



# **CPHS Code of Conduct**

## **High School**

Coverage	High School
Person responsible	Head of Student Services and Welfare
Contributors	Key Stage Coordinators
Date of ratification	November 2020
Date for review	June 2021
Related policies	Attendance Bullying Uniform Substance abuse

This Code of Conduct has been developed and implemented in consultation with the whole school community including students, parents/guardians, staff, and partner agencies.

## **CPHS High School Code of Conduct and Policy Overview**

*“Our mission is to provide a stimulating learning environment, firmly rooted in Christian principles in which our students become critical creative thinkers, responsible citizens and life-long learners in an ever-changing world”*

The CPHS Mission Statement clearly states our overall expectation for all students to thrive in our school community. Students realise personal and learning success, achieve their best and this delivery underpins the CPHS Advantage.

One of the most important ways that we do this is through the school’s Code of Conduct. This is designed to enable students and staff to focus on the development of positive behaviour, attitudes to learning and relationships. Parents and teachers know that values and responsible behaviour are learned over time. This is achieved through teaching, coaching, modelling, positive experiences, rewards, acknowledgement, and consistent consequences for inappropriate or irresponsible behaviour.

Effective school behaviour and discipline is a collaborative effort by parents/ guardians, students and staff. The school’s learning charter shares as the whole school agreement between all stakeholders (See appendix 5)

This policy has been drawn up in accordance with the Education Law, 2016 and associated regulations. This Code of Conduct is fully adherent to Ministry of Education guidance relating to student behaviour and discipline (see appendix)

### **Rewards**

At CPHS we have a vibrant House System that allows all students and staff to work together in a wide variety of events, academic and sporting. House Points are awarded for actions that reflect the school’s core values:

<b><i>Respect</i></b>	<b><i>Empathy</i></b>	<b><i>Excellence</i></b>
<b><i>Integrity</i></b>	<b><i>Care for others</i></b>	<b><i>Care for our World</i></b>
<b><i>Loyalty &amp; Friendship</i></b>	<b><i>Forgiveness</i></b>	<b><i>Self-discipline</i></b>

All House Points are recorded in the student profile on SIMS or through the VLE

All students, staff and parents have a responsibility for implementing and supporting all aspects of this code of conduct, ensuring a positive behaviour environment.

Effective communication between home and school is encouraged by the use of appropriate channels e.g. via VLE, parent evenings, phone, newsletters and school e-mail addresses.

## **The Code of Conduct**

Students, staff and parents support our core Christian values.

The Code of Conduct underpins all rewards and sanctions and sets the tone for behaviour.

This is then exemplified by the following three tenets:

We show respect for ourselves	We show respect for others	We show respect for the environment
<ul style="list-style-type: none"><li>• Being self-disciplined</li><li>• Showing pride in personal appearance</li><li>• Being ready to learn and engage in learning</li><li>• Being honest with ourselves and others</li><li>• Representing ourselves and the school positively on island and on educational trips and visits</li><li>• Taking care of our physical, social and mental well-being</li></ul>	<ul style="list-style-type: none"><li>• Protecting the rights of others to learn</li><li>• Actively listening and cooperating</li><li>• Being courteous and helpful</li><li>• Using appropriate language and communicating appropriately?</li><li>• Resolving conflict effectively</li><li>• Respecting the privacy and rights of others</li><li>• Treating all members of our community equally regardless of appearance, race, gender, sexuality, ethnicity, nationality and faith.</li></ul>	<ul style="list-style-type: none"><li>• Taking pride in our school surroundings</li><li>• Using resources and property carefully</li><li>• Caring for our health and safety</li><li>• Behaving in a manner that cares for our Island ecosystem</li><li>• Supporting and living in a manner that strives for sustainability, waste reduction and recycling</li></ul>

The Pastoral programme reinforces the school's core Christian values, empowering children to reflect on their personal learning and impact within the community. Each month students focus on an aspect of the 'Every Child Matters' programme. The five areas of focus are:

**Staying Safe**

**Helping Others**

**Enjoy and Achieve**

**Economic Well-being**

**Positive Contributions**

Tutors deliver the pastoral programme and share the Thought for The Day each morning, reinforcing the focus for the month, promoting reflection, discussion and action.

Appendix 1 and 2 provide further examples of how students are expected to show positive behaviour and respect for themselves, others and the environment.

## **The House System**

On joining the High School students are allocated to a House by the House Coordinator. Existing students are allocated to the same house they represented in the Primary School. New students are allocated in such a way as to keep a balance of House members in each year group, or in line with other family members with previous association to the school. Teachers and parents are allocated the same House as their child, if applicable. As well as sporting activities there are opportunities to take part in other academic events. In addition to House Honours, all House Points earned are collated and a House Cup is awarded at the end of each term to the House with the highest total number of House Points accumulated from all House events throughout the year. The House Competition year runs from Easter until Easter the following year, to enable every student the opportunity to celebrate the success of their House. The House Cup is awarded at the Easter Awards ceremony.

There are three Houses named after United Church Ministers who were heavily involved in the United Church in Grand Cayman in the 1800's and early 1900's. Each House is represented by a different colour. Students purchase a PE kit in their House colours.

Redpath	Red
Elmslie	Green
Young	Yellow

## **Rewards**

Every student will experience recognition and reward for success as they uphold the school's core Christian values. There are many opportunities throughout the year to be rewarded for academic success, for demonstrating excellent behaviour, contributing to learning and for taking part in House and School events.

## **Rewards System**

### **House Honours**

House Points are awarded to honour individuals who excel through personal and team endeavour. Students receive a House Honours Certificate from their Head of House as they accumulate House Points in an academic year. These are recorded on the VLE and students also record their achievements in Unifrog as part of their record of achievement.

Bronze -	50
Silver -	100
Gold -	150
Platinum –	200

## Reward procedure

The grid below provides guidance as how we reward positive behaviour. As part of the CPHS Advantage, we reinforce good behaviour as this encourages students to strive for excellence.

Band	Example Behaviour	Example Reward	Staff responsible for action
<b>Good</b>	<ul style="list-style-type: none"> <li>Good citizenship – promotes positive learning environment in class, inclusivity outside of class, safety for themselves and others, contributing to learning i.e. Reading Buddies/ Learning Buddies/ Tutor Buddies for new students</li> <li>Uniform always correct</li> <li>Punctual to school and lessons and having the correct equipment out, ready to learn</li> <li>Demonstrates the core Christian values of the school</li> </ul>	Verbal praise House Point House Honours Contact home (record on VLE)	Subject teachers Form Tutors Head of House Key Stage Coordinators HSSW
	<ul style="list-style-type: none"> <li>Completes homework to high personal standard</li> <li>Produces pieces of work of a high academic standard</li> <li>Presents work that shows care and pride</li> <li>Attendance above 96%</li> </ul>	Verbal praise House Point House Honours Contact home (record on VLE)	
<b>Excellent</b>	<ul style="list-style-type: none"> <li>Show initiative i.e. to organise an event</li> <li>Highlighted as consistently showing excellence in lessons, either through achievement, attitude, contribution, organisation or improvement.</li> <li>SSLT, Prefect, Student Council, Super Council, Key Club, Leadership, House Captains</li> <li>No sanction points accrued during a term</li> <li>Attendance above 98%</li> </ul>	Faculty Level Awards every half term – 25 House Points towards House total (Language Star, Mathematicians of note etc...) Display boards updated with new students each half term. Contact home and record on the VLE and in Unifrog Student Leadership certificates of appreciation. Certificates at the end of term prizegiving and end of Year Awards.	Subject teachers Form Tutors Key Stage Coordinator Heads of Faculty HSSW

<b>Superb</b>	<ul style="list-style-type: none"> <li>• Leading role in organising activities for other students</li> <li>• Consistently outstanding Academic performance</li> <li>• Consistently outstanding attitude to learning</li> <li>• Representing House or School with distinction at events and conferences</li> <li>• Outstanding demonstrations of the School's core Christian values</li> <li>• No late arrivals to registration</li> <li>• 100% attendance</li> </ul>	Subject Awards for effort, progressions and attainment CAS Awards Principal's Awards Great and Greatest Learner Awards Graduation and Leavers' Ceremony Awards House Colours for exceptional involvement in House events Participation in National Team events (Turtle Pins)	Form Tutors Key Stage Coordinator Heads of Faculty ALT Principal
---------------	--	--	--

## **Awards**

The purpose of Academic Awards is to recognise academic excellence, accomplishments in other fields and or exceptional commitment to the school.

### **Academic Awards for KS 3 / 4 / 5**

#### **Subject Awards**

Awards are given to students at the end of each term

- Faculty Heads nominate students in three categories per subject – Progress, Effort and Achievement.
- One subject award is given for each category, per year group at each end of term Awards Ceremony.

#### **Principal's Award**

This Award is presented to the top 5 overall academic achievers in each year group, as per the 'working at grade' or assessment grade, as collated in SIMS.

#### **Great Learner Awards and Greatest Learner Awards:**

- Great Learner Awards are presented each term to students who have demonstrated excellent attitudes to learning, contributions to learning and organisation.
- Students who attain an average score of 1.49 or less in their Behaviour for Learning in their most recent report will be recognised as Great Learners. (See appendix 3 Behaviour for Learning Rubric)
- Greatest Learner Awards are presented at the end of the Academic Year to students in Year 7, 8, 9, 10 and 12 who have achieved Great Learner Awards in all three terms.
- Students in Year 11 and 13 will be awarded Greatest Learner Awards at the end of the second term.

#### **Attendance Certificates**

Certificates will be presented at the end of each term to students who have achieved 100% attendance.

Eligibility:

- 100% attendance. No days of school missed.

## **Year 11 Graduation Awards**

### **DART Award for Excellence in STEM:**

Awarded to the student who has excelled and made significant contributions in STEM subjects over the course of the two year IGCSE programme. Recipients are nominated by the Mathematics, Science and IT faculties.

### **Ernst and Young Top Academic Achievement Award:**

Awarded to the student with the highest academic performance over the course of the two year IGCSE programme.

### **United Church in Jamaica and the Cayman Islands Ethics Award:**

Awarded and selected by United Church Ministers, recognising the student who has made the most significant contribution to the Ethics course.

### **National Gallery Award for Art:**

Awarded to the most outstanding Art student, over the course of the two year IGCSE programme. Selected by the Art faculty.

### **Outstanding Athlete Awards - Male and Female**

Awarded to the most outstanding male and female student in sports, both inside and outside of school, over the course of the two year IGCSE programme. Selected by the P.E faculty.

### **Significant Contribution to the Cultural Life of the School:**

Awarded to the student who has made the most significant impact in the Creative and Performing Arts, during Year 10 and Year 11. Students are selected by the Drama, Music and Art faculties.

### **The Arthurlyn Pedley Award for Community Action Service:**

Awarded to the student who has made the most significant impact to Community Service. Nominated by the Year 11 tutors and selected by the School Principal.

### **Spirit of the School Award**

Awarded to the student whose actions throughout Year 10 and Year 11 have most embodied the School's Core Christian Values. Nominated by the Year 11 tutors and selected by the School Principal

## **Year 13 Leavers' Awards**

### **DART Award for excellence in STEM:**

Awarded to the student who has excelled and made significant contributions in STEM subjects over the course of the two year A' Level programme. Recipients are nominated by the Mathematics, Science and IT faculties.

### **Ernst and Young Top Academic Achiever and Outstanding Student in Year 13:**

Awarded to the student with the highest academic performance over the course of the two year A' Level programme.

### **National Gallery Award for Art:**

Awarded to the most outstanding Art student, over the course of the two year A' Level programme. Selected by the Art faculty.

### **Outstanding Athlete Awards - Male and Female**

Awarded to the most outstanding male and female student in sports, both inside and outside of school, over the course of the Year 12 and Year 13. Selected by the P.E faculty.

**Significant contribution to the Cultural Life of the School:**

Awarded to the student who has made the most significant impact in the Creative and Performing Arts, during Year 12 and Year 13. Students are selected by the Drama, Music and Art faculties.

**The Olive Miller Award for Community Action Service:**

Awarded to the student who has made the most significant impact to Community Service. Nominated by the Year 13 tutors and selected by the School Principal.

**Bryan Bothwell Outstanding Citizen Award for Year 13**

Awarded to the student whose actions throughout Year 12 and Year 13 have most embodied the School's Core Christian Values. Nominated by the Year 13 tutors and selected by the School Principal

**Extra-curricular awards for KS3/4/5****Cayman Prep Core Values Award:**

Awarded to one student per year group from 7 - 10 for consistently demonstrating the school's core Christian values within the school community. Students and staff may nominate a worthy student, who will then be chosen by the Key Stage Coordinators and ALT. Awards are presented at the end of the year prize giving ceremony.

**House Colours**

Nominated by Heads of House and the House Coordinator and awarded at the end of each term.

**Half colours** – awarded to outstanding students who represent or contribute towards their House's progress and success with pride and consistency.

**Full colours** – after receiving half colours, students may be awarded full colours for their continued outstanding commitment, effort and pride when representing their house.

**Community Action Service Awards**

Awarded at the end of winter and spring term to students who have shown leadership or organisational skills that have had an impact within the community. Nominated by peers and tutors. Selected by Key Stage Coordinators, Head of Student Services and Welfare and the Principal.

**Student - Nominated Awards**

Students are to submit hard copies of their applications to the Head of Student Services and Welfare no later than the due date/time. All of these Awards are presented in the summer term's award ceremony.

**The Arthurlyn Pedley Award for Community Action Service**

Awarded at the end of Year ceremony for Years 7-10 and Year 12. Awarded to a student who has demonstrated outstanding participation in Community and made a lasting impact. They have shown leadership or organisational skills and have a true understanding of the value of Charitable and Community work to themselves, the recipients and the wider community.

**Process of Selection**

Students can be nominated by staff or students. The HSSW and KS Coordinators will view all applications and a decision will be made accordingly. In the event that consensus is not reached the majority verdict will be accepted. In the event of a tie the final decision will be made by the Principal



## **Sanctioning procedure**

Sanctions are designed to reinforce positive behaviour and to clearly identify where inappropriate behaviour has occurred. Sanctions place emphasis on the importance of positive choices and support students in their understanding of the school's core Christian values. The grid below provides guidance for understanding what is concerning, serious and severe. Other sanctions may be imposed at the discretion of the Principal or Director.

Band	Example Behaviour	Example Sanctions	Staff responsible for action
Concerning	<ul style="list-style-type: none"> <li>Disruptive behaviour that prevents learning</li> <li>Insufficient effort</li> <li>Inappropriate conduct/ language</li> <li>Uniform infringement</li> <li>Missing equipment/ resources/ kit for lessons</li> <li>Incomplete or un-attempted homework</li> <li>Lateness to school and/or lessons</li> <li>Attendance falls below 96%</li> </ul>	Verbal warning Behaviour incident recorded on VLE Detention within faculty or with tutor Contact home	Subject teachers Form tutor Key Stage Coordinators Head of Faculty
Serious	<ul style="list-style-type: none"> <li>Repeatedly exhibiting concerning behaviour post sanction</li> <li>Repeated late arrival to registration</li> <li>Repeated disruption that prevents teaching and learning</li> <li>'Defiant' behaviour</li> <li>Bullying</li> <li>Swearing or use of profanity</li> <li>Use of any racist, homophobic or sectarian words.</li> <li>Inappropriate physicality</li> <li>Inciting others to fight</li> <li>Unacceptable use of a personal device such as phone or smart watch</li> <li>Sending or sharing inappropriate images</li> <li>Vandalism of property belonging to school or others</li> <li>Stealing or attempting to steal</li> <li>Leaving school premises without permission.</li> <li>Plagiarism and cheating</li> <li>Attendance below 94%</li> </ul>	After school detention – with Key Stage Coordinator or Faculty Head Research work Parents contacted Formal letter sent home Tutor's report Key Stage Coordinator's report KS Detention or ALT Detention – half or full day supervised. Payment required for damaged goods Contact made with relevant external agency if required. Possible removal from school teams, trips, events.	Form Tutors Head of Faculty Key Stage Coordinators ALT Principal
	<ul style="list-style-type: none"> <li>Repeatedly exhibiting concerning behaviour post sanction</li> <li>Use/ under the influence/ in possession of / encouraging</li> </ul>	Suspension Permanent Exclusion	Director Principal ALT

Severe	<p>others to use cigarettes, e-cigarettes, alcohol or illegal substances at any time on school premises or when representing CPHS on any educational trip or visit, or when in school uniform.</p> <ul style="list-style-type: none"> <li>• Violent and/ or dangerous behaviour</li> <li>• Being in possession of knives or anything constituting a dangerous weapon or substance</li> <li>• Intentionally causing serious physical injury to any person</li> </ul>		
--------	---	--	--

## Confiscation of items

Where an item is deemed inappropriate for bringing into school, (such as, but not confined to, jewellery or personal electronic devices) it will be confiscated by any member of staff who views it.

The confiscated item should be passed onto the Key Stage Coordinator to determine the length of time for confiscation, depending on the situation in which the item was confiscated and the students compliance to the request of handing the item over. In general, the following durations of confiscation should be followed as a guideline, and parents informed of the item being confiscated via email/ VLE or by letter home.

1<sup>st</sup> incidence – 24hrs

2<sup>nd</sup> incidence – 3 days

3<sup>rd</sup> incidence – 1 week

4<sup>th</sup> incidence - until end of term and item is collected by a parent/guardian`

Any member of the school staff can search students with their consent for any item. Staff are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

School Leaders and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

## Mobile phones and Smart Watches

The use of mobile phones and smart watches is prohibited on the CPHS school premises, without express permission from a member of staff. Students in Year 12 and Year 13 may use phones/ smart watches in the 6<sup>th</sup> form common rooms and with permission when studying. Should a student be found using a mobile phone or smart watch without permission it will be confiscated and handed to the Key Stage Coordinator, who will speak with the student. There is always a school phone available for students to contact parents in an emergency and parents can contact reception should they need to get an urgent message to students. Student must always report to the office if they need to contact parents. Students found using their phones or smart watch without permission will have their phone confiscated as outlined above. *All phones and smart watches must be set to 'airplane mode' and 'do not disturb' during the school day.*

## **Searching and confiscation of Prohibited items.**

The school follows the legislation and Ministry of Education advice when confiscating items from students, which is outlined in their document “Searching, Screening and Confiscation – Advice for School Leaders and Staff– 2017 (A copy of this document is available from the school on request or to download from the Ministry website).

If there is a suspicion that a student has in their possession any items that are deemed ‘prohibited’ either by the school or the Ministry of Education document “*Searching, Screening and Confiscation – Advice for School Leaders and Staff– 2017*, a school leader or a member of staff authorised by a school leader is authorised to conduct a search **without** consent from the student.

‘Prohibited items’ may include but are not limited to:

- a) an offensive weapon, prohibited weapon or restricted weapon as set out in the Penal Code (2013 Revision);
- b) a controlled drug listed in Part 1 of Schedule 1 of the Misuse of Drugs Law (2014 Revision);
- c) a stolen article; or
- d) an article of a kind specified by the Director of the Department of Education Services or CPHS board of Governors.

School staff can seize any prohibited item found as a result of a search. They can also seize any item found during a search which they consider may be used to harm another person or damage property, as well as anything they reasonably suspect is evidence relating to an offence.

## **Investigating incidents**

In the event a member of staff feels a behavioural issue or incident is in the serious or severe bracket and needs to be dealt with at a higher level, they should refer to the relevant Head of Faculty, Key Stage Coordinator, Head of Student Welfare and Services, or the Principal as appropriate. Any students involved, whether directly or indirectly, will be asked to provide a written statement at the earliest opportunity. Any questioning of students should be carried out in the presence of another member of staff. Notes should be taken by staff when discussing incidents with students and retained with statements. Once all statements are gathered, a meeting will take place to decide what further action should be taken. The School Counsellor will be informed of all serious issues that pose a safeguarding risk or may need to be referred to an external agency.

If necessary, parents will be contacted by phone and invited to meet at school to discuss the incident with the relevant Tutor, Key Stage Coordinator, Counsellor, HSSW or Principal. Meetings with parents or students should have 2 members of staff present when possible.

## **The use of reasonable force**

On very rare occasions, to maintain the safety and welfare of our students, it may sometimes be necessary to use reasonable force on a student, as permitted by the Education Law, 2016. At Cayman Prep and High School we have taken account the direction provided by the Ministry of Education Guidance ‘Physical Interventions in Schools’ and have instructed our staff on their legal powers in relation to using physical interventions with students.

Any use of force by Cayman Prep and High School staff will be reasonable and proportionate to the circumstances of the incident and the seriousness of the behaviour. Physical interventions will only be used as a last resort and be in the best interests of the student. Reasonable force will be used only when immediately

necessary and for the minimum time necessary to achieve the desired result to prevent a student from doing, or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

## **Bullying**

At Cayman Prep and High School we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

We expect students to feel safe in school. We also want them to feel confident to seek support from school should they feel unsafe.

“Bullying” means any repeated conduct by a student where the conduct is intended by that student to have the effect of:

- Causing physical, emotional, psychological or social harm to another student.
- Placing another student in reasonable fear of physical, emotional, psychological or social harm.
- Placing another student in reasonable fear of damage to that student’s property.
- Creating an intimidating, threatening, hostile or abusive educational environment for another student.
- Disrupting the academic progress of another student.
- Damaging the reputation of another student.
- Infringing on the rights of another student to participate in school activities.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, intervention is urgently required.

Bullying can include, but is not limited to:

- Name calling.
- Taunting.
- Mocking.
- Making offensive comments.
- Physical assault.
- Taking or damaging belongings.
- Cyber bullying - inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or via the internet.
- Producing offensive graffiti.
- Gossiping and spreading hurtful and untruthful rumours.
- Excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

On receiving a report of an allegation of bullying or on witnessing conduct which appears to be bullying or retaliative action, staff will, at the earliest possible opportunity, investigate the circumstances surrounding the conduct.

We shall also notify —

- The parents of the students involved in bullying or retaliative conduct.

- The police, if we are of the opinion that the conduct falls within the scope of the criminal law.

- Any other relevant agency.

- The CPHS Director who may also refer a bullying incident to the Board of Governors for guidance or directions

## **Appendices**

### **Appendix 1 Expectations of student conduct within different aspects of school**

<b>Student conduct in lessons</b>	<b>Student conduct outside of lessons</b>	<b>Student conduct in the canteen</b>
To arrive on time	To move around the school in a sensible manner, such as by walking and not running	To follow the queuing system to purchase food.
To bring materials and have them ready.	To stay on the right-hand side in the corridors and on stairs.	To sit quietly and eat in an appropriate manner
To be courteous.	To be considerate of others and their needs, such as by holding open doors and not using the elevators so they are available for those who need them.	To move around the school in a sensible manner, such as by walking and not running.
To raise a hand before speaking.	To contribute to creating a calm and quiet environment around the school.	To contribute to a clean environment by ensuring litter is placed in the appropriate bins, encouraging others to do likewise.
To stay on task.	To contribute to a clean environment by ensuring litter is placed in the appropriate bins, encouraging others to do likewise.	To be considerate of the safety of others and informing a member of staff if something hazardous is noticed.
To agree to do assignments to the best of our ability and hand them in on time	To keep your belongings safe by storing them in the designated areas (lockers) and to leave valuables at home.	To arrive on time for lessons.
To agree to listen to directions	To be considerate of the safety of others and informing a member of staff if something hazardous is noticed.	
To agree to cooperate in group work.		
To agree to clean up after ourselves and leave the classroom tidy.		
To agree to leave other people's material alone.		
To agree not to interrupt other students learning.		
To agree to refrain from writing or carving on desks or school property.		

## **Appendix 2 Rewards and Sanctions**

<b>Code of Conduct</b>	<b>Example behaviour deserving reward</b>	<b>Example behaviour requiring sanction</b>
Care for our health and safety	<ul style="list-style-type: none"> <li>Informing staff of obstacles or dangers</li> <li>Placing litter in bins</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate use of equipment or movement around the school likely to cause danger, lack of consideration with regard to personal property, which could lead to personal injury.</li> <li>Inappropriate use of the internet to defames oneself, others or the school.</li> </ul>
Are self-disciplined	<ul style="list-style-type: none"> <li>Above 98% attendance</li> <li>Excellent punctuality</li> <li>Meet all deadlines</li> <li>Exemplary manners</li> <li>Correct uniform</li> </ul>	<ul style="list-style-type: none"> <li>Attendance falls below 96%</li> <li>Lack of punctuality</li> <li>Failure to meet deadlines</li> </ul>
Show pride in personal appearance		<ul style="list-style-type: none"> <li>Incorrect uniform</li> </ul>
Are ready to learn and engage in learning	<ul style="list-style-type: none"> <li>Brought all equipment to class</li> <li>Excellent work effort and/ or standard</li> <li>Homework is always completed to a high standard</li> </ul>	<ul style="list-style-type: none"> <li>Failure to bring correct equipment to lessons (pens, books, calculator, etc).</li> <li>Homework is not completed / to a satisfactory standard.</li> </ul>
Are honest with ourselves and others	<ul style="list-style-type: none"> <li>Can admit mistakes and say sorry</li> </ul>	<ul style="list-style-type: none"> <li>Plagiarism or cheating in homework assignments, tests or examinations.</li> </ul>
<b>We show respect for others and</b> Protect the rights of others to learn	<ul style="list-style-type: none"> <li>Support the learning of others by working with/ helping peers.</li> <li>Help create a social environment in which all students feel safe and secure</li> </ul>	<ul style="list-style-type: none"> <li>Make comments or actions that are not related to the task and which demand staff intervention which impinges on the learning of others.</li> <li>Bullying other student/s.</li> <li>Fail to follow instructions of staff.</li> </ul>
Actively listen and cooperate	<ul style="list-style-type: none"> <li>Follow the instructions of staff.</li> <li>Contributing to the learning of others</li> <li>Listen to others, especially in class, whether teachers or peers.</li> </ul>	
Are courteous and helpful	<ul style="list-style-type: none"> <li>Individual action thought worthy of a merit e.g. Helpful/ caring action towards peer or staff.</li> <li>Participation in a team or community event e.g. Sports team, school play, food fair</li> </ul>	<ul style="list-style-type: none"> <li>Use/ under the influence/ in possession of cigarettes, alcohol or illegal substances at any time on school premises or when representing CPHS.</li> <li>'Defiance' – failure to follow the instructions of staff</li> </ul>
Use appropriate language	<ul style="list-style-type: none"> <li>Are mindful that those around you are included and that comments are polite.</li> </ul>	<ul style="list-style-type: none"> <li>Use inappropriate language</li> <li>Rude / Swearing at staff</li> </ul>

Resolve conflict	<ul style="list-style-type: none"> <li>• Help to resolve tensions between peers and involve a member of staff where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Rude / Swearing at student</li> <li>• Threaten physical violence</li> <li>• Are violent towards others</li> <li>• Incite others to be violent</li> </ul>
<b>We show respect for our environment</b> Take pride in the environment Use resources and property carefully Represent our school positively	<ul style="list-style-type: none"> <li>• Contribute actively to the schools recycling programme</li> <li>• Show due care for property belong to others.</li> <li>• Return textbooks and ensure they are in good condition.</li> <li>• Exemplary behaviour when representing CPHS out of school e.g. on visits, residential trips, sport teams, MUN, etc.</li> <li>• Exemplary behaviour when attending a school event to which parents or others are invited e.g. school production, food fair, PSA events, and charity events.</li> </ul>	<ul style="list-style-type: none"> <li>• Litter</li> <li>• Chew gum</li> <li>• Eat outside designated areas</li> <li>• Graffiti/ defacing/ damaging school property or that of a fellow student.</li> <li>• Misconduct while representing CPHS out of school.</li> <li>• Misconduct when attending a school event to which parents or others are invited. Including the use/ under the influence/ in possession of cigarettes, alcohol or illegal substances.</li> </ul>



### Appendix 3 Behaviour for Learning rubric

Standards of performance are evaluated according to the following criteria:			
	Attitude to Learning	Contribution to Learning	Organisation
1. Excellent	<ul style="list-style-type: none"> <li>The student <b>consistently</b> demonstrates a very positive interest and engagement in the subject content.</li> <li>Initiative is <b>consistently</b> shown to develop their own learning.</li> <li>Exemplary effort is <b>consistently</b> made.</li> <li>Behaviour is <b>consistently</b> exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions <b>consistently</b> enhance learning in the classroom.</li> <li>The student <b>consistently</b> respects the views of others.</li> <li>The student <b>consistently</b> contributes very effectively in group activities.</li> </ul>	<ul style="list-style-type: none"> <li>Work is <b>consistently</b> submitted on time and is <b>consistently</b> well-presented.</li> <li>The student can <b>consistently</b> be relied upon to be on time.</li> <li>The student is <b>consistently</b> prepared with the important equipment.</li> </ul>
2. Good	<ul style="list-style-type: none"> <li>The student <b>usually</b> demonstrates a positive interest and engagement in the subject content.</li> <li><b>Usually</b> initiative is shown to develop their own learning.</li> <li>Appropriate effort is <b>usually</b> made.</li> <li>Behaviour is <b>usually</b> very good.</li> </ul>	<ul style="list-style-type: none"> <li>The student <b>usually</b> enhances learning in the classroom.</li> <li>The student <b>usually</b> respects the views of others</li> <li>The student <b>usually</b> contributes effectively in group activities.</li> </ul>	<ul style="list-style-type: none"> <li>Work is <b>usually</b> submitted on time and is <b>usually</b> well-presented.</li> <li>The student can <b>usually</b> be relied upon to be on time.</li> <li>The student is <b>usually</b> prepared with the important equipment.</li> </ul>
3. Inconsistent	<ul style="list-style-type: none"> <li>The student <b>sometimes</b> demonstrates a positive interest and engagement in the subject content.</li> <li><b>Sometimes</b> initiative is shown to develop their own learning.</li> <li>Appropriate effort is <b>sometimes</b> made</li> <li>Reminders of behaviour expectations are <b>sometimes</b> required.</li> </ul>	<ul style="list-style-type: none"> <li>The student <b>sometimes</b> makes a positive impact on learning in the classroom.</li> <li>The student <b>sometimes</b> respects the views of others</li> <li>The student <b>sometimes</b> contributes effectively in group activities.</li> </ul>	<ul style="list-style-type: none"> <li>Work is <b>sometimes</b> submitted on time and is <b>sometimes</b> well-presented.</li> <li>The student can <b>sometimes</b> be relied upon to be on time.</li> <li>The student is <b>sometimes</b> prepared with the important equipment.</li> </ul>
4. Cause for Concern	<ul style="list-style-type: none"> <li>The student is <b>rarely</b> engaged with the subject content and requires frequent reminders to engage in learning.</li> <li>Initiative is <b>rarely</b> shown to develop their own learning.</li> <li>The student <b>rarely</b> demonstrates appropriate effort.</li> <li>Reminders of behaviour expectations are required frequently.</li> </ul>	<ul style="list-style-type: none"> <li>The student <b>rarely</b> contributes to learning in the classroom.</li> <li>The student <b>rarely</b> shows respect for others.</li> <li>The student requires frequent monitoring by the teacher to stay on task during group activities.</li> </ul>	<ul style="list-style-type: none"> <li>Work is <b>rarely</b> submitted on time and is <b>rarely</b> well presented.</li> <li>The student <b>rarely</b> arrives on time to lesson.</li> <li>The student is <b>rarely</b> prepared with the important equipment.</li> </ul>

## Appendix 4 Learning Charter



# CAYMAN PREP & HIGH SCHOOL

## A Learning Charter for a Learning Community

Learning is making connections between new and existing knowledge, skills and understanding to adapt to our changing world.

### The School

The School values the importance of working in partnership with students, parents and the school community to ensure that outstanding learning takes place.

That is why we will:

- Warmly welcome every student and their family into school life and community.
- Provide a safe and secure learning environment and school ethos which supports the Christian values and Mission Statement of CPHS.
- Plan and deliver a balanced curriculum to meet the needs of each student.
- Create engaging and responsive learning environments and experiences.
- Enable each student to achieve their potential by recognising and addressing individual needs, learning styles and prior experiences.
- Share and discuss explicit learning targets and success criteria with students.
- Inform the student and parents about learning progress and next steps.
- Encourage students to be organised, independent, confident and enthusiastic learners.
- Develop every student's physical, emotional, spiritual and social wellbeing and foster feelings of self-confidence, self-worth and belonging.
- Ensure that home learning activities are relevant to student's needs and are in line with school policy.
- Promote understanding towards cultural differences and embrace our rich Caymanian heritage and international community.
- Encourage healthy and respectful lifestyles.
- Advise parents if we have any cause for concern and to celebrate significant achievements.

### The Student

I value how important it is to work with my teachers, other students and my parents so that my learning will be outstanding.

That is why I will:

- Come to school ready to learn every day.
- Show respect and support the Christian values and Mission Statement of CPHS.
- Show respect towards all of the teachers, staff and students in the school.
- Reach high standards by always trying my best in all learning activities and experiences.
- Try hard to be an organised, independent, confident and enthusiastic learner.
- Discuss my learning and learning styles with my teachers and other students.
- Listen carefully to teachers and follow instructions.
- Accept and act on advice teachers give me about the next steps in my learning.
- Follow class and school rules.
- Complete home learning activities on time.
- Try to live a healthy and respectful lifestyle and eat a healthy snack.
- Promote understanding towards cultural differences and embrace our rich Caymanian heritage and international community.
- Share any concerns with my teachers and parents.
- Show respect for my own and others' belongings.

### The Parents

We value the importance of working in partnership with the School in order for my child to experience outstanding learning.

That is why we will:

- Ensure that my child attends school every day.
- Notify the school of any absences, changes to contact details or procedures as soon as possible.
- Ensure that my child arrives at school on time and is collected promptly at the end of the day.
- Encourage and support my child to be an organised, independent, confident and enthusiastic learner.
- Support and encourage my child to complete home learning activities.
- Participate in parent teacher consultation meetings and discussions about my child's progress.
- Support the Christian values and Mission Statement of CPHS.
- Support the positive learning ethos of the school.
- Ensure the full school uniform is worn at all times and is fully labelled.
- Promote understanding towards cultural differences and embrace our rich Caymanian heritage and international community.
- Encourage healthy and respectful lifestyles and provide healthy snacks.
- Contact the school should we have any cause for concern or to celebrate significant achievements.

Teacher.....

Parent.....

Student.....

Owned and operated by the United Church in Jamaica and the Cayman Islands

## **Appendix 5 SUBSTANCE ABUSE POLICY**

The school is mandated by law to ensure the safety of children and to keep all substances of harm out of the school. Substance abuse is addressed across the school curriculum and this is further underscored by external agencies. For this policy, a 'drug' means a substance listed in the First Schedule of the 'Misuse of Drugs Law (Cayman Islands)' and includes, but is not limited to, prescription and over-the-counter pharmaceutical substances.

### **Selling, distributing or possessing drugs**

Where there is evidence, or reasonable suspicion, that a student is in possession of drugs, either for personal use or to sell or distribute, a member of the High School Leadership Team will interview the student in the presence of another member of the HSLT.

A search may be carried out by a member of the HSLT in the presence of another member of staff, and an investigation into the alleged offence will be initiated.

If evidence of an offence is found the School will notify the parents or guardians of the student, and the Director of the School. A record will be made in the student's personal file and the student will be suspended and may be permanently excluded.

### **Suspicion or evidence of consumption**

Where there is reasonable suspicion that a student has consumed drugs, the parents will be notified that the student will be required to undergo a drugs test to determine whether consumption of an illegal substance has taken place.

Refusal to undergo a test will be treated as if the test has proved positive.

Following a refusal to test or a positive test result for a first offence, the student will be externally suspended from CPHS for a period of up to five days. Readmission to the school will be at the discretion of the school and will require a written agreement to counselling and regular future testing for illegal drugs. The school Counsellor will liaise with the relevant authorities and a record will be made in the student's personal file. A second 'positive' test will result in the Principal recommending to the Director that the student is expelled from CPHS. The Director will notify the Chairman of the Board of Governors of all actions taken.

### **Tobacco, e-cigarettes or nicotine products**

Where there is evidence, or reasonable suspicion, that a student is in possession of tobacco, e-cigarettes, e-cigarette paraphernalia or nicotine products either for personal use or to sell or distribute, a member of the High School Leadership Team will interview the student in the presence of another member of the HSLT.

A search may be carried out. If evidence of an offence is found the School will notify the parents or guardians of the student, and the Principal. A record will be made in the student's personal file and the student will be sanctioned.

### **Alcohol policy**

The consumption of alcohol beverages on school premises is forbidden. Additionally the consumption of alcohol by persons under the age of 18 years, on or off school premises, is against the law.

The school rules, therefore, strictly forbid:

1. The possession or consumption of alcoholic beverages on school premises or on any educational trip or visit organised by the school.
2. The possession or consumption of alcoholic beverages while in school uniform.
3. Coming to school under the influence of alcohol.
4. Giving alcoholic beverages to another student.

### Disciplinary measures

If a CPHS student is in breach of the school rules as outlined above the following action will be taken:

- The parents will be notified
- The student may be suspended for up to 5 days
- A record of this will be made in the student's file
- The parents must agree to the student meeting with the school Counsellor

The parents and student will be notified in writing that if there is a second alcohol-related offence, that the student may be permanently excluded from the school

## **Appendix 6 High School Anti Bullying Policy**

The High School is committed to creating a positive, caring and supportive school community. Bullying of any kind by any person in the school community whether a student, member of staff or parent is, therefore, totally unacceptable. This policy aims to make all students, staff members and parents aware of how bullying may manifest itself and to set out the positive and corrective steps to be taken should bullying occur or be suspected.

### **Definition:**

**“Bullying”** means any repeated conduct by a student where the conduct is intended by that student to have the effect of, or that student ought to know that the conduct would likely have the effect of:

- Causing physical, emotional, psychological or social harm to another student.
- Placing another student in reasonable fear of physical, emotional, psychological or social harm.
- Placing another student in reasonable fear of damage to that student’s property.
- Creating an intimidating, threatening, hostile or abusive educational environment for another student.
- Disrupting the academic progress of another student.
- Damaging the reputation of another student.
- Infringing on the rights of another student to participate in school activities.

The Education Law, 2016 (11.27) and the Education Regulations, 2017 (10.53) make it a legal requirement that all schools have in place a ‘school behaviour policy’, whilst the statutory guidance document, ‘Behaviour and discipline in schools (2019)’ states that a school leader must set out measures in the ‘behaviour policy’ that prevent bullying (Section 21). Bullying is also categorised as a major offence within the same guidance document, which also sets out a range of disciplinary measures that can be applied to such an offence.

### **What does bullying look like?**

Bullying can include:

- Name calling.
- Taunting.
- Mocking.
- Making offensive comments.
- Physical assault.
- Taking or damaging belongings.
- Cyber bullying - inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or via the internet.
- Producing offensive graffiti.
- Gossiping and spreading hurtful and untruthful rumours.
- Excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

### **Why are children and young people bullied?**

Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs or disabilities.
- Bullying related to appearance or health.
- Bullying relating to sexual orientation.
- Bullying of children in care or otherwise related to home circumstances.

- Bullying related to gender.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Bullying can take place between:

- Young people.
- Young people and staff.
- Staff.
- Individuals or groups.

### **What are the signs and symptoms of bullying?**

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person:

- Is frightened of walking to or from school or changes route.
- Doesn't want to go on the school bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Becomes aggressive, abusive, disruptive or unreasonable.
- Threatens or attempts suicide.
- Threatens or attempts self-harm.
- Threatens or attempts to run away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Performance in school work begins to drop.
- Comes home with clothes torn, property damaged or 'missing'.
- Asks for money or starts stealing money.
- Has dinner or other monies continually 'lost'.
- Has unexplained cuts or bruises.
- Comes home 'starving'.
- Is bullying others.
- Is frightened to say what is wrong.
- Is afraid to use the internet or mobile phone.
- Becomes nervous or jumpy when a cyber-message is received.
- Gives improbable excuses for their behaviour.

### **How can we prevent bullying?**

At Cayman Prep and High School we foster a clear understanding that bullying, in any form, is not acceptable. This is done by:

- Developing an effective anti-bullying policy and practice. The school will then become a safer and happier environment, with an emphasis on appropriate attitudes, behaviour, and relationships, which will also have a positive impact on learning and achievement.
- Regular praise of positive and supportive behaviour by all staff.
- Undertaking work in school which develops empathy and emotional intelligence.
- Ensuring that all incidents are treated seriously and dealt with immediately.
- Having an expectation that all staff will report incidents of bullying that have been witnessed.

- Having in place a clearly understood and accessible protocol for students, staff and parents to raise concerns on bullying.
- Undertaking a standardised bullying survey at least once a year.
- Reporting the results of the bullying survey and any aligned plan of action to the Board of Governors.

### **Why is it important to respond to bullying?**

#### **Bullying Hurts!**

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a victim of bullying.
- Bullies need to learn different ways of behaving.

#### **Our school will respond promptly and effectively to reported incidents of bullying**

#### **Recording of bullying incidents:**

All incidents must be recorded in the School Information Management System (or VLE) indicating the nature of the incident and the action taken. The role of the student must also be indicated, whether they are the 'target' or the 'aggressor'

#### **Responses to bullying:**

On receiving a report of an allegation of bullying or on witnessing conduct which appears to be bullying or retaliative action, staff at Cayman Prep and High School will, at the earliest possible opportunity, investigate the circumstances surrounding the conduct.

At the earliest convenient moment we shall notify —

- The parents of the students involved in bullying or retaliative conduct.
- The police, if the school leader is of the opinion that the conduct falls within the scope of the criminal law.

#### **Roles and responsibilities:**

The school Principal has overall responsibility for the policy, its implementation and for liaising with the CPHS Director, Parents/ Guardians and outside agencies. The school Principal is also responsible for appointing an anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The anti –bullying coordinator in our High School is the Head of Student Services and Welfare

Their responsibilities include:

- Policy development and review involving students, staff, parents/guardians and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/guardians where appropriate.
- Coordinating strategies for preventing bullying behaviour.

## Prevention:

The High School recognises that supportive friends and good lines of communication with a trusted adult help to prevent bullying. The High School will therefore:

- Maintain an ethos where all members of the community feel secure, are encouraged to talk and are listened to.
- Ensure that both students and staff know that there are persons within the school community whom they can approach if they are worried about bullying.
- Include in the pastoral programmes and assembly, material that will help students to stand up to bullying.
- Provide staff training in recognising, reporting, investigating and resolving bullying issues.
- Act to reduce the risk of bullying at times and in places where it is most likely to happen.

## Guidelines:

- Every student will be required to sign, annually, the “Stand Up to Bullying” agreement (*see below*)
- When students observe bullying, or are themselves the subject of bullying, they are strongly encouraged to speak out immediately. They may tell their peers, parents, teachers, Form Tutors, Key Stage Coordinator, the School Counsellor, Child Protection Officer, the School Chaplain or the High School Principal.
- All reported instances of bullying will be thoroughly investigated. In an investigation, the following will normally take place:
  1. The person being bullied will meet with an appropriate member of staff and will be asked to provide details of the nature of the bullying, names of those responsible and the names of any witnesses.
  2. Written notes will be taken and agreed.
  3. Those named as witnesses will be interviewed in the same way.
  4. Those named as responsible will be interviewed and the details of what they are accused of will be made known to them. They will be given an opportunity to explain their actions. They will also be told that any repercussions visited on those reporting the alleged bullying will result in further disciplinary sanctions.
  5. If, in the school’s view, the case is clearly proven, appropriate sanctions will be imposed.

## Sanctions:

- In the first instance parents, this is treated as serious, parents will be notified and appropriate action will be taken.
- Any repeat incident will result in the student being suspended from school for up to 3 days
- The student will be required to meet with the school Counsellor before returning to school
- For any further acts of bullying, the High School Principal will recommend to the Director that the student be permanently excluded from the school.

## Support:

For students who have been bullied the school will demonstrate continued interest in their well-being by offering whatever time is required to talk through the events with the aim of restoring self-esteem and confidence. This may be done with the School Counsellor, the Form Tutor, Key Stage Coordinator, or Head of Student Services and Welfare. The school will explain to the student what steps have been taken to offer protection for the future and give an undertaking that it will respond to any further instances affecting the student.



When the student returns to school additional support, through counselling, will be taken to encourage the student to empathise and to appreciate that acts of bullying must never be repeated.

### **CPHS HIGH SCHOOL ANTI-BULLYING, 'NO-BYSTANDER' AGREEMENT**

Bullying is defined as anything that is said or done with the intention of hurting another person, physically or emotionally.

#### **Rights and responsibilities:**

- *As a CPHS student I have the right to come to school secure in the knowledge that no member of the school community will intentionally cause me pain, either emotionally or physically*
  - *As a CPHS student I have the responsibility, through everything I do or say, to respect the rights of others and to use any power of influence I must help, not hurt, others.*
  - *As a CPHS student I promise that:*
1. I will not stand by when I see someone in trouble or hurting. Even though it may be difficult I will do the right thing to help that person. I understand that this is my responsibility as a caring member of our school community.
  2. I know that I am not expected to put myself in danger to help.
  3. I understand that I can make a difference. I could talk to the bully, support the victim, talk to an older student or tell a teacher.

**I WILL STAND UP TO BULLYING. I WILL  
NOT WALK BY. I WILL SPEAK OUT.**

## HIGH SCHOOL PERSONAL DIGITAL DEVICES POLICY

Personal/portable digital devices include, but are not limited to:

- Mobile phones
- Smart Watches
- iPads
- Digital Cameras
- Tablets and laptops (Laptops must only be used with permission from Learning Support, not applicable to Sixth Form students)

The increased ownership and use of such devices by our students requires that the leadership, teachers, students and parents take steps to ensure that these devices are used appropriately within the school environment.

The main concerns relating to the use of portable digital devices in the school environment include:

- Privacy, child and data protection issues.
- Storage and dissemination of unsuitable material via the device
- Loss, damage or theft of devices
- Inappropriate use of devices resulting in the negative impact on student social integration and the learning environment.

Cayman Prep and High School aims to provide a safe and stimulating learning environment for all students. The purpose of this policy is to ensure that portable digital devices are used appropriately and responsibly.

### Policy:

Students at Cayman Prep and High School may only bring personal/ portable digital devices to school in accordance with the guidelines below. It is the responsibility of students who bring personal/ portable digital devices to school to read and adhere to the guidelines below. The decision to provide such a device for their child is made by parents or guardians and, as such, parents / guardians assume responsibility for allowing their child to bring the device to school. The school will not accept responsibility for the loss, damage or theft of a personal portable digital device.

### Guidelines:

Students are required to mark all portable digital devices clearly with their names and use security PIN and password protection.

### Key Stage 3

- For students in Years 7 – 9, portable/personal devices must **be switched off always** during the school day, 7:30am to 3:30pm and must be stored in school bags or locked in their lockers.

### Key Stage 4

- For students in Years 10-11, personal/portable devices **must be switched off always** during the school day, 7:30am to 3:30pm and will to be stored in school bags or locked in their lockers.

### Key Stage 5

- Students may use a portable device during a lesson if given express permission by the class teacher. After the completion of the lesson personal devices must be switched off and stored securely. Sixth Form Students may make use of personal devices in the sixth form common rooms

only, or in the canteen if studying during lessons. Students are not allowed to use personal devices during private study lessons unless express permission is given.

#### Unacceptable use:

- Portable/personal devices must not be used to take images on campus without the direct permission and presence of a teacher.
- Smart watches should never receive messages or alerts at any time during the school day.
- Portable digital devices must never be used during the school day to **post any** information.
- It should be noted that it is a criminal offence to use a portable device to menace or harass another person. Hence students must not engage in personal attacks, send photographs or post private information about another person through any form of digital media at **any** time.

#### Consequences:

- If a portable digital device is used without express permission, the device will be confiscated, and parents contacted where necessary. The school has the right to check the content stored on the device, if applicable.
- The confiscated device will be passed onto the Key Stage Coordinator to determine the length of time for confiscation, depending on the situation in which the item was confiscated and the student's compliance to the request of handing the item over. In general, the following durations of confiscation will be followed as a guideline, and parents informed of the item being confiscated.

1<sup>st</sup> incidence – 24hrs

2<sup>nd</sup> incidence – 3 days

3<sup>rd</sup> incidence – 1 week

4<sup>th</sup> incidence - until end of term and item is collected by a parent/guardian

- Unacceptable use of a portable digital device, as set out above, will be classified as a serious offence and will be subject to sanctions outlines in the Code of Conduct

#### Parental support:

- Parents must communicate with the school via the school office for any student related messages during the school day.
- Students will be able to communicate via their portable devices after 3:30pm with permission from the member of staff on duty.
- Please support the school by informing your child/ren to **not** communicate via a portable/personal device during the school day but to communicate all information/messages via the school office.

#### Reference Documents:

School Guidance – Searching Screening and Confiscation, Circular Guidance January 2020 Ministry of Education, Youth, Sports, Agriculture and Lands. Cayman Islands Government.

School Guidance – Physical Intervention in Schools, Circular Guidance January 2020 Ministry of Education, Youth, Sports, Agriculture and Lands. Cayman Islands Government

School Guidance –Behaviour and Discipline in Schools, Circular Guidance January 2020 Ministry of Education, Youth, Sports, Agriculture and Lands. Cayman Islands Government

National School Discipline and Student Behaviour Policy, August 2020 Ministry of Education, Youth, Sports, Agriculture and Lands. Cayman Islands Government