MINISTRY OF
EDUCATION, EMPLOYMENT
& GENDER AFFAIRS

DEPARTMENT OF
EDUCATION SERVICES

CAYMAN ISLANDS GOVERNMENT



Student Code of Conduct
Teacher Guidance Handbook

Introduction

Students in Cayman Islands Government Schools, have rights and privileges as well as responsibilities. While the school system has an obligation to provide an education for all Caymanian students, the Ministry of Education and the Department of Education Services (DES) are setting high standards for students to conduct themselves in a way that is respectful, responsible and supportive of a positive learning environment. Students, parents, teachers, school management, and community leaders have developed this handbook, which outlines appropriate, responsible student behaviour. It is intended to inform staff, students and parents of the expectations for behaviour that will result in a school environment that **promotes excellence in teaching and learning**.

The purpose of the handbook is to:

1. Highlight expected, appropriate and respectful student behaviours.
2. Describe positive behaviours and associated rewards and incentives.
3. Describe violations of the Student Code of Conduct and associated interventions and consequences that may be enforced.
4. Outline the responsibilities of students.

Equally important to sharing what is expected of students is that school policies and practices support character development, the development of self-control, and positive behaviour choices. Developing positive and effective student behaviours requires collaborative efforts from school, home, community organizations and supporting agencies. Some of the most important character traits we can assist students in learning are: **responsibility**, **respect**, **trust**, **citizenship**, and **caring**.

Responsibility is demonstrated by always doing your best, thinking about consequences, being accountable for choices, and doing what one is expected to do. **Respect** is shown by treating others the way you wish to be treated, using good manners and appropriate language, dealing peacefully with anger, insults, and disagreements, and accepting differences among people. **Trust** is built by keeping promises, telling the truth, being reliable, and building a good reputation. **Citizenship** has to do with making your school and community a better place, obeying laws and rules, and respecting authority. And finally, **caring** is showing concern for the well-being of others around you.

The focus of this handbook is to guide student behaviour, to link interventions that improve student behaviour, and inform others in assisting school staff to create safe and orderly environments. The rules and expectations outlined have been developed so that a combination of consistent, fair, proactive, corrective, and instructive strategies can be implemented in every classroom and every school. Thus ensuring teachers can teach and students can learn. As a result, students, staff, and parents all benefit.

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Policy statement

The Ministry of Education and DES believe that all members of the school community deserve a welcoming, supportive, respectful and inclusive learning environment, which values individual safety, well-being and the right to learn.

Schools in particular provide a social context that is significant in influencing student behaviour and as such have an opportunity to support students whilst they are being taught to accept responsibility for their own behaviour. School discipline and student behaviour polices provide a framework for such learning. Teachers encourage appropriate behaviour by teaching, guiding, directing, and providing opportunities for new learning to occur.

Expected Student Behaviours

The expectations for students are to be in the RIGHT PLACE, at the RIGHT TIME, doing the RIGHT THING.

As a student I will……

Respect others by:

- Being understanding of other's feelings.
- Using positive words with others (no putdowns).
- Treating others like I want to be treated.
- Not bullying or threatening.
- Being honest by telling the truth, and admitting to things I have done.
- Working with others in positive ways.
- Not engaging in activities that could harm others even in play, this includes throwing objects.
- Refraining from cursing in school.
- Working together and/or with adults to manage negative behaviours and emotions.
- Using a respectful, positive, and considerate tone of voice and body language when I am speaking to others.
- Listening when others are speaking to me.

Respect the property of others by:

- Taking care of things in my school and on school grounds.
- Not engaging in activities that can cause damage to the property of the school and others
- Using school materials or a classmate's materials for their intended purpose.
  - *Using technology devices as directed by adults.*
- Following rules about safety:
  - *Not touching a fire alarm unless there is an emergency.*
  - *Not making threats about damaging property.*
  - *Using playground equipment in a safe manner.*
- Keeping cell phones off and out of sight during school hours except with permission from school staff.
- Placing litter in the garbage bin

Be responsible by:

- Attending school regularly and being on time.
- Following rules and directions of adults and responsible students (e.g. Prefects).
- Doing my schoolwork to the best of my ability.
- Eating and drinking in the right place.
- Remaining on school grounds unless I have permission to leave school.
- Making healthy choices and not bringing fast food to school.
- Choosing not to bring prohibited items* to school and understand that the school cannot help if we break this rule and items are lost, damaged or stolen.
- Dressing in a way that is appropriate and in line with the dress code.
- Not participating in illegal activities **, and understand that the Police will be involved if I do so.
- Not chewing gum at school

Achieve by:

- Following school rules and school staff directions.
- Keeping focused on my work.
- Coming to school prepared to work
- Participating in class activities and discussions.
- Completing my own schoolwork and homework.
- Keeping my eyes on my own paper when taking quizzes and tests.

" When you are in the right place at the right time showing respect and being responsible you will achieve your goal."

(Krishna Molina-Bush JGHS Yr. 10 – 2013)

Prohibited Items *

*Dice *Alcohol *Cigarettes

*Drugs or drug paraphernalia

*Weapons *Fast Food

* Cell phones and other electronic devices

Illegal Activity **

*Threats *Extortion *Theft

*Fighting *Smoking *Gambling

*Selling for profit (e.g. candies)

*Sexual activity Carrying weapons

Levels of Interventions

A major initiative in Government Schools is to implement *Positive Behavioural Intervention and Supports* (PBIS), which includes proactive strategies for defining, supporting, and teaching appropriate behaviours to create positive learning environments. PBIS utilises a three-tiered system of support to systematically enhance student's learning and behavioural needs. The tiered model is based on the principle that high quality behaviour and learning provision is offered at a universal level for all students, but acknowledges that some students require more targeted intervention to support their behaviour. Students often need encouragement to develop new skills to improve their behaviour and this approach is underpinned by the idea that the teaching of behaviour as well as academic skills is important. School staff should recognise that maintaining and changing student behaviours involves a continuum of acknowledgements, supports, and interventions.

Three Levels of Intervention

Level 1—Universal to all Students

Includes:

- General curriculum enhanced by acknowledgments of positive behaviours, and clearly stated expectations that are applied to all students.

Level 2—Targeted Interventions

Focus on:

- Specific interventions for students who do not respond to universal efforts.
- Targeted groups of students who require more support.
- Interventions that are part of a continuum of behavioural supports needed in schools.

Level 3—Intensive Individualized Interventions

Focus on:

- The needs of individual students who exhibit a pattern of problem behaviours.
- Reducing problem behaviours and increasing the student's social skills and functioning.
- Interventions that involve assessments and behavioural intervention plans.

The Student Code of Conduct shall apply to all students at all times on all school property, including:

- In school buildings.
- On school grounds.
- In all school or DES contracted vehicles.
- At all school, school-related, or school sponsored activities, including but not limited to:
  - school field trips
  - school sporting events *(whether such activities are held on school property or at locations off school property, including private business or commercial establishments)*

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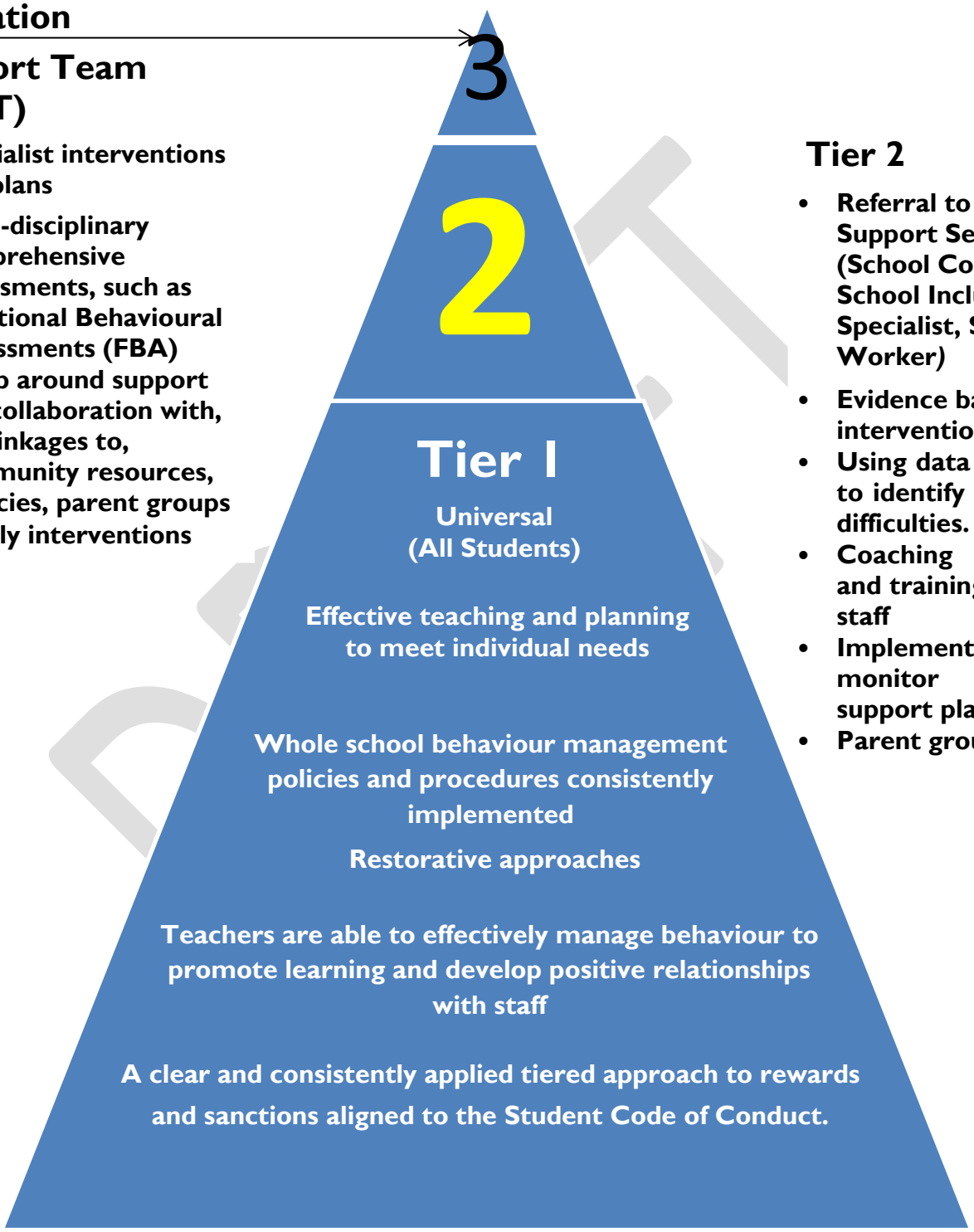
Figure 1: The Three Levels of Intervention

Interventions may include (but are not limited to) the examples below



Levels of intervention and consequences for breaches of the Code of Student Conduct

As with any incident of student behaviour, school staff must exercise informed judgment as to whether a student's actions constitute a violation of the Student Code of Conduct. The tiers shown on the following pages give guidance to school staff in the use of *progressive interventions, both positive and negative,* to change student behaviours. School staff always have the option to use an intervention from a lower level as long as one from the prescribed level is also employed. Costs relating to loss or damage will be required in addition to any other prescribed consequences.

Repeated chronic or cumulative offenses may require higher levels of interventions/consequences and for serious violations, interventions/ consequences may begin at a higher level.

Tiered Rewards

TIER	OPTION		
1	***Tier 1 Rewards.*** *Teachers/staff use the following rewards to recognise and reinforce positive behaviour, effort and achievement/success in and around the classroom.*		
	• Verbal praise • Display students work • Merit points • Tokens such as gifts, etc. • Tutorial group rewards	• Post card, letter and/or certificate to parents • Classroom privileges • Homework pass	• Text, email, phone call to parents. • Classroom responsibilities • Referred for academy reward
2	***Tier 2 Rewards. Appropriate when students have made extra effort and or behaved in a way which requires extra recognition. Tier two rewards may also be cumulative as a result of a pre-agreed number of tier 1 rewards. Tier 2 rewards are generally recognised through academy activities.***		
	• Bronze/silver merit awards/certificates • Academy honour board • Academy display board • Academy awards for attendance, most improved, effort and conduct	• Academy letters, reports home • Academy recognition badges • Tutorial/academy dress down day (excluding those who have not met requirements)	• Weekly/monthly assembly recognition • Academy trips/parties for groups of students • Academy Lunch trips
3	***Tier 3 Rewards. Appropriate when students have made an exceptional contribution to the school, have achieved something outstanding or need recognition for services to the wider community. Tier 3 rewards may also be cumulative as a result of a pre-agreed number of tier 2 rewards. Tier 3 rewards are generally recognised through whole school celebrations or national press releases.***		
	• Gold merit awards/certificates • School honour board • School display board • National Press report • Termly/yearly prize draw for high achievers	• Principal letters, reports home • Whole school recognition badges • Movie or games day	• Termly/monthly assembly recognition • School trips/parties for groups of students • Dress down passes • Whole school awards for attendance, most improved, effort and conduct

Tiered Behaviour Interventions and Sanctions

TIER	OPTION		
1	***Classroom Tier 1 interventions/sanctions.*** *Teachers use the following interventions to help the students change behaviour in the classroom. If these interventions are successful, referral to the school Learning Mentor/SMT may not be necessary.*		
	• Letter of apology • Loss of privileges • Restorative approach • Seat change • Contact parent	• Teacher conference with student • Mentoring • In-class time-out • Time-out in another classroom setting • Reinforcement of appropriate behaviours	• Written reflection about incident • Before or after school detention • Behaviour contract • School-issued uniform • Suspension of computer privileges
2	***Appropriate when Tier 1 intervention/sanctions have been ineffective.*** *Teachers use the following interventions to help the students change behaviour in the classroom. In some cases, referral to the Learning Mentor/ SMT may be necessary.*		
	• Parent/guardian involvement • Phone call/letter to parent or guardian • Confiscation of item • Supervised time-out outside of classroom	• Behaviour contract • Teacher and/or administrator conference with student and/or parent • Parent contract • Parent or guardian accompany student to school or classes	• Peer mediation • Class or schedule change • Restorative approaches • Suspension of computer privileges • Conflict resolution • Conference with parent or guardian
3	***Appropriate when Tier 2 intervention/sanctions have been ineffective***		
	• Behaviour referral to LM/Deputy • Parent/guardian notification required • Detention • Restorative approaches	• Alternative school-based program • Community Service (Volunteer work for any non-profit organization, public or private, as a form of restitution) • Community Service	• In-school intervention • Suspension of computer privileges • Exclusion (1–3 days) • In-school suspension
4	***Appropriate when Tier 3 intervention/sanctions have been ineffective***		
	• Behaviour referral to Deputy/Principal • Parent/guardian notification required • Restricted activity • Modified school day	• Alternative school-based program • Referral to Alternative Placement Panel • Adjustment transfer to another Academy	• Restorative approaches • Suspension of computer privileges • exclusion (3–7 days) • Community Service
5	***Appropriate when Tier 4 intervention/sanctions have been ineffective***		
	• Behaviour referral to DES • Parent/guardian notification required	• Managed move to another school • Referral to Alternative Placement Panel	• Referral to Alternative Placement Panel • Extended Suspension (up to 30 days)
6	***Appropriate when Tier 5 intervention/sanctions have been ineffective***		
	• Behaviour referral to DES • Parent/guardian notification required	• Referral to Alternative Placement Panel	• Expulsion (to be considered only in the most extreme cases)

In addition to any of the above consequences, restitution for loss or damage will be required

Sanctions for Secondary Students

Offence/Violation			Level of sanctions 1	2	3	4	5	6	SIRF/ VIRF Report	School will contact: RCIPS/DCFS
Absence (unauthorised)			*	*						
Alcohol and other drugs • First offence: suspension/exclusion and counselling • Second offense: May request ext. exclusion	Possession				*	*	*			RCIPS
	Consumption				*	*	*			RCIPS
	Distribution				*	*	*	*	√	RCIPS
	Possession w/intent to distribute				*	*	*	*	√	RCIPS
Ammunition						*	*	*	√	RCIPS
Arson						*	*	*	√	RCIPS
Assault…. …On students …On staff …On others	Grievous bodily harm (GBH)					*	*	*	√	RCIPS
	Actual bodily Harm (ABH)				*	*	*		√	RCIPS
	Common assault			*	*	*	*			
Bomb threat						*	*	*	√	RCIPS
Bullying					*	*	*			
Cyber-bullying					*	*	*	*		
Cell phone Misuse (see also Electronic Devise Misuse)			*	*	*	*	*	*	√	RCIPS
Cheating (may fail or not receive credit for assignment/course)			*	*	*					
Computer misuse: Category 1						*	*	*	√	RCIPS
Category 2					*	*	*		√	RCIPS
Category 3				*	*	*				
Category 4			*	*	*	*				
Destruction of property/vandalism			*	*	*	*	*		√	RCIPS
Disrespect towards others			*	*	*	*				
Disruption to classrooms/school			*	*	*	*				
Electronic devise misuse (see also Cell Phone Misuse)			*	*	*	*	*	*		RCIPS
Extortion/blackmail				*	*	*	*			RCIPS
False fire alarm					*	*	*		√	RCIPS
Fighting	*First offence*	*Internal Suspension /Up to 3 days exclusion*		*	*	*	*		√	RCIPS if victim is injured
	Second offence	*Up to 7 days exclusion*							√	
	Third offence	*Extension request*							√	
Fireworks/explosive					*	*	*	*	√	RCIPS
Gambling			*	*	*					
Gang related activities					*	*	*	*	√	RCIPS

			Level of sanctions						SIRF/ VIRF Report	School will contact:
Offence /Violation										RCIPS/DCFS
Harassment/ intimidation (See Prejudicial Behaviour)			*	*	*	*				RCIPS
Inappropriate language (student/adults)			*	*	*					
Swearing at or in response to adults				*	*	*	*			
Improper physical contact			*	*	*	*	*		√	RCIPS/DCFS
Inciting or participating in a school disturbance				*	*	*	*			
Insubordination (uncooperative behaviour)			*	*	*	*				
Leaving an area and/or **leaving class** and/or **school ground without permission**			*	*	*	*				
Matches/lighter		*Possession of*	*	*	*	*				
		Use of (arson/fire)			*	*	*	*	√	RCIPS
Non-compliance			*	*	*	*				
Offensive clothing or appearance			*	*	*					
Plagiarism (may fail or not receive credit for assignment/course)			*	*	*					
Prejudicial Behaviour (see Harassment and Intimidation)	**First offense**	• Up to 3 days exclusion • Counselling	*	*	*	*	*			
	Second offence	• Up to 7 days exclusion								
	Third offence	• Request for an extension								
Putting substance in another person's food or drink					*	*	*	*	√	
School uniform dress code *(violation of)*	*First offence*		*	*						
	Second offence		*	*	*	*				
	Third offence				*	*	*			
Sexual activity						*	*	*	√	RCIPS/DCFS
Sexual assault						*	*	*	√	RCIPS/DCFS
Stealing and/or theft				*	*	*	*		√	
Tardiness/excessive tardiness			*	*	*					
Tobacco	*First offence*	*Up to 3 days exclusion*		*	*					
	Second offence	*Up to 3 days exclusion*		*	*	*				RCIPS
	Third offence	*Up to 5 days exclusion*		*	*	*	*			RCIPS
Trespassing										
Unsafe actions				*	*	*				
Weapons (including replicas) Possession of: A firearm							*	*	√	RCIPS/DCFS
Other weapon (including knives and replica guns)					*	*	*	*	√	RCIPS/DCFS
Use of weapons to cause or attempt to cause injury							*	*	√	RCIPS/DCFS

Behaviour on the School Bus

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently removed if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School exclusion is a possible sanction.

Behaviour or activity jeopardizing the safe operation of the school bus or putting the safety of others on the bus is prohibited. The school bus operator will report promptly and in writing to appropriate administrative staff any conduct appearing to require disciplinary action. After an evaluation by school SMT, appropriate disciplinary action will follow. A copy of the misconduct report will be returned to the school bus operator. Generally, misconduct on a school bus will not deny a student access to the classroom. In school suspension and exclusion will occur only in special cases of misconduct that warrant this type of action.

<table>
<tr><th colspan="4">Consequences for Violations Related to Transportation for <u>all</u> students include, but are not limited to:</th></tr>
<tr><th>1st Offense</th><th>2nd Offense</th><th>3rd Offense</th><th>4th Offense</th></tr>
<tr><td rowspan="2">Parent meeting required
Appropriate action required
Student meeting
Seat change on bus
Bus or School Suspension in line with offense
Code of Student Conduct implemented as appropriate</td><td>Bus Suspension required
(up to five days)</td><td>Bus Suspension required
(six to 10 days)</td><td>Bus Suspension required
(remainder of the year)</td></tr>
<tr><td colspan="3">Appropriate Action Required
Additional Bus or School Suspension commensurate with offense
Implement Code of Student Conduct as Appropriate</td></tr>
</table>

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Bus Behaviour Expectations & Safety Requirements for All Students

1. At the Bus Stop

Exercise safe pedestrian practices while on the way to bus pick up area.

- Arrive at the pick-up area for the bus stop ten minutes before bus pickup.
- Wait in a quiet and orderly manner.
- Stay on your side of the roadway controlled by the bus warning lights.
- Where same side service is provided, you should not cross the roadway for any reason. Please remain at the designated school bus pick up area on the same side of the road where you live.
- Be aware, cautious, and respectful of traffic.
- Wait in a safe place, clear of traffic, and away from where the bus stops.
- Respect private property.

1. At the Bus Stop

Remain at the waiting area until the bus comes to a complete stop.

- Check traffic from all directions, then check again.
- Before walking from the waiting area to the entrance of the bus be certain that the bus warning lights are activated and that all traffic in all directions has stopped.
- When safe to board, do so promptly.
- When boarding, be aware of and avoid the "danger zone," the twelve foot area immediately surrounding the stopped school bus.
- Be sure that you can see the bus driver's eyes when in the vicinity of the school bus.
- If crossing a street controlled by bus warning lights is necessary, cross promptly after checking that all traffic in all directions has stopped. Cross only in front of the bus.
- Upon entering the bus proceed directly to an available or assigned seat.

3. On the Bus

Follow instructions of bus personnel.

- Be respectful of all people, including all bus personnel.
- Use language appropriate for the school setting.
- Keep the bus neat and clean.
- Do not eat or drink.
- Talk quietly and politely.
- Students must sit in their assigned seat, if one has been assigned by school bus personnel or school staff.
- Stay seated while the bus is in motion; keep aisles and exits clear.
- Carry-on items are limited to those that can be held in your lap only (including musical instruments).
- No hazardous materials, nuisance items, or animals are permitted on the bus.
- Be respectful of the rights and safety of others.
- Do not extend head, arms, or objects out of bus windows.
- Cell phone usage is prohibited (off and out of sight)
- Remember that school rules apply to the school bus. For example, use or possession of tobacco, alcohol, and other drugs is not allowed.

4. Exiting the Bus

- Remain seated until the bus comes to a complete stop.
- Exit the bus at the bus stop area in an orderly manner.
- Exit at your designated bus stop.
- Check traffic from all directions, then check again.
- Before exiting the bus, be certain that all traffic in all directions has stopped.
- When safe to exit, do so promptly.
- Be aware of and avoid the "danger zone," the twelve foot area immediately surrounding the stopped school bus.
- Be sure that you can see the bus driver's eyes while in the vicinity of the school bus.
- If crossing a street controlled by bus warning lights, cross promptly after checking that all traffic in all directions has stopped. **Only cross in front of the bus**.
- Exercise safe pedestrian practices while on the way from the bus stop to your home.

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STUDENT RESPONSIBILITIES

Students are responsible for treating each other fairly and for acting in compliance with school policies and reasonable directions from school staff.

Academic Integrity

Learning occurs best in an environment with academic integrity. Academic integrity is a fundamental value of teaching, learning, and scholarship. Academic integrity is defined as exhibiting honesty in all academic exercises and assignments. Academic integrity is an integral part of promoting self-respect, trust, student achievement, and positive relationships among all stakeholders in our school communities. Students are expected to exhibit academic integrity with regard to all academic exercises and assignments.

Consequences for violations may vary according to the severity of the violation and will follow the Student Code of Conduct.

Gang Related Activity

No student shall knowingly participate in gang and/or gang like activity within government owned or leased property, including school buildings or on school grounds; on school buses or other school vehicles; or during any school, school-related, or school sponsored activity, whether held on school property or at locations off school property, which includes, but is not limited to:

a. Wearing, possessing, using, distributing, displaying, any clothing, jewellery, badge, symbol, sign, or other item which evidences or reflects membership in or affiliation with any gang.
b. Carrying out any act which furthers the interests of any gang, gang like activity, or act of violence, including but not limited to:

(1) encouraging membership in a gang;
(2) requesting any person to pay for protection or otherwise intimidating or threatening any person;
(3) committing or inciting criminal acts or violation of school policies;
(4) encouraging other students to engage in physical violence against any other person;
(5) engaging in any act, either verbal or nonverbal, including gestures handshakes, slogans, drawings, etc. showing membership or affiliation with any gang;
(6) challenging or provoking fights, flashing colours, verbal remarks, etc.;
(7) marking or defacing school property with messages, symbols, or slogans that may signify gang affiliation;
(8) displaying gang apparel, signs, symbols, or slogans on personal property;
(9) engaging in physical confrontations where one or more persons confront another individual or group; and
(10) using electronic devices such as cell phones, or computers to communicate gang activities while on school property.

Student Dress Code

- Each individual school will outline the expectations in relation to their own uniform. This will outline the colour and style of socks, pants, skirts, shirts, blouses, belts and undershirts.
- Skirts are required to be no shorter than one inch above the knee.
- All students are required to wear black shoes/sneakers that do not contain other colours.
- Boots, sandals and slippers are not allowed.

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- Small plain stud earrings, without gem stones are permitted and should be worn in the lower lobe. Except for a watch, no other jewellery should be worn.
- Items that display connection with gangs are not allowed
- Hair should be groomed and if worn long, be tied back with a black or brown hair band for health and safety reasons. Hair is required to be a natural colour and extremes of hairstyles, such as a Mohawk, shaved lines/words are not permitted.
- Shaved eyebrows are not permitted.
- Makeup, nail polish and false nails are not permitted

Technology Resource Use by Students

For school technology related resources (including hardware, software and approved mobile devices) that are accessed by students, the DES has implemented technological measures to protect block or filter Internet access to pictures and sites that are inappropriate or harmful to minors. The DES is committed to providing safe and quality instructional opportunities for all students. The student is responsible for appropriate behaviour while using technology related resources. Teachers monitor student activities while online for appropriateness and instructional relevance.

Students shall:

- Use ICT resources responsibly, by respecting the rights of other users, respecting the integrity of the system and related physical resources and observe all relevant laws, regulations, and contractual obligations.
- Communicate with others using appropriate language in a courteous and respectful manner.
- Comply with all data protection schemes, copyrights, trademarks and trade-name rights and licenses in all software or other material.
- Prevent unauthorized access for every single account and computing resource provided to them by using passwords and other controls, and keep these passwords and access controls confidential at all times.
- Use computer resources with care and not be given to waste;
- Report any problems with hardware, software or network resources appropriately and in a timely manner to the staff member supervising them at the time.

Students shall not:

- Make any alterations to the DES and METE hardware, network configurations to which they have access.
- Perform any acts that will cause interference with the DES and METE ICT resources; any deliberate act will be considered as malicious.
- Use METE and DES network/computer resources to display, generate or spread any messages that may be obscene, demeaning, defamatory, libellous or pornographic. While reasonable minds may differ as to when an item is obscene or offensive, the METE and DES reserves the right to limit and delineate use of its network resources at the discretion of the ICT Manager in conjunction with the school's administration.
- Knowingly run or install on any computer system or network, or give to another user, a program intended to damage or to place excessive load on a computer system or network; this includes, but is not limited to, programs known as computer viruses, Trojan Horses, and worms;
- Use accounts and computing resources for personal commercial purposes or financial gain;
- Send harassing communications or send unauthorized and unsolicited bulk electronic mail;
- Tamper, intercept or try to intercept network communications (such as e-mail messages, user-to-user dialogue) not intended specifically for them;
- Use accounts or computing resources to try to gain unauthorized access to non-school resources;

Consequences for violations of the Technology Resource Use Regulation are addressed in the Code of Student Conduct

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Cell phone or other electronic devices

Cell phones and other electronic devices are **not permitted** in school. Any cell phone or other electronic device that is found in school will be confiscated and returned to the parent of the student at the end of the term. The refusal to hand over a phone or any other electronic equipment will be considered a serious breach of the Student Code of Conduct and will result in sanctions being taken.

The school will take reasonable measures to secure any electronic equipment that has been confiscated, however it will not be held responsible in the event that a phone is stolen or damaged due to fire or other natural hazards.

In exceptional circumstances, the Principal may make an arrangement with a parent/ carer for a student to bring a cell phone to school and leave it with a designated adult.

Any of the following will be considered as a serious breach of the Student Code of Conduct and may result in Police action:

- Photographing or filming staff or other students without their knowledge or permission.
- Photographing or filming in toilets, swimming pools and changing rooms and similar areas.
- Bullying, harassing or intimidating staff or students by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites.
- Using cell phones outside school hours to intimidate or upset staff and students

Sanctions

At *(Name of School)* Students and parents will be notified that appropriate action will be taken against those who are in breach of this policy in accordance with the Student Code of Conduct.

Note: Year 12 students at CIFEC and Layman Scott High School (Cayman Brac) will have their own acceptable use policies to support students attending work experience and/or college placements.

Disciplinary Action

Students spend the majority of their time in classroom environments where behaviour is expected to meet the high standards set by the DES and Ministry of Education. While most discipline matters are managed in the classroom, some student behaviour is managed by the school senior management team through a referral process that may result in interventions or consequences based on the nature of the violation of school policy or the Code of Student Conduct. (See page 8 for *Levels of Consequences*). Parent/carer involvement is critical to the creation of safe and orderly environments. Parent/carer notification is *desired* at all levels of interventions and consequences, but it is *required* whenever there is the possibility that a student might be removed from the regular classroom or school environment.

Community Offenses

The Ministry of Education/DES recognises that the presence of a student who has been charged with an offense of a serious nature in the community, especially an offense involving violence or weapons, may pose a threat to the safety and welfare of the student and others in the school community and disrupt the educational process in the school. The Ministry of Education/DES also recognises that the educational needs of a student who has been charged with a criminal offense of a serious nature in the community must be carefully balanced with the Ministry of Education/DES obligation to provide a safe school environment free of disruption for all students.

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In accordance with these principles, if the school Principal determines that the presence of a student charged with a criminal offense of a serious nature in the community poses a threat to the student or others, or to the educational process, the student may be assigned to an alternative educational program or be required to remain at home pending a final decision of the student's educational placement.

Suspensions and Exclusions

Serious behaviour or chronic misconduct may result in the student's removal from the classroom or school. The removal may range from a short-term school based suspension, to fixed term exclusion (up to 7 days) or extended fixed term exclusion (up to 30 days).

Readmission from an Extended Suspension

The parents/carers are required to attend a readmission meeting prior to the return to the regular school program for their child as a result of an extended suspension.

Students who are placed in alternative education provision while meeting the terms of their discipline sanction may transition back to school through a reintegration process led through the School Inclusion Services.

Classroom Rules

Establishing good classroom discipline is essential in promoting a positive learning environment where students can experience success and reach their potential. Every child should feel that the classroom environment is safe and secure, free from all threats of physical or emotional harm. In addition, it is important that each child learn to develop self-discipline and good work habits, to resolve conflicts peacefully, and to think independently.

In order to promote a positive learning environment, each classroom will have expectations, rules and routines, which will develop the idea that classrooms are a community with the common purpose of learning. Our classroom rules will:

- Keep control of the environment
- Provide structure in the classroom
- Provide the students with a safe and positive learning environment
- Keep inappropriate behaviors from occurring
- Provide students with consistent procedures and routines

Example of Classroom Rules – 'The 5 Ps'

Be PROMPT

Be on time, enter the classroom quietly and sit at your assigned seat

Be PREPARED

Bring all materials, necessary for learning and be dressed appropriately

Be PRODUCTIVE

Maximise learning time by staying on task, following directions and remaining seated unless you have been given permission to get up.

Be POLITE

- Be nice and positive to everyone. Cursing, teasing, talking back and bullying will not be tolerated.
- Respect yourself, your classmates, your teacher and your classroom.
- Keep your hands to yourself.
- If you don't own it don't write or draw on it.

Be PATIENT

Wait respectfully and calmly for your turn, do not call out or complain. Listen, stay seated and focus on the speaker when someone is talking.

DRAFT

Glossary

Absence, unauthorised
An absence for a day or any portion of a day that has not been authorised.

Absence, authorised
Authorised reasons for an absence include illness, death in the family, court order, other emergency, or an activity approved by the principal.

Alcohol and other drugs
Alcoholic substances; inhalants or other intoxicants; and controlled dangerous substances, including prescription drugs and substances represented as controlled substances, and drug paraphernalia.

Possession The student has on his/her person, or within the student's personal property, or has under the student's actual or constructive control, any of the substances listed in this offense.

Consumption/Use The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense.

Distribution/Sale A student has disseminated or transferred any of the substances listed in this offense with or without compensation.

Possession with Intent to Distribute The student has in his/her possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to another person/people with or without compensation.

Alternative placements
Steppingstones Therapeutic Behaviour Centre (Key Stage 1 & 2)

Cornerstones Therapeutic Behaviour Centre (Key Stage 3 & 4)

Bonaventure Boys Home (Key Stage 3 & 4)

Alternative Placement Panels
Team DES/ Ministry personnel who meet to review applications for students to be placed ion alternative education placements.

Alternative school-based programs
Schools may have access to use programs, such as, but not limited to, work experience, personalised curriculum, part-time attendance or placement in the school inclusion unit.

Ammunition

A projectile that can be fired from a firearm or other gun or otherwise propelled such as a bullet, arrow, pellet, etc. Any other object which by virtue of its shape or design gives the appearance of any of the aforementioned.

Arson/Fire
Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire.

Assault
Unprovoked aggressive actions toward another person that meets one of the sub-definitions below:

Common Assault
Involving the threat of immediate violence or causing minor injury (such as a graze, reddening of the skin or minor bruise).

Actual Bodily Harm
Causing an injury which interferes with the health or comfort of the victim (such as multiple bruising, broken tooth or temporary sensory loss).

Grievous Bodily Harm
Causing serious injury (such as a broken bone or an injury requiring lengthy treatment).

Attendance-related offenses
Absence, leaving without permission from class/school, tardiness, and truancy.

Behaviour Contract
A contract developed by school administrators or Central Office staff outlining student academic and behavioural expectations.

Bomb threat
The making of threats or providing false information concerning the presence of explosive material or devices on school property without cause in writing, in person, or by phone.

Bullying
An intentional act which may be written, verbal, electronic or physical, that is aimed at demeaning another individual, is intended to cause physical and/or emotional harm and is repeated over time. Such acts can be carried out by individuals or groups and targeted at individuals or groups.

Bystanders

Individuals who observe bullying, cyberbullying, harassment and Intimidation, and prejudicial behaviour and who, by their inaction, encourage, support, or promote its occurrence.

Cell phone misuse
Use of cellular phone, camera phone, video phone, or other communication devices during the school day or on school buses is not permitted. *(See also Electronic Devices Misuse)*

Cheating
Providing, receiving, or viewing answers to quiz or test items or independent assignments. Having books, notes/notebook, or mobile devices out during test without permission.

Community service
An unpaid service for the benefit of the public that is performed as part (or all) of a consequence for committing an infraction.

Computer misuse
Any unauthorized or inappropriate use of technology-related resources.

Category 1
- Intentionally loading/distributing a virus, malware, malicious program
- Installing/running/using/distributing a keystroke logger program (used to capture logon credentials/passwords/PINS, etc.
- Possession of a keystroke logger including on portable media
- Using or attempting to use credentials other than your own
- Altering or attempting to alter grades/any school record. Includes attendance, test scores
- Theft of hardware or components/parts
- Changing configuration(s) on network equipment. Includes servers, switches, and routers

(Computer Misuse continued)
Category 2

- Intentional physical damage to technology devices
- Intentional damage to network includes data jacks, cabling, racks
- Changing configuration(s) on technology devices, workstations, printers
- Running/distributing network scanners in an attempt to discover network resources

Computer misuse continued *Category 3*

- Installing unauthorized programs on Government hardware. Storing unauthorized programs on Government equipment
- Using/distributing a proxy application (circumvents web filtering and security)
- Using/distributing a proxy site (circumvents web filtering and security)
- Using the network to access or store inappropriate content (music, photos, videos, etc.)

Category 4

- Running/distributing unauthorized programs including from portable media, i.e., games. Includes distribution of unauthorized programs.
- Playing unsanctioned online games without authorization from teacher/administrator
- Streaming non-instructional media (i.e., music, video, online content)
- Non-instructional electronic activity during class (i.e., chat rooms, messaging, etc.)

Conference
A communication that takes place either face-to-face or by telephone.

Consequence
A result that follows from an action or condition.

Criminal behaviour
Any behaviour that is considered an infraction against the law.

Cyber-bullying
The use of information and communication technologies — email, mobile devices, text messages, instant messaging, defamatory personal websites, personal polling sites, or a combination of these — to support deliberate, repeated, and hostile behaviour by an individual or group with the intention of physically or psychologically intimidating

Dangerous implements
Any implement or substance used as a weapon to inflict bodily harm, including any object or implement capable of causing harm or used in such a way as to cause harm to another. This includes, but is not limited to, laser pointers, pencils, and scissors.

Destruction of property/vandalism
Damage, destruction, or defacement of property belonging to the school or others.

Disrespect toward others
Inappropriate comments or physical gestures to others.

Disruption to classroom or school
Behaviour that interferes with instruction, learning, and a safe and orderly environment, which includes, but is not limited to, chronic talking, throwing objects, play fighting, teasing, refusal to remain in seat, rude noises, selling items on campus, etc.

Due process
A student facing suspension or exclusion must be given oral or written notice of the allegations, an opportunity to hear the evidence, to respond if the student denies the allegations, and notice and hearing before the student is removed from the school. Note: a student that poses a danger to persons or property may be removed immediately with the notice and hearing following as soon as possible

Electronic communication
A communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, mobile device, computer, or pager.

Electronic device misuse
Use of communication devices, such as cell phones, and other electronic devices during the school day or on school buses are not permitted.

Other devices include, but are not limited to the use of an iPod, CD player, hand-held game, mobile device, or use of camera cell phones*)*

Exclusion
Removal from school for specified period of time due to misbehaviour.
Short Term Suspension: 1 – 3 days
Long-term Suspension: 4 – 7 days

Extended exclusion
The removal of a student for a specified violation of the Student Code of Conduct, from a school, for a period of between 7 and 30 school days.

Extortion/blackmail
The process of obtaining property from another with or without that person's consent, by wrongful use of force, fears, or threats, including burglary and robbery.

False fire alarm
Pulling a fire alarm or reporting a fire or other dangerous situation without valid cause.

Fighting
An incident involving two or more students with physical contact, such as hitting, kicking, punching.

Fireworks/explosives
Combustible or explosive substances or combination of substances or articles, including firecrackers, smoke bombs, and flares.

Forgery/Counterfeit Currency
Purposely signing another person's name or making and/or distributing realistic copies of something in order to defraud or deceive.

Gambling
Wagering money or property.

Gangs (Criminal Gangs)
Any group, association or other body consisting of three or more persons, whether formally or informally organised having as one of its primary activities the commission of a serious offence. Also any or all of the members of which engage in or have, within the preceding three years, engaged in the commission of a series of serious offences;
Participation in criminal activity in association with gang
A person who participates in or contributes to the activities of a gang knowing that any or all of the members of the gang engage in or have, within the preceding three years, engaged in the commission of a series of serious offences. Or is a party to the commission of a serious offence, for the benefit of, at the direction of, or in association with, a gang,

(Gangs continued)

Gang membership

A person who participates in or contributes to the activities of a gang knowing that any or all of the members of the gang engage in or have, within the preceding three years, engaged in the commission of a series of serious offences

Harassment and Intimidation *(see Prejudicial Behaviour)*

A behaviour continuing over a period of time that makes a person feel uncomfortable or unsafe.

Inappropriate Language
Using vulgar or abusive spoken or written language, such as cursing, swearing, or threatening.

Internal suspension

Where students are placed within the school based suspension unit (if available), or other in-school provision for between 1 and 5 consecutive days.

Improper physical contact
Forceful actions against another — unintended to do physical harm, i.e. horseplay, roughhousing.

Inciting/Participating in School Disturbance
Causing a disruption to the atmosphere of order and discipline in the school or otherwise preventing orderly conduct.

Infraction
An offense or behaviour that breaks a rule; could be criminal behaviour.

Injury
Loss or pain caused by an assault which is documented or confirmed by school staff.

Insubordination (Uncooperative behaviour)
Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, or noncompliance which includes, but is not limited to, walking away when an adult is talking to you, talking back to an adult, refusal to work in class, refusal to report to the office, refusal to allow search.

Leaving Area without permission and/or leaving class or school grounds without permission
Leaving the classroom or other assigned area without permission from the adult in charge and/ or leaving the classroom or school grounds during regular school hours without permission and without a parent/guardian

Non-compliance
Failure to adhere to reasonable requests made by school personnel.

Offensive clothing or appearance
Articles of personal appearance that may create a significant risk of disrupting the educational process or the operation of the school. This includes, but is not limited to, clothing, hats, jewellery, bags or other articles of personal appearance which depict profanity, vulgarity, obscenity, violence, symbols of hate, or promote use or abuse of tobacco, alcohol, or other drugs, gang colours or gang-related signs on personal or school material.

Additionally, except in individual cases as approved by the principal of a school, the following specific items are not permitted: bare feet, hats, caps, hoods, chains, spikes, or other head wear except as required for health, safety, or religious purposes, and clothing worn in such a manner so as to reveal underwear or bare skin between the upper chest and mid-thigh.

Plagiarism
Deliberately presenting the ideas, works, or statements of another as one's own, without acknowledgement of the source. Academic dishonesty.

Prejudicial behaviour *(See Harassment and Intimidation)*
An offense, verbal, written, or symbolic in nature, committed against a person or property which is motivated by the offender's prejudice, a negative opinion or attitude toward a group of persons based on their race, religion, disability, sexual orientation, or ethnicity/national origin.

Types of prejudice:

Disability A negative opinion or attitude toward a group of persons based on their physical or mental impairments/challenges, temporary or permanent, congenital or hereditarily acquired, accident, injury, advanced age, or illness.

Ethnicity/National Origin A negative opinion or attitude toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions.

Racial A negative opinion or attitude toward a group of persons who possess common physical characteristics; i.e., colour of skin, eyes, hair, facial features, genetically transmitted by descent and heredity which distinguish them as a distinct division of humankind.

Religious A negative opinion or attitude toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being.

Sexual-Orientation A negative opinion or attitude toward a group of persons based on their sexual attraction toward and responsiveness to members of the opposite or same sex

Putting Substances in another person's food or drink or on a person's body
Putting any substances in another person's food or drink, which poisons or contaminates that food or drink, or on a person's body, which causes injury or harm to the person.

Reportable to Police
Certain offenses require police reports while others depend on whether the activity is considered criminal behaviour. A standard or criteria to determine whether an offense is reportable to the police or not is whether the behaviour is considered illegal or whether it causes injury to persons.

Restitution

Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service.

Restorative approaches

Are aimed at maintaining and repairing relationships whilst fostering a sense of social responsibility and shared accountability

School Uniform Policy
A mandatory school-site uniform policy is one in which the school prescribes a standard uniform and requires all students to participate unless the parent seeks an exemption from the policy.

Sexual Activity
Inappropriate behaviour of a sexual nature, including, but not limited to, indecent exposure, consensual sex, or possession of sexually explicit material.

Sexual Assault
Physical sexual attack on school system staff, or another student.

Sexual Harassment
Unwelcome sexual advances, requests for sexual favours, and/or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others that occurs more than once, and continues over a period of time that makes a person feel uncomfortable or unsafe.

Stealing
Taking or attempting to take property of another person or institution without permission or knowledge of the owner.

Tardiness/Excessive Tardiness
Arriving late to school or to class.

Theft
Taking or obtaining the property of another person or institution without permission or knowledge of the owner.

Tobacco (possession, use, sale, or distribution)
Possession, use, sale, or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, tobacco, chewing tobacco, or electronic cigarettes—whether or not they contain tobacco products.

Trespassing
Being on school property without permission, including while suspended or expelled; includes breaking and entering.

Unsafe action
Any action that has the potential to cause danger or physical harm to self or others, to include *Reckless Vehicle Use*.

Weapon (including replica guns; also see *Ammunition*)
A weapon is, by way of illustration and without limitation, one of the following:

Firearms
A firearm, as defined in the Penal Code (2010 revision) means any machine gun, submachine gun, rifle, shot gun, revolver, pistol, air gun, air pistol or any lethal barrelled weapon from which any shot, bullet or other missile can be discharged or noxious fumes can be emitted

Other Weapons
Any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm which is a replica of a gun. This shall include, but is not limited to, pellet gun, paintball gun, BB gun, flare gun, nail gun, and air gun.

Any implement which could cause, or is intended to cause bodily harm, other than a firearm or other gun. This shall include, but is not limited to, knives, razors (including straight or retractable razor), brass knuckles, box cutters, spiked glove, spiked wristband and any propellants such as any mace derivative, tear gas device, or pepper spray product.

Weapons Used To Cause Bodily Harm/Injury
Use of a weapon to injure any person on school property.