers or victims of behaviour.</li> <li>Early bedtime - up to 1 hour</li> <li>Restrict access to other Boarding House, Art Room, Gym, Games Room</li> </ul> <p><b>IF the student is posing a risk to other students, staff members or to themselves,</b> in liaison with a member of the Management Team, the student should be removed from boarding as soon as possible to an approved accommodation provider</p> <p><b>Following this the Boarding Team &amp; Management Team to discuss and agree on subsequent consequences, as listed below:</b></p> <ul style="list-style-type: none"> <li>In-school suspension up to 1 week</li> <li>Suspension from Boarding up to 1 week</li> <li>Suspension from school and Boarding up to 3 days</li> <li>Grounding on campus up to 2 weeks</li> <li>Weekly substance testing for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> <li>(the above can be used alone or in combination)</li> </ul> <p><b>Log on Day Report and Orah</b></p> <p>The Personalised Behaviour Plan is reviewed with the staff, students and parents involved to ensure it targets the cause of the behaviour.</p> <p>Parents receive a formal letter of concern advising that in the future, should this behaviour persist, we will review whether we are able to meet their child's needs at Eerde.</p> <p>In all cases this should be followed up with:</p> <ul style="list-style-type: none"> <li>Reflection discussion with the Boarding Mentor, with a written follow up by the student, or</li> <li>Restorative meeting(s) with staff or students</li> </ul>	<p><b>For situations requiring immediate attention:</b> Firstly, ensure the safety of all involved. Get support from another member of staff where necessary.</p> <p>Consider giving the student a 10 minute timeout in their room or removing them to the Boarding Office (this can be increased in 10 minute increments where necessary up to 30 minutes) or for a walk with a member of staff around campus.</p> <p>Ensure any victims of behaviour are supported.</p> <p><b>In the direct aftermath of the behaviour the Boarding Staff on duty should impose an immediate consequence.</b></p> <ul style="list-style-type: none"> <li>Grounding on campus - can be restricted to one boarding house if necessary to separate the student from triggers or victims of behaviour.</li> <li>Early bedtime - up to 1 hour</li> <li>Restrict access to other Boarding House, Art Room, Gym, Games Room</li> </ul> <p><b>IF the student is posing a risk to other students, staff members or to themselves,</b> in liaison with a member of the Management Team, the student should be removed from boarding as soon as possible to an approved accommodation provider</p> <p><b>Following this the Boarding Team &amp; Management Team to discuss and agree on subsequent consequences, as listed below:</b></p> <ul style="list-style-type: none"> <li>Suspension from Boarding for 2 weeks up to 1 month</li> <li>Suspension from school and Boarding up to 1 week</li> <li>Weekly substance testing for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> <li>(the above can be used alone or in combination)</li> </ul> <p><b>Log on Day Report and Orah</b></p> <p>The Personalised Behaviour Plan is reviewed with the staff, students and parents involved to ensure it targets the cause of the behaviour.</p> <p>Parents are invited for a formal meeting with members of the Management Team advising that in the future, should this behaviour persist, Eerde will not be able to meet their child's needs.</p> <p>In all cases this should be followed up with:</p> <ul style="list-style-type: none"> <li>Reflection discussion with the Boarding Mentor, with a written follow up by the student, or</li> <li>Restorative meeting(s) with staff or students</li> </ul> <p>In serious cases or in the event of persistent incidents Eerde reserves the right to ask a student to leave the school or to find alternative accommodation to boarding.</p>



# Restorative Behaviour Matrix

## STUDENT VERSION

### How We Respond to Negative Behaviour in Class and School - including at school events, on school trips and activities

Example Behaviours	When it First Happens	If it Keeps Happening	If it Becomes a Regular Behaviour
<p><b>Behaviour in Class</b> <b>- Concern</b></p> <ul style="list-style-type: none"> <li>• Lateness</li> <li>• Mild to moderate disruptive behaviour during class</li> <li>• Low level verbal abuse/ swearing</li> <li>• Low level disrespectful, rude or defiant behaviour - such as not listening, failing to follow instructions, unnecessary interruptions etc</li> <li>• Use of mobile phone, headphones, other media devices in class</li> <li>• Food/ drink in class</li> </ul>	<p><b>We will always...</b> create a positive learning environment by:</p> <ul style="list-style-type: none"> <li>• Modelling good behaviour</li> <li>• Making learning expectations clear</li> <li>• Establishing clear rules and expectations</li> <li>• Ensuring mobile phones are in the Phone Hotel</li> <li>• Using positive reinforcement</li> <li>• Being consistent</li> <li>• Being fair</li> </ul> <p><b>You will always...</b></p> <ul style="list-style-type: none"> <li>• Follow the Classroom Dos and Don'ts and Eerde Golden Agreements</li> <li>• Be respectful to all staff members and other students</li> <li>• Follow the instructions given by staff members</li> <li>• Let us know if there is any reason why you may need extra support or guidance</li> </ul> <p><b>We will...</b> remind you of the Eerde Golden Agreements and the Classroom Dos and Don'ts</p> <p><b>We may...</b></p> <ul style="list-style-type: none"> <li>• Ask you to stay back after class or talk at some point during the day to try and help you think about how you can avoid the mistake again in the future</li> <li>• Take away your phone or other devices</li> <li>• Take away any food or drink you have brought to class</li> <li>• Ask you to move to a different seat or change activity</li> </ul> <p><b>You will...</b> reflect on what has happened and think about how to avoid it happening again in the future</p>	<p>If the behaviour persists or you are disrupting the learning of others,</p> <p><b>We will...</b></p> <p><b>WARN</b> you that the behaviour is not acceptable and needs to stop  <b>MOVE</b> you to a seat close to the teacher or away from distracting other students  <b>REMOVE</b> you from class to the Academic Director or Course Coordinator</p> <p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> talk to you about why the behaviour happened and what you can do to avoid it again</p> <p><b>You will...</b> work with us to reflect on what has happened and think about how to avoid it happening again in the future</p>	<p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> sign you up to attend an after school Reflection and Study Session or Community Service Session</p> <p><b>You will...</b> work with us to reflect on what has happened and think about how to avoid it happening again in the future</p> <p><b>We will...</b> look at whether we need to support you further with the consequences listed in the next category of "Serious Concerns"</p>
<p><b>Behaviour in School</b> <b>- Concern</b></p> <ul style="list-style-type: none"> <li>• Littering</li> <li>• Low level verbal abuse/ swearing</li> <li>• Low level disrespectful, rude or defiant behaviour - such as not listening, failing to follow instructions etc</li> <li>• Lateness to a school event</li> <li>• Mild to moderate disruptive behaviour during a school event or activities</li> </ul>	<p><b>You will always...</b></p> <ul style="list-style-type: none"> <li>• Follow the Eerde Golden Agreements</li> <li>• Be respectful to all staff members and other students</li> <li>• Follow the instructions given by staff members</li> <li>• Let us know if there is any reason why you may need extra support or guidance</li> </ul> <p><b>We will...</b> remind you of the Eerde Golden Agreements</p> <p><b>We may...</b></p> <ul style="list-style-type: none"> <li>• Ask you to talk at some point during the day to try and help you think about how you can avoid the mistake again in the future</li> <li>• Take away your phone or other devices</li> <li>• Ask you to move to a different seat or change activity</li> </ul> <p><b>You will...</b> reflect on what has happened and think about how to avoid it happening again in the future</p>	<p>If the behaviour persists or you are disrupting others,</p> <p><b>We will...</b></p> <p><b>WARN</b> you that the behaviour is not acceptable and needs to stop  <b>MOVE</b> you close to a staff member or away from distracting other students  <b>REMOVE</b> you to the Academic Director or Course Coordinator</p> <p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> talk to you about why the behaviour happened and what you can do to avoid it again</p> <p><b>You will...</b> work with us to reflect on what has happened and think about how to avoid it happening again in the future</p>	<p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> sign you up to attend an after school Reflection and Study Session or Community Service Session</p> <p><b>You will...</b> work with us to reflect on what has happened and think about how to avoid it happening again in the future</p> <p><b>We will...</b> look at whether we need to support you further with the consequences listed in the next category of "Serious Concerns"</p>





# Restorative Behaviour Matrix

Example Behaviours	When it First Happens	If it Happens Again	If it Keeps Happening
<p><b>Behaviour in Class - Serious Concern</b></p> <ul style="list-style-type: none"> <li>• Serious/ persistent disruptive behaviour during class</li> <li>• Using abusive language towards another student or staff member, or otherwise acting with disrespect towards a student or a member of staff</li> <li>• Unexcused absence from class - skipping class</li> <li>• Leaving class without permission</li> </ul>	<p><b>We will...</b> remind you of the Eerde Golden Agreements and the Classroom Dos and Don'ts</p> <p>If the behaviour persists or you are disrupting the learning of others,</p> <p><b>We will...</b></p> <p><b>WARN</b> you that the behaviour is not acceptable and needs to stop  <b>MOVE</b> you to a seat close to the teacher or away from distracting other students  <b>REMOVE</b> you from class to the Academic Director or Course Coordinator</p> <p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> sign you up to attend an after school Reflection and Study Session or Community Service Session</p> <p><b>You will...</b> work with us to reflect on what has happened and think about how to avoid it happening again in the future</p>	<p><b>We will...</b> remind you of the Eerde Golden Agreements and the Classroom Dos and Don'ts</p> <p>If the behaviour persists or you are disrupting the learning of others,</p> <p><b>We will...</b></p> <p><b>REMOVE</b> you from class to the Academic Director or Course Coordinator</p> <p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> ask your parents for a meeting to discuss the behaviour</p> <p><b>We will...</b> sign you up to attend an after school Reflection and Study Session or Community Service Session</p> <p><b>We may...</b> put in place additional consequences such as:</p> <ul style="list-style-type: none"> <li>• Restorative meeting(s) with staff or students</li> <li>• Continued attendance at Community Service, or, Reflection and Study Sessions for a specified number of weeks</li> <li>• A period of in-school suspension 1-2 days</li> </ul> <p><b>You will...</b> work with us to reflect on what has happened and think about how to avoid it happening again in the future</p>	<p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> work with you and your parents to create a Personalised Behaviour Plan to support you with not engaging in this type of behaviour in the future</p> <p><b>We will...</b> sign you up to attend an after school Reflection and Study Session or Community Service Session</p> <p><b>We will...</b> put in place additional consequences such as:</p> <ul style="list-style-type: none"> <li>• Restorative meeting(s) with staff or students</li> <li>• Continued attendance at Community Service, or, Reflection and Study Sessions for a specified number of weeks</li> <li>• A period of in-school suspension up to 3 days</li> <li>• Requirement for additional teaching support in class or separated from class</li> </ul> <p><b>You will...</b> work with us to reflect on what has happened and think about how to avoid it happening again in the future</p> <p><b>We will...</b> look at whether we need to support you further with the measures listed in the next category of "Major Concerns"</p>
<p><b>Behaviour in School - Serious Concern</b></p> <ul style="list-style-type: none"> <li>• Serious/ persistent disruptive behaviour during school activities</li> <li>• Using abusive language towards another student or staff member, or otherwise acting with gross disrespect towards a student or a member of staff</li> <li>• Overt Defiance to Staff</li> <li>• Low-Level Vandalism - Damaging or defacing other's, boarding or school property</li> <li>• Taking or use of another person's property without permission</li> <li>• Gross dishonesty</li> <li>• Leaving site without permission</li> <li>• Bullying behaviour (depending on the level of behaviour this could become a level 3 at the discretion of the School Management)</li> <li>• Being a bystander to any bullying behaviour.</li> </ul>	<p><b>We will...</b> remind you of the Eerde Golden Agreements</p> <p>If the behaviour persists or you are disrupting others,</p> <p><b>We will...</b></p> <p><b>WARN</b> you that the behaviour is not acceptable and needs to stop  <b>MOVE</b> you close to a staff member or away from distracting other students  <b>REMOVE</b> you from class to the Academic Director or Course Coordinator</p> <p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> sign you up to attend an after school Reflection and Study Session or Community Service Session</p> <p><b>You will...</b> work with us to reflect on what has happened and think about how to avoid it happening again in the future</p>	<p><b>We will...</b> remind you of the Eerde Golden Agreements</p> <p>If the behaviour persists or you are disrupting others,</p> <p><b>We will...</b></p> <p><b>REMOVE</b> you to the Academic Director or Course Coordinator</p> <p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> ask your parents for a meeting to discuss the behaviour</p> <p><b>We will...</b> sign you up to attend an after school Reflection and Study Session or Community Service Session</p> <p><b>We may...</b> put in place additional consequences such as:</p> <ul style="list-style-type: none"> <li>• Restorative meeting(s) with staff or students</li> <li>• Continued attendance at Community Service, or, Reflection and Study Sessions for a specified number of weeks</li> <li>• A period of in-school suspension 1-2 days</li> <li>• Removal of break or lunch privileges for a period of time up to 3 days</li> </ul> <p><b>You will...</b> work with us to reflect on what has happened and think about how to avoid it happening again in the future</p>	<p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> work with you and your parents to create a Personalised Behaviour Plan to support you with not engaging in this type of behaviour in the future</p> <p><b>We will...</b> sign you up to attend an after school Reflection and Study Session or Community Service Session</p> <p><b>We will...</b> put in place additional consequences such as:</p> <ul style="list-style-type: none"> <li>• Restorative meeting(s) with staff or students</li> <li>• Continued attendance at Community Service, or, Reflection and Study Sessions for a specified number of weeks</li> <li>• A period of in-school suspension up to 3 days</li> <li>• Removal of break or lunch privileges up to 1 week</li> <li>• Removal from future school trips or activities up to 1 term</li> </ul> <p><b>You will...</b> work with us to reflect on what has happened and think about how to avoid it happening again in the future</p> <p><b>We will...</b> look at whether we need to support you further with the measures listed in the next category of "Major Concerns"</p>



# Restorative Behaviour Matrix

Example Behaviours	When it First Happens	If it Happens Again	If it Keeps Happening
<p><b>Behaviour in School - Major Concern</b></p> <ul style="list-style-type: none"> <li>• Violence against another student or a boarding parent</li> <li>• Serious bullying, whether in person or on social media</li> <li>• Other types of threatening conduct</li> <li>• Discrimination or discriminatory behaviour</li> <li>• Seriously irresponsible/ dangerous behaviour which puts individuals or members of the community at risk</li> <li>• Use, possession or distribution of cigarettes including e-cigarettes.</li> <li>• Use, possession or distribution of alcohol</li> <li>• Use, possession or distribution of drugs</li> <li>• Use or possession of dangerous items such as weapons</li> <li>• Distribution of indecent or pornographic materials or images</li> <li>• Engagement in sexual behaviour of any kind</li> <li>• Theft</li> <li>• High-Level Vandalism</li> </ul>	<p><b>We will... REMOVE</b> you to the Academic Director or Course Coordinator</p> <p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> work with you and your parents to create a Personalised Behaviour Plan to support you with not engaging in this type of behaviour in the future</p> <p><b>We will...</b> Reflect on what has happened and decide on restorative consequences for you, such as:</p> <ul style="list-style-type: none"> <li>• Restorative meeting(s) with staff or students</li> <li>• Continued attendance at Community Service, or, Reflection and Study Sessions for a specified number of weeks</li> <li>• A period of in-school suspension up to 3 days</li> <li>• Removal of break or lunch privileges up to 1 week</li> <li>• Removal from future school trips or activities up to 1 term</li> <li>• Awareness raising course/ project for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> </ul> <p><b>You will...</b> work with your Course Coordinator to reflect on what has happened and think about how to avoid it happening again in the future</p>	<p><b>We will... REMOVE</b> you to the Academic Director or Course Coordinator</p> <p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> work with you and your parents to review your Personalised Behaviour Plan to support you with not engaging in this type of behaviour again in the future</p> <p><b>We will...</b> Reflect on what has happened and decide on restorative consequences for you, such as:</p> <ul style="list-style-type: none"> <li>• Restorative meeting(s) with staff or students</li> <li>• A period of in-school suspension up to 1 week</li> <li>• Suspension from school and Boarding up to 3 days</li> <li>• Removal of break or lunch privileges up to 2 weeks</li> <li>• Removal from future school trips or activities up to 1 term</li> <li>• Weekly substance testing for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> </ul> <p><b>You will...</b> work with your Course Coordinator to reflect on what has happened and think about how to avoid it happening again in the future</p> <p><b>We will...</b> send your Parents a formal letter of concern advising that in the future, should this behaviour persist, we will review whether we are able to meet your needs at Eerde.</p>	<p><b>We will... REMOVE</b> you to the Academic Director or Course Coordinator</p> <p><b>We will...</b> Log what has happened on Managebac and share this with your Parents, Tutor, Course Coordinator and you</p> <p><b>We will...</b> work with you and your parents to review your Personalised Behaviour Plan to support you with not engaging in this type of behaviour again in the future</p> <p><b>We will...</b> Reflect on what has happened and decide on restorative consequences for you, such as:</p> <ul style="list-style-type: none"> <li>• Restorative meeting(s) with staff or students</li> <li>• Suspension from school and Boarding up to 1 week</li> <li>• Removal from future school trips or activities up to 1 term</li> <li>• Weekly substance testing for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> </ul> <p><b>You will...</b> work with your Course Coordinator to reflect on what has happened and think about how to avoid it happening again in the future</p> <p><b>We will...</b> invite your Parents for a formal meeting with members of the Management Team advising that in the future, should this behaviour persist, we will not be able to meet your needs at Eerde.</p> <p>In serious cases or in the event of persistent incidents Eerde reserves the right to ask you to leave the school completely</p>



# Restorative Behaviour Matrix

## How We Respond to Academic Misconduct

Example Behaviours	Expectations	When it First Happens	If it Keeps Happening	If it Becomes a Regular Behaviour
<ul style="list-style-type: none"> <li>Failing to turn in homework</li> </ul>	<p>Homework is handed in on time and to a good standard</p>	<p><b>We will...</b> Speak to you about why homework is important and discuss if you need support to hand it in on time</p> <p><b>We will...</b> keep a record of when homework is completed or not completed and share this with you and your parents via your Mid-Term and End of Term Report Cards</p> <p><b>You will...</b> reflect on how to make sure you always submit your homework on time</p>	<p>IB students - <b>You will...</b> be required to attend Study Halls so you have scheduled times to complete your homework each day.</p> <p>All other secondary students - <b>You will..</b> Be required to attend Study and Reflection Sessions after school in order to give you extra time to complete your homework</p>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>Invite your parents for a meeting to discuss the problem</li> <li>Put on Academic Monitoring - your Course Coordinator will meet with you regularly to monitor how you are getting on</li> <li>You may limit what options you have for future study Eerde</li> </ul> <p>For continued or persistent issues consideration will be made as to whether Eerde is a suitable school to continue to accommodate you.</p>
<ul style="list-style-type: none"> <li>Failure to submit a summative assignment, coursework , internal assessment.</li> </ul>	<p>Summative assessments are handed in on time and to a good standard</p> <p>Exceptions are only granted for extenuating circumstances, agreed in advance with the Course Coordinator</p>	<p><b>We will...</b> Speak to you about why summative assessments are important and discuss if you need support to hand them in on time in future</p> <p><b>We will...</b> issue a grade of ZERO for the piece of work</p> <p><b>You will...</b> reflect on how to make sure you always submit your work on time</p>	<p>IB students - <b>You will...</b> be required to attend Study Halls so you have scheduled times to complete your work each day.</p> <p>All other secondary students - <b>You will..</b> Be required to attend Study and Reflection Sessions after school in order to give you extra time to complete your work</p>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>Invite your parents for a meeting to discuss the problem</li> <li>Put on Academic Monitoring - your Course Coordinator will meet with you regularly to monitor how you are getting on</li> <li>You may limit what options you have for future study Eerde</li> </ul> <p>For continued or persistent issues consideration will be made as to whether Eerde is a suitable school to continue to accommodate you.</p>
<ul style="list-style-type: none"> <li>Plagiarism/ uncited use of AI software</li> <li>Cheating in a summative assessment</li> </ul>	<p>Students should hand in work which is completely their own.</p> <p>If they are uncertain about how to cite and reference sources, they should ask a member of staff.</p>	<p><b>We will...</b> issue a grade of ZERO for the piece of work</p> <p><b>You will...</b> research how to avoid plagiarism/ inappropriate use of AI, where applicable and speak with staff to ensure you understand this fully</p> <p><b>We will...</b> In some cases, be required to contact the IBDP or IGCSE examination boards to inform them and this may affect your overall grade for the course</p>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>Invite your parents for a meeting to discuss the problem</li> <li>Put on Academic Monitoring - your Course Coordinator will meet with you regularly to monitor how you are getting on</li> <li>You may limit what options you have for future study Eerde</li> <li>Take advice from the IGCSE or IBDP on how to proceed in line with their protocols</li> </ul> <p>For continued or persistent issues consideration will be made as to whether Eerde is a suitable school to continue to accommodate you.</p>	



# Restorative Behaviour Matrix

## How We Respond to Negative Behaviour in Boarding

The purpose of this matrix is to show you the types of responses the school might use if your behaviour does not match up to the expectations outlined in our 10 Golden Agreements.

Example Behaviours	When it First Happens	If it Keeps Happening	If it Becomes a Regular Behaviour
<p><b>Behaviour in Boarding - Concerns</b></p> <ul style="list-style-type: none"> <li>• Lateness in general</li> <li>• Lateness to breakfast</li> <li>• Misuse of your electrical devices,</li> <li>• failure to be in rooms at the agreed times,</li> <li>• Not going to bed and sleeping at the required times,</li> <li>• Use of your phone during dinner,</li> <li>• Failure to keep your room to acceptable and agreed standards of hygiene and cleanliness,</li> <li>• Failure to keep noise levels to an acceptable level (to the extent it negatively impacts on other people),</li> <li>• Your bedroom is not tidy enough for the cleaners to clean,</li> <li>• Leaving the kitchen or common areas in a mess,</li> <li>• Low level disrespectful, rude or defiant behaviour - such as not listening or failing to follow instructions</li> </ul>	<p><b>We will...</b> remind you of the Eerde Golden Agreements and the rules in Boarding</p> <p><b>We will...</b> try and help you think about how you can avoid the mistake again in the future</p> <p><b>You will...</b> reflect on what has happened and think about how to avoid it happening again in the future</p>	<p><b>We will...</b> remind you of the Eerde Golden Agreements and the rules in Boarding</p> <p><b>We will...</b> make a structured plan with you to help you avoid this behaviour in the future</p> <p>This might be something like:</p> <ul style="list-style-type: none"> <li>• Removal of devices at bedtime</li> <li>• Removal of devices at key moments of the day such as dinner</li> <li>• Getting you up earlier in the morning</li> <li>• Setting an earlier bedtime</li> <li>• Setting times to complete tasks such as cleaning your bedroom, this may be under supervision</li> <li>• Attendance at a Community Service, or, Reflection and Study Session</li> </ul> <p><b>You will...</b> work with the Boarding Team to make sure you stick to the plan and avoid this behaviour happening again in the future</p> <p><b>You will...</b> tell us if you are having trouble and seek support when you are struggling</p>	<p><b>We will...</b> keep working with you on the structured plan to improve things</p> <p><b>We may also....</b> Put in place a restorative consequence for you for 1 - 2 days, to help you reflect on what has happened</p> <p>This might be something like:</p> <ul style="list-style-type: none"> <li>• Early bedtime - up to 30 minutes</li> <li>• Community service, such as - washing dishes, cleaning communal kitchen or another area</li> <li>• Removal of devices or access to games room</li> <li>• Removal of privileges such as use of the Gym or Art Room</li> <li>• Restrict access to the other Boarding House</li> <li>• Grounding on campus</li> </ul> <p><b>We will...</b> contact your parents to let them know that we have some concerns</p> <p><b>You will...</b> work with the Boarding Team to really think about why this behaviour keeps happening and how you can make improvement in the future</p>



# Restorative Behaviour Matrix

Example Behaviours	When it First Happens	If it Happens Again	If it Keeps Happening
<p><b>Behaviour in Boarding</b> <b>- Serious Concerns</b></p> <ul style="list-style-type: none"> <li>• Being in another person's bedroom without the door open.</li> <li>• Using abusive language towards another student or staff member</li> <li>• Low-Level Vandalism - Damaging or defacing other's, boarding or school property</li> <li>• Taking or use of another person's property without permission</li> <li>• Gross dishonesty</li> <li>• Overt defiance to Staff</li> <li>• Disrespect to staff or students</li> <li>• Leaving site without permission</li> <li>• Bullying behaviour (depending on the level of behaviour this could become a "Major Concern" at the discretion of the School Management)</li> <li>• Being a bystander to any bullying behaviour.</li> </ul>	<p><b>We will...</b> remind you of the Eerde Golden Agreements and the rules in Boarding</p> <p><b>We may...</b> ask you to take a "timeout" in your bedroom for around 10 - 30 minutes</p> <p><b>We will....</b> Put in place a restorative consequence for you for 1 - 2 days, to help you reflect on what has happened.</p> <p>This might be something like:</p> <ul style="list-style-type: none"> <li>• Early bedtime - up to 30 minutes</li> <li>• Community service, such as - washing dishes, cleaning communal kitchen or another area</li> <li>• Removal of devices or access to games room</li> <li>• Removal of privileges such as use of the Gym or Art Room</li> <li>• Restrict access to the other Boarding House</li> <li>• Grounding on campus</li> <li>• Attendance at a Community Service, or, Reflection and Study Session</li> </ul> <p><b>You will...</b> be asked to reflect on your behaviour in writing and in a meeting with a member of the Boarding Team</p> <p><b>You may...</b> be asked to attend a restorative meeting with anyone who has been impacted by your behaviour</p>	<p><b>We will...</b> remind you of the Eerde Golden Agreements and the rules in Boarding</p> <p><b>We may...</b> ask you to take a "timeout" in your bedroom for around 10 - 30 minutes</p> <p><b>We will....</b> Put in place a restorative consequence for you for up to 1 week, to help you reflect on what has happened.</p> <p>This might be something like:</p> <ul style="list-style-type: none"> <li>• Early bedtime - up to 30 minutes</li> <li>• Community service, such as - washing dishes, cleaning communal kitchen or another area</li> <li>• Removal of devices or access to games room</li> <li>• Removal of privileges such as use of the Gym or Art Room</li> <li>• Restrict access to the other Boarding House</li> <li>• Grounding on campus</li> <li>• Attendance at a Community Service, or, Reflection and Study Session</li> </ul> <p><b>You will...</b> be asked to reflect on your behaviour in writing and in a meeting with a member of the Boarding Team</p> <p><b>You may...</b> be asked to attend a restorative meeting with anyone who has been impacted by your behaviour</p> <p><b>We will...</b> contact your parents to let them know what has happened and that we have concerns</p>	<p><b>We will...</b> remind you of the Eerde Golden Agreements and the rules in Boarding</p> <p><b>We may...</b> ask you to take a "timeout" in your bedroom for around 10 - 30 minutes</p> <p><b>We will....</b> Put in place a restorative consequence for you for up to 2 weeks, to help you reflect on what has happened.</p> <p>This might be something like:</p> <ul style="list-style-type: none"> <li>• Early bedtime - up to 30 minutes</li> <li>• Community service, such as - washing dishes, cleaning communal kitchen or another area</li> <li>• Removal of devices or access to games room</li> <li>• Removal of privileges such as use of the Gym or Art Room</li> <li>• Restrict access to the other Boarding House</li> <li>• Grounding on campus</li> <li>• Attendance at a Community Service, or, Reflection and Study Session</li> </ul> <p><b>You will...</b> be asked to reflect on your behaviour in writing and in a meeting with a member of the Boarding Team</p> <p><b>You may...</b> be asked to attend a restorative meeting with anyone who has been impacted by your behaviour</p> <p><b>We will...</b> contact your parents to let them know what has happened and that we have concerns and ask them to join us for a meeting</p> <p><b>We will...</b> look at whether we need to support you further with a behaviour plan or consequences listed in the next category of "Major Concerns"</p>



# Restorative Behaviour Matrix

Example Behaviours	When it First Happens	If it Happens Again	If it Keeps Happening
<p><b>Behaviour in Boarding - Major Concern</b></p> <ul style="list-style-type: none"> <li>• Violence against another student or a boarding parent</li> <li>• Serious bullying, whether in person or on social media</li> <li>• Other types of threatening conduct</li> <li>• Discrimination or discriminatory behaviour</li> <li>• Seriously irresponsible/ dangerous behaviour which puts individuals or members of the community at risk</li> <li>• Use, possession or distribution of cigarettes including e-cigarettes.</li> <li>• Use, possession or distribution of alcohol</li> <li>• Use, possession or distribution of drugs</li> <li>• Use or possession of dangerous items such as weapons</li> <li>• Distribution of indecent or pornographic materials or images</li> <li>• Engagement in sexual activity of any kind</li> <li>• Theft</li> <li>• High-Level Vandalism</li> <li>• Leaving the Boarding House after hours.</li> </ul>	<p><b>We will...</b> remind you of the Eerde Golden Agreements and the rules in Boarding</p> <p><b>We may...</b> ask you to take a “timeout” in your bedroom for around 10 - 30 minutes</p> <p><b>We will....</b> Put in place an immediate consequence such as:</p> <ul style="list-style-type: none"> <li>• Grounding on campus</li> <li>• Early bedtime - up to 1 hour</li> <li>• Restricted access to other the Boarding House, Art Room, Gym or Games Room</li> </ul> <p><b>IF your behaviour has put you or someone else in danger</b> and we do not think it is safe to stay in Boarding at that time, we may require you to go to alternative accommodation off-site.</p> <p><b>We will then....</b> Reflect on what has happened and decide on a restorative consequence for you</p> <p>This will be something like:</p> <ul style="list-style-type: none"> <li>• In-school suspension up to 3 days</li> <li>• Grounding on campus up to 1 week</li> <li>• Awareness raising course/ project for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> <li>• (the above can be used alone or in combination)</li> </ul> <p><b>You will...</b> be asked to reflect on your behaviour in writing and in a meeting with a member of the Boarding Team</p> <p><b>You may...</b> be asked to attend a restorative meeting with anyone who has been impacted by your behaviour</p> <p><b>We will...</b> work with you and your parents to create a Personalised Behaviour Plan to support you with not engaging in this type of behaviour in the future</p>	<p><b>We will...</b> remind you of the Eerde Golden Agreements and the rules in Boarding</p> <p><b>We may...</b> ask you to take a “timeout” in your bedroom for around 10 - 30 minutes</p> <p><b>We will....</b> Put in place an immediate consequence such as:</p> <ul style="list-style-type: none"> <li>• Grounding on campus</li> <li>• Early bedtime - up to 1 hour</li> <li>• Restricted access to other the Boarding House, Art Room, Gym or Games Room</li> </ul> <p><b>IF your behaviour has put you or someone else in danger</b> and we do not think it is safe to stay in Boarding at that time, we may require you to go to alternative accommodation off-site.</p> <p><b>We will then....</b> Reflect on what has happened and decide on a restorative consequence for you</p> <p>This will be something like:</p> <ul style="list-style-type: none"> <li>• In-school suspension up to 1 week</li> <li>• Suspension from Boarding up to 1 week</li> <li>• Suspension from school and Boarding up to 3 days</li> <li>• Grounding on campus up to 2 weeks</li> <li>• Weekly substance testing for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> <li>• (the above can be used alone or in combination)</li> </ul> <p><b>You will...</b> be asked to reflect on your behaviour in writing and in a meeting with a member of the Boarding Team</p> <p><b>You may...</b> be asked to attend a restorative meeting with anyone who has been impacted by your behaviour</p> <p><b>We will...</b> work with you and your parents to review your Personalised Behaviour Plan to support you with not engaging in this type of behaviour in the future</p> <p><b>We will...</b> send a letter to you and your parents advising you that if this behaviour persists in the future we may need to consider whether Eerde is the right school for you</p>	<p><b>We will...</b> remind you of the Eerde Golden Agreements and the rules in Boarding</p> <p><b>We may...</b> ask you to take a “timeout” in your bedroom for around 10 - 30 minutes</p> <p><b>We will....</b> Put in place an immediate consequence such as:</p> <ul style="list-style-type: none"> <li>• Grounding on campus</li> <li>• Early bedtime - up to 1 hour</li> <li>• Restricted access to other the Boarding House, Art Room, Gym or Games Room</li> </ul> <p><b>IF your behaviour has put you or someone else in danger</b> and we do not think it is safe to stay in Boarding at that time, we may require you to go to alternative accommodation off-site.</p> <p><b>We will then....</b> Reflect on what has happened and decide on a restorative consequence for you</p> <p>This will be something like:</p> <ul style="list-style-type: none"> <li>• Suspension from Boarding for 2 weeks up to 1 month</li> <li>• Suspension from school and Boarding up to 1 week</li> <li>• Weekly substance testing for all substance related incidents (drugs, alcohol, cigarettes, e-cigarettes) - where necessary this may be accompanied by mandatory addiction support</li> <li>• (the above can be used alone or in combination)</li> </ul> <p><b>You will...</b> be asked to reflect on your behaviour in writing and in a meeting with a member of the Boarding Team</p> <p><b>You may...</b> be asked to attend a restorative meeting with anyone who has been impacted by your behaviour</p> <p><b>We will...</b> work with you and your parents to review your Personalised Behaviour Plan to support you with not engaging in this type of behaviour in the future</p> <p><b>We will...</b> In serious cases or in the event of persistent incidents, ask you to leave the school or to find alternative accommodation to boarding.</p>