



# BELONGING STATEMENT AND BELONGING POLICY

Cayman Prep and High School

Cayman Prep & High School

WHOLE SCHOOL

## BELONGING STATEMENT AND BELONGING POLICY

### School Mission Statement:

*At Cayman Prep and High School, we aim to provide a stimulating learning environment, firmly rooted in Christian principles, in which our students become critical creative thinkers, responsible citizens and lifelong learners in an ever-changing world.*

### Core Values:

<i>Loyalty</i>	<i>Forgiveness</i>
<i>Self-Discipline</i>	<i>Empathy</i>
<i>Integrity</i>	<i>Friendship</i>
<i>Excellence</i>	<i>Caring</i>
<i>Respect</i>	<i>Communication</i>

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*For the purposes of this statement and policy school refers to all levels of education offered at Cayman Prep and High School and students refers to all children enrolled at Cayman Prep and High School.*

## **BELONGING STATEMENT**

Cayman Prep and High School is a diverse, inclusive community grounded in Christian principles. We value each individual's unique contributions and support belonging through respect, kindness, open communication, and collaboration, creating a safe and welcoming environment where everyone feels they belong.

## **PURPOSE**

This policy affirms Cayman Prep and High School's commitment to an inclusive community grounded in dignity, respect, and Christian principles. It applies equally to all members of the school community, regardless of background, identity, or belief.

The policy:

- defines expectations for behaviour and conduct
- clarifies roles, responsibilities, and reporting routes
- supports consistent decision-making and accountability
- sets parameters for confidentiality and non-retaliation
- outlines how concerns are raised, addressed, and reviewed.

## **SCOPE**

This policy applies to all members of the school community, including:

- Students
- Parents, guardians, and families
- Teaching, administrative, and support staff
- School leadership
- Board of Governors
- Contractors, consultants, and part-time workers
- Volunteers, visitors, and guests
- Alumni
- Any individual acting on behalf of the school

The policy applies:

- on school premises
- during school-affiliated activities (on- and off-site)



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- in digital and online spaces used for school operations

On occasion, it can also apply where conduct outside school (including online) targets members of the community or undermines safety, dignity, or the learning environment at school. For example, bullying or harassment, threats, unlawful discrimination.

## DEFINITIONS

- **Belonging:** Feeling cared for, valued, and part of the school community.
- **Inclusive:** Actions and practices that enable all community members to feel welcomed, supported, and able to participate fully.
- **Community:** All those involved in the life of the school.
- **Diverse:** Everyone's unique qualities united through shared humanity.
- **Safe:** Protected from physical, emotional, environmental, and psychological harm.
- **Christian Principles:** Moral values rooted in Biblical teaching that guide how we live and work together.

## POLICY COMMITMENTS

This policy:

- applies to the entire school community
- recognises diversity as inclusive of everyone
- requires consistent inclusive practice
- establishes clear processes for raising and addressing concerns
- is grounded in the school's core values of loyalty, forgiveness, self-discipline, empathy, integrity, friendship, excellence, caring, respect and communication.
- values the contribution of every individual and set expectations for respectful behaviour and effective communication
- is embedded through training, monitoring, and established procedures.

## ROLES AND RESPONSIBILITIES

- The **Board of Governors** approves and oversees this policy.
- **Senior Leadership, supported by their relevant leadership teams**, commits to implementation of and appropriate response to concerns.
- **All community members** share responsibility for fostering belonging and inclusion.
- **School leaders** model inclusive practice.
- **Students** treat others with respect and contribute positively.
- **Parents and Guardians** support and uphold the school's commitment to belonging.

## EXPECTATIONS AND PRACTICES

Reviewed & Approved by CPHS Board of Governors March 2026

Date of Next Review: March 2028



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This section sets out the expected conduct, shared responsibilities and procedures that support a strong sense of belonging across our school community. These expectations apply to all members of the school community. Bullying, harassment and discrimination are addressed as defined in the Anti-Bullying Policy, Codes of Conduct, and applicable Cayman Islands law.

## Expected Conduct

### a. Staff

Staff are expected to model:

- Collaboration
- Integrity
- Dependability
- Excellence
- Respect

These principles guide professional conduct, relationships, decision-making and interactions with students, families and colleagues.

### b. Students

Students are encouraged to demonstrate:

- Kindness
- Loyalty
- Friendship
- Care for others and the world
- Respect
- Forgiveness
- Excellence
- Self-discipline

### c. All Community Members

Behaviour across the community should reflect:

- Collaboration
- Respect
- Kindness
- Care

## 2. Prohibited Conduct



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Unacceptable behaviour includes:

- Verbal or physical unkindness or bullying
- Discriminatory or derogatory language
- Intentional exclusion or isolation
- Mocking, degrading, or dismissing another person's identity, background, beliefs or voice.

Such behaviour will be addressed promptly and proportionately in line with the school's Anti Bullying policy and relevant Codes of Conduct.

### 3. Shared Responsibilities

Belonging is a shared responsibility demonstrated through:

- Inclusive practices (e.g. respectful communication, accessibility, appropriate accommodation)
- Education and training for staff and students
- Assemblies and curriculum content promoting values and belonging
- Induction and ongoing professional development
- Alignment with related policies
- Regular review informed by feedback and reflection.

### 4. Early and Informal Intervention

Early and informal approaches are prioritised, including:

- Gentle redirection
- Restorative conversations
- Clarifying expectations and impact.

### 5. Escalation and Formal Procedures

Where behaviour is repeated and intentional, escalation will occur. This may include:

**Formal reporting and action in line with:**

- The Students' Code of Conduct
- The Staff Code of Conduct
- The school Complaints Procedure
- Parent Terms and Conditions

**School community should report instances through:**

- Staff - line manager
- Parents - Complaints Procedure
- Students - Students can report to any trusted adult. Staff will triage concerns: safeguarding risks go to the Safeguarding Lead; other concerns go to Pastoral/ Behaviour leads.



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## Informal Resolution Level

- Repeated behaviour – already spoken to regarding behaviour
- Isolated or low-impact behaviour, Unintentional comments, First-time misunderstanding, No immediate risk to individuals or safety

## Formal Reporting Level

- Repeated behaviour after informal resolution, Patterns of exclusion or bias, Disrespectful conduct impacting team morale, Retaliation concerns emerging

## Serious Misconduct Level

- Harassment or discrimination, Abuse of power, Clear policy violations, Impact on psychological safety

## Critical Misconduct Behaviour Level

- Physical threats or violence, Hate speech or extreme harassment,
- Immediate safety or legal risk

All incidents will be handled fairly, consistently and with a focus on accountability, learning and maintaining a sense of belonging for all members of the community.

## REPORTING ROUTES AND RESPONSE PATHWAY

- a. Concerns involving adults (staff parents, volunteers, visitors) are reported to the Principal. Where reporting to the Principal is not appropriate, concerns are to be reported to the Director. Other concerns follow established reporting procedures. Repeated or intentional exclusion is referred to the relevant Pastoral or Safeguarding Lead. All reports align with safeguarding and whistleblowing requirements.
- b. Concerns involving students are to be routed through pastoral and safeguarding roles in accordance with existing School practice.

Responses range from informal resolution to formal disciplinary action, based on impact, repetition, and risk. All matters are handled fairly, consistently, and with a focus on accountability and learnings.

Concerns are addressed through a clear process of **receive, assess, act, and follow up**, ensuring individuals feel heard, respected, and supported. Records are maintained appropriately, and communication occurs on a need-to-know basis. Safeguarding concerns are escalated immediately.



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The Principal (or designated senior leader) determines next steps. Where the concern relates to the Principal, or where reporting to the Principal is not appropriate, escalation is to the Director.

Safeguarding matters are managed under safeguarding procedures and take precedence.

## CONFIDENTIALITY, NEED TO KNOW SHARING AND NON-RETALIATION

Information is handled confidentially and shared only where necessary, in line with safeguarding and data protection requirements. Confidentiality may be limited where there is a safeguarding, legal, or duty-of-care obligation.

- a. Confidentiality is not absolute and may be limited for safeguarding, legal, or duty of care reasons.
- b. Information sharing occurs on a need-to-know basis.
- c. Records are maintained and stored securely in accordance with School procedures confidentiality is not absolute and may be limited for safeguarding, legal, or duty of care reasons.

No individual will face disadvantage or retaliation for raising concerns in good faith. Retaliation will be addressed under relevant procedures.

## TRAINING AND CAPACITY BUILDING

The school provides planned, age- and role-appropriate training through existing structures (e.g. PSHE, staff induction). Training occurs prior to implementation, during induction, and on a regular cycle to promote understanding, openness, and growth.

## MONITORING AND REVIEW

The policy is monitored by SLT and approved by the Board of Governors. It is reviewed every three years, or sooner if required, informed by surveys, safeguarding data, incident logs, SEND data, training records, and inspection feedback.

## RELATED POLICIES

This policy should be read alongside the following Cayman Prep & High School policies and documentation:

- Cayman Prep & High School Safeguarding & Child Protection Policy:  
<https://www.cayprep.edu.ky/wp-content/uploads/2025/08/CPHS-Child-Protection-and-Reporting-Policy-2025.pdf>
- Cayman Prep & High School Anti-Bullying Policy: available on request
- Cayman Prep & High School Safer Handling Policy: available on request



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- Cayman Prep & High School Complaints Policy <https://www.cayprep.edu.ky/wp-content/uploads/2022/02/CPHS-Complaints-Policy-Procedures.pdf>
- CPHS Whistle Blowing Policy
- CPHS Code of Conduct Policy (High School)
- CPHS Behaviour Policy (Primary School) <https://www.cayprep.edu.ky/wp-content/uploads/2026/01/CPHS-Primary-Behaviour-Policy-2025-FINAL-1.pdf>
- Cayman Prep and High School E Safety and Acceptable Use Policy <https://www.jotform.com/form/242474784428871>

This policy is implemented through existing School procedures, including safeguarding, behaviour, staff conduct or HR, complaints, and related policies. Where conflicts arise, safeguarding and legal obligations take precedence.