

# **FBCS Student-Parent Handbook 2025-2026**



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## **Memberships**

- \* Licensed and registered by the Cayman Islands Ministry of Education**
- \*\* Member School Association of Christian Schools International (ACSI)**

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## VISION STATEMENT

### Vision Statement

Preparing students in a Christ centered environment to learn, serve, and lead in *innovative* and *creative* ways so that they can make meaningful contributions to the global community.

### Mission:

*To provide academic excellence in a Christ-centered environment that prepares students to be life-long learners who exemplify grace, knowledge, integrity, godliness, and leadership through service to others.*      Learn~Serve~Lead~with Christ

## General Information

### Admissions

Admission to FBCS is decided by an admission committee based on the student's learning level, testing results, evaluation of report cards, meetings, and availability of space.

FBCS does not discriminate on the basis of race, color, national or ethnic origin, gender or socio-economic status. Admissions forms are available from the school office and contain all necessary information to apply for admission to FBCS.

**The following criteria serve as minimum requirements for admissions decisions.**

- Parents must agree to have their child educated in keeping with the FBCS Philosophy and FBC\FBCS statement of faith, statement on marriage, gender, and sexuality and agree to fully support the administration and staff of FBCS.
- Prospective students must give evidence of potential academic success and emotional stability and must have a satisfactory behavioral record.
- FBCS is a private school and therefore reserves the sole and final right to deny admission if denial is in the best interest of the school and its students.

### Application for Enrollment

- Complete an *Application for Enrollment* form. This can be found on the school's website – or a hard copy may be obtained from the school office.
- Submit a completed *Transcript Request* form if your child is transferring from another school.
- Submit the form(s) to the school office along with the necessary fees (see section "School Fees" for the amounts).

### Application for Withdrawal

**To withdraw your child from FBCS:**

- Complete an *Application for Withdrawal* form.
- Complete a *Transcript Request* form if your child is transferring to another school.
- Pay all outstanding balances.
- Submit both forms to the school office.

Our School Secretary will send your child's transcript to the requested school for a fee of \$25 provided that your student's account is in good standing.

### Before and After School Care

**Morning supervision begins at 7:30 a.m. from Monday to Friday.** There is no charge for morning care. Parents must drop Kindergarten-Grade 2 students at the 'dorms'. Grade 3-8 students will report to their classrooms.

**PLEASE NOTE:** Parents must not drop their children at school before 7:30 a.m. There is no supervision available before this time of day.

### After-school Care

To sign-up for After-School Care, parents must complete an *After-School Registration* form and submit it to the school office for review and approval.

After School Care starts at 3:00 p.m. and ends at 5:30 p.m., Monday to Friday. Payment is in addition to the regular tuition fees. After-school snacks are currently provided by Food for Thought, and these are included in the cost.

Full-time: \$190.00

Part-time: \$150.00 (up to three days)

After 5:30p.m. Late pick up fee: \$1.00 Late charges begin at 5:31p.m. **\$1 for every minute past 5:31p.m.**

**PLEASE NOTE:** Children who are not picked up by 3:00 p.m. will automatically be placed in our after-school program until a parent or guardian arrives. Parents will automatically be charged for the after-school care.

### Birthday Celebrations/ Invitations

Invitations can be circulated at school provided that all classmates are invited to your child's birthday party. We have a "Cupcake Only" policy for our school. If you wish to bring a treat for the class for your child's birthday, please arrange a suitable time that fits the teacher's timetable. Please take the treats to the school office.

**NO NUTS ARE ALLOWED AT SCHOOL AS SEVERAL CHILDREN HAVE SEVERE NUT ALLERGIES.**

### Child Protection

FBCS has a written Child Protection Policy which is in compliance with the Cayman Islands Laws and is further included in this handbook for your reference.

All those who work with children are mandated by law to report evidence of suspected child abuse. School-based volunteers as well as school staff must be trained to know the indications/signs of abuse and how to respond. Volunteers must undertake the *Darkness to Light* training and provide an up-to-date police clearance certificate. See the Volunteer Policy if you wish to volunteer.

### Confidentiality Policy

**Information that is confidential within a school setting is not to be shared with anyone other than those who have an express need to know, as defined by policy.**

**Upholding Confidentiality: Fostering Trust and Well-being**

### A Foundation of Trust:

At the heart of our values is a deep commitment to confidentiality. We recognize that building a foundation of trust is vital in creating a supportive and secure environment for all.

### Collaborative Sharing for Student Success:

We embrace the value of sharing information appropriately and responsibly. In certain instances, it is essential for school staff, administration, parents, and educational professionals to come together in sharing insights that contribute to our students' well-being, safety, and education.

### A Unified Approach:

In upholding this principle, we ensure that our students receive the utmost care and support from a cohesive community. When information is shared thoughtfully, we collectively create an environment that nurtures our students' growth and success.

## **Confidentiality with student educational information**

Personal information about students is only shared with individuals who have a need to know and only in an effort to protect a student's safety or to provide an appropriate educational environment.

Information given by guardians to a teacher and/or administrator will not be passed on to any other adults or students without direct permission, either verbal or written.

## **Data Protection**

Data Policy First Baptist Christian School of the Cayman Islands

First Baptist Christian School of the Cayman Islands prioritizes the privacy and security of your personal data. We are committed to ensuring that your data is collected, processed, and stored in compliance with applicable data protection laws.

### WHO HAS ACCESS TO PERSONAL DATA AND WHO THE SCHOOL SHARES IT WITH

Occasionally, the school will need to share personal information relating to its community with third parties, such as;

- professional advisers (healthcare professionals, lawyers and accountants);
- government authorities; and
- appropriate regulatory bodies.

For the most part, personal data collected by the school will remain within the school and will be processed by appropriate individuals only in accordance with access protocols.

A certain amount of any FBCS student's relevant information will need to be provided to staff more widely in the context of providing the necessary care and education that the student requires.

Staff, students and parents are reminded that the school is under duties imposed by law and statutory guidance (including the Children's Law 2012 - revision) to record or report incidents and concerns that arise or are reported to it, in some cases regardless of whether they are

proven, if they meet a certain threshold of seriousness in their nature or regularity. This is likely to include file notes on personnel or safeguarding files, and in some cases referrals to relevant authorities such as the Local Authority Designated Officer or police. For further information about this, please view the school's Child Protection Policy.

Finally, in accordance with Data Protection Law, some of the school's processing activity is carried out on its behalf by third parties, such as IT systems, web developers or cloud storage providers. This is always subject to contractual assurances that personal data will be kept securely and only in accordance with the school's specific directions. FBCS utilizes Podio for applications which is fully compliant with the international laws.

#### Data Collection:

- a. We will collect personal data from students, parents, and staff only for legitimate educational purposes and with explicit consent.
- b. The data collected will be relevant and necessary for the school's operations and will be kept accurate and up to date.

#### Data Storage and Security:

- a. All data will be stored securely in student files or secure network drives.
- b. Access to personal data will be limited to authorized personnel with a need to know, and they will be bound by confidentiality obligations.
- c. Regular data backups and disaster recovery procedures will be implemented to prevent data loss.

#### Data Usage and Purpose:

- a. Personal data will only be used for educational, administrative, and communication purposes within the school.
- b. Data will not be shared with third parties without explicit consent, except when required by law or for safety reasons.

#### Consent and Rights:

- a. Consent will be sought before collecting any personal data, and individuals will have the right to withdraw their consent at any time.
- b. Individuals have the right to access, correct, and delete their personal data in accordance with applicable data protection laws.

#### Data Retention:

- a. Personal data will be retained only for as long as necessary to fulfill the purposes for which it was collected or as required by law.
- b. Once the data is no longer needed, it will be securely deleted or anonymized. See disposal cycle for FBCS

#### Data Breach:

- a. In the event of a data breach, the school will take immediate steps to mitigate the impact and inform affected individuals as required by law.

#### Data Protection Officer:

a. The school will appoint a Data Protection Officer responsible for overseeing data protection compliance and handling data-related inquiries. TBA

**Training and Awareness:**

a. School staff will receive regular training on data protection principles and best practices to ensure proper handling of personal data.

**Policy Review:**

This data policy will be reviewed every three years and updated to align with changing regulations and best practices.

By implementing this data policy, First Baptist Christian School of the Cayman Islands is committed to safeguarding the privacy and security of personal data and complying with relevant data protection laws.

**Appendix 1:**

As a valued member of the First Baptist Christian School of the Cayman Islands community, we prioritize the privacy and security of your personal data. We are committed to ensuring that your data is collected, processed, and stored in compliance with applicable data protection laws and in line with our Data Policy.

This consent form outlines the ways in which we may collect, use, and protect your personal data. Please read it carefully and feel free to contact us if you have any questions or concerns.

**Data Collection and Usage:**

We may collect personal data, including but not limited to names, contact information, academic records, health information, and photographs, for educational and administrative purposes of admissions and the safety and protection of children.

Data will be used to facilitate communication, academic support, and school-related activities.

**Data Security:**

We will ensure that your data is stored securely in a password-protected and encrypted environment. Access to your data will be restricted to authorized personnel with a need to know.

**Data Retention:**

We will retain your data only for as long as necessary to fulfill the purposes for which it was collected or as required by law. Once the data is no longer needed, it will be securely deleted or anonymized.

**Consent Withdrawal:**

You have the right to withdraw your consent for the processing of your data at any time. However, please note that this may affect your continued participation in school-related activities.



## FBCS School Policy on the Use of Images of Students

### Policy Statement:

This policy outlines the guidelines for the use of images (photographs, videos, and any other visual representations) of students at First Baptist Christian School. The school recognizes the importance of student privacy and aims to maintain a safe and respectful environment while preserving the positive aspects of capturing and sharing student activities and achievements.

### Scope:

This policy applies to all school staff, teachers, volunteers, parents, and any other individuals or entities associated with FBCS who may capture, use, or disseminate images of students in any format or medium.

### Guidelines:

#### Consent and Permissions:

a. Prior to capturing or using any images of students, written consent must be obtained from the student's parent or legal guardian. Consent forms will include the purpose of image use, details about the medium and duration of use, and the right to revoke consent at any time.

#### Educational and Promotional Use:

- a. Images of students may be used for educational and promotional purposes, such as in school publications, websites, social media, and presentations.
- b. These images will be used responsibly and with respect for the students' dignity and privacy.

#### Sensitive Content and Identifying Information:

- a. The school shall refrain from capturing or using images of students that may be considered sensitive or inappropriate, such as images that reveal private information or could cause emotional distress.
- b. Personal identifying information, such as full names, addresses, and contact details, should not be associated with images of students unless required for specific purposes and with parental consent.

#### Social Media and Third-Party Platforms:

- a. School staff and stakeholders shall exercise caution when posting or sharing images of students on social media or third-party platforms.
- b. When posting images on social media platforms, privacy settings shall be set to the highest level possible to limit access to a broader audience.
- c. Sharing images with third-party organizations or individuals shall require explicit consent and compliance with their respective privacy policies.

#### Storage and Security:

- a. Any digital or physical storage of images of students must be secured to prevent unauthorized access.
- b. Images will be stored in compliance with relevant data protection laws and regulations.

#### Image Removal Requests:

a. Parents or legal guardians have the right to request the removal of their child's images from school publications or platforms.

#### Policy Implementation and Review:

This policy will be communicated to all school staff, teachers, parents, and stakeholders. The school administration will ensure compliance with this policy and periodically review its effectiveness to address any emerging issues or changes in legal requirements.

### Data Disposal Policy for First Baptist Christian School, Cayman Islands

#### Policy Statement:

First Baptist Christian School (hereinafter referred to as "the school") is committed to ensuring the secure and responsible disposal of data to protect the privacy and confidentiality of sensitive information. This policy outlines the guidelines for the proper disposal of data in all formats to mitigate the risk of unauthorized access, data breaches, and compliance violations.

#### Scope:

This policy applies to all employees, staff, contractors, volunteers, and any other individuals who handle or have access to sensitive data belonging to the School.

#### Data Classification:

The School classifies data into different categories based on sensitivity and confidentiality levels. The primary classifications are:

**Confidential Data:** Highly sensitive information, including personally identifiable information, financial records, health records, and any data subject to legal or regulatory protection.

**Internal Data:** Non-public information not categorized as confidential but requires protection from unauthorized access.

**Public Data:** Information that can be publicly disclosed without any harm or breach of privacy.

#### Data Disposal Methods:

The School employs various methods for the secure disposal of data, depending on its classification:-

##### Confidential Data:

- a. **Physical Records:** Confidential documents, such as hard copies of work permit, passports, health screening reports will be shredded using a shredding machine before disposal.
- b. **Digital Data:** Electronic files containing confidential data will be securely deleted using data software that meets industry standards.

##### Internal Data:

- a. **Physical Records:** Hard copies of internal data will be destroyed using appropriate disposal methods, such as shredding.

b. Digital Data: Electronic files containing internal data will be deleted securely from all storage devices.

**Public Data:**

Public data may be disposed of using standard methods, such as recycling for physical records and regular deletion for digital files.

**Responsibilities:**

All employees and stakeholders handling data shall be aware of this policy and adhere to the prescribed data disposal methods. The School's IT department or designated personnel shall oversee the secure deletion of digital data from storage devices.

The School's administration shall ensure compliance with this policy.

**Disposal of Electronic Devices:**

When disposing of electronic devices (e.g., computers, laptops, tablets, smartphones), the School shall:-

Ensure data destruction from storage media before discarding or reusing the device.

**Policy Review:**

This data disposal policy shall be reviewed and updated periodically to reflect changes in data handling practices, technology advancements, and compliance requirements.

**Policy Communication:**

This policy shall be communicated to all staff, contractors, volunteers, and individuals associated with First Baptist Christian School. Acknowledgment of understanding and compliance with the policy will be sought from relevant personnel.

**Policy Enforcement:**

Non-compliance with this data disposal policy may result in disciplinary action, up to and including termination of employment or contract.

**Appendix 1: Records and Retention**

**1) Student Transcripts**

All transcripts will be kept for past and current students indefinitely. Files will be stored by students' surnames.

**2) Permanent Student Files**

Items related to the following will be kept with a 50-year notation:

Harassment

Serious Injury

Violence

Police Involvement

Weapons report

Accident report

Court orders

3) Temporary Files will be retained in the student's files for 7 years:

Standardized tests  
Special Education Records and IEP's  
Medical records including a student's immunization records  
Attendance records  
Applications  
Ed-psych evaluations  
Uniform slips  
Late pick ups

4) Temporary Files which will be retained in the student's files for 10 years:

Serious Discipline Records  
Expulsion records  
Confidential student information located in Principal's office

If a parent wishes to view a student's file, they must do so in the school office under supervision of the office administrator.

Records of students will not be released if there is an unpaid balance on the account.

## **Donations**

FBCS gratefully accepts donations, but we ask you to please check with the school prior to donating specific items as these must be both useful to meet the educational needs of our students, or within all insurance and building code regulations. Any donations that will require installation by building staff should be cleared by the building supervisor. Monetary donations and pledges are solely used for FBCS and the items for which they were designated.

Financial donations will be acknowledged in writing and automatically fall under the Not-for Profit Law.

## **Electronics**

Students are not allowed to bring electronic devices to school. These include:

**Cell phones, CD players, Computer games, MP3 players/iPods, iPads and Game Systems.**

If a student is found in possession of an electronic item, it will be confiscated and stored in the school office where it can be retrieved *personally* by the guardian at the end of the school day.

## **Emergency Procedures:**

### **Fire Evacuation**

Our students are well informed about the procedures they must follow should a fire break out in the school or Church building. Fire drills are conducted throughout the year.

Our first fire drill and fire assembly will be conducted in September of each school year. Regular monthly fire drills will be performed in accordance with Cayman Islands Fire Department recommendation:

Upon hearing the alarm:

- Students quietly and quickly line up. Do not take bags etc.
- The teacher carries the Emergency Folder and leads the students to their designated safety area.
- Lights should be turned off and doors and windows shut upon leaving the classroom.
- The teacher will check the role and inform their Director/Principal if any child is missing.
- The school secretary or administrative assistant will call the fire department.
- Teachers and students will remain in their designated safety area until given the all clear by administration or fire officer.

## **Weather**

### **Hurricanes**

If the Cayman Islands Government closes all schools due to a hurricane, FBCS will close.

### **Inclement Weather**

In the event of inclement weather, school closing will be decided by the administration team and/or school ministry team. These decisions will be made on an individual basis.

## **School Closing Procedure**

- The administrative team and/or SMT Chair will confirm the official government announcement and officially close the school. This includes both FBCS and WEE Care.
  - The administration will inform teachers and staff of the closing.
- The school secretary and/or administrative assistant will contact the local media, TV Channel 27 and Radio. Cayman 89.9 and will update the school's voicemail to announce the closing.
- The school secretary and/or administrative assistant will inform the FBC representative of the school closing.
  - Children will be supervised by teachers in their classrooms until they are picked up.
  - Parents will come to the building and pick up students in their classroom/designated area.
  - Parents will sign the sign-out sheet.
  - All after school activities will be cancelled.
  - Teachers must remain at school until all their students have been picked up.
  - Teachers must sign out with the office staff or administrative staff prior to leaving campus
  - The administrative team designee will remain on campus until all staff and students have been signed out.

## **Field Trips**

All field trips are pre-approved by the school Vice Principal.

FBCS has an annual "Special Activity Permission Waiver" which gives your child permission to go on approved field trips. Please sign this at the start of the year.

Parents can attend a field trip by submitting a police clearance every three years to FBCS. In addition, drivers should show proof of a valid driver's license and proof of insurance to our school office.

## **First Baptist Church**

We welcome you to join our church services each Sunday at FBC starting at 10:30 a.m. or watch online [\(136\) FBC Cayman - YouTube](#)

First Baptist Church has many programs geared for children, youth and adults. If you are interested in finding out about more about these programs, please contact the church office at 949-0692 or email [fbc@fbc.org.ky](mailto:fbc@fbc.org.ky)

Feel free to reach out to the church office if you have any questions.

## **Grievance Policy**

The objective of this policy is to establish guidelines for the resolution of disputes and grievances in the operation of First Baptist Christian School. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of First Baptist Christian School's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration and School Ministry Team.

### **Students/parents to teachers:**

1. Concerns about the classroom should first be presented to the teacher by the parents, or if the student is mature enough, by the student him\herself. A respectful demeanor is required by all.
2. If the problem is not resolved, the parents or student may bring the concern to the Principal.
3. If the problem is not resolved at the Principal level, the parents may bring the concern to the Chairman of the School Ministry Team (SMT).

### **Parent to administrator:**

If parents have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should express their concerns to the Principal. If grievance is not resolved at this level, the parent may bring their concern to the Chairman of the SMT.

## **Health and Safety**

### **First Aid**

If an injury occurs at school, limited first aid will be administered and parents will be informed.

### **Medication**

No internal medical treatment, not even Tylenol, will be given without parental permission and this is recorded in a logbook in the school office.

If your child must take medication prescribed by a doctor during school hours, you must complete a *Medication Authorization Form*. The school must have written instructions stating the following information:

- Student's name
  - Name of medication
  - Dosage
  - Time medication is to be administered
  - How long the student is expected to be on the medication.
  - Medication must be in the original container / packet.
- **STUDENTS ARE NOT ALLOWED TO HAVE IN THEIR POSSESSION ANY PRESCRIPTION OR OVER-THE-COUNTER MEDICATION.**

### Hours of Operation

- The school building is in operation from 7:30 a.m. to 5:30 p.m. each day.
- School begins promptly at 7:55 a.m.
- Students will be marked tardy after 8:10 a.m. (please see tardiness section)
- School ends at 2:45 p.m. for K-5<sup>th</sup> Grade; and 2:55 p.m. for Middle school
- Supervision is available from 7:30 a.m. – 3 p.m. at no additional fee.
- Students who are not picked up by 3 p.m. will be placed in the after-school care program at the regular fee.
- Please do not drop off your child in an unsupervised area before 7:30 a.m. or leave them after 5:30 p.m.
- See Student Drop-off and Student Pick-up sections for further information.

### Lost and Found

Please make enquiries at the school office.

### Lunches

Please note:

- **FBCS IS A NUT FREE ENVIRONMENT: SEVERAL CHILDREN HAVE SEVERE NUT ALLERGIES.**

Lunches are currently provided by an outside vendor Jump Start Café. Menus are emailed home and parents make payments directly to Jump Start.

Parents may, however, choose to send a packed lunch with their child. **We ask that you do not send anything that will need to be re-heated as we do not have the facilities to do this.**

All students eat in the gym **except PK2, 3 and PK4 who eat in their classrooms.**

### Rules for Student Behavior in Cafeteria

- Students must obey all staff instructions while in the lunchroom.
- Students may not run or shout in the lunchroom.
- Students must remain seated while eating.
- There is no talking for the first 5 minutes in the lunchroom, to encourage children to eat.

- Each student is responsible for cleaning their own place before going outside.
- Clean police will be selected from each grade on a rotating basis to wipe tables and sweep the floor.

### **Snacks**

All students are to bring in a healthy snack from home. Snacks are usually apples, bananas, cheese and crackers and graham crackers. Remember to send healthy foods and drinks daily.

### **Soda/Gum/Fast Food:**

Soda, Gum, and Fast Food is not allowed at school in keeping with our “Wellness Philosophy”

### **Parent/Teacher Fellowship (PTF)**

The PTF is a dedicated group of parents whose activities include:

- Fundraising
- Building Community
- Supporting teachers

### **Scholarships**

We are committed to providing the best quality education in a Christian environment. We have special concern for children in all grades whose families require financial assistance. We work to provide scholarships as they are available to a limited number of students. Please contact the school office for the details about our scholarship program and financial assistance. Scholarship forms are available in the Spring of the year, and parents may apply at this time. The decisions of the committee are final. The Scholarship Committee only meets once per year, however, would consider an outstanding situation if there were an extreme circumstance such as a death in the family.

### **School Fees**

Please check with the school office for our current schedule of fees. We encourage you to use online payments as we have arrangements with many banks. School fees can be paid in one of several ways:

1. One amount for the entire year (a 3.5% savings over monthly installments)
2. Every quarter (a 1.5% savings over monthly installments)
3. Monthly

Please arrange your method of payment with our school office. If you require special consideration for payment, please make an appointment with the Financial Administrator to discuss arrangements.

There is a penalty fee of \$25.00 (subject to change) for a late payment after the 5<sup>th</sup> of the month which will be posted to your account on the 6<sup>th</sup> of the month.

Students with outstanding accounts past 60 days will be at risk of not being permitted to attend school until the account is brought into good standing. Special circumstances may be



considered at the discretion of the school principal. Students with outstanding accounts may not be permitted to enrol in extra clubs or programs without the special permission of the school principal.

All fees need to be paid prior to the end of the school year on June 30<sup>th</sup>, and students with overdue fees will not be permitted to start the following school year until the account is cleared. If there are extenuating circumstances permission to pay over the summer may be considered by contacting the school principal.

If you make monthly payments by post-dated checks, please date the checks prior to the 5<sup>th</sup> of each month. Students with outstanding accounts of a month or more will not be permitted to continue to attend school.

## **School Ministry Team**

At First Baptist Christian School (FBCS), we thrive as a community united by shared faith, values and goals. As a ministry of First Baptist Church, we believe in fostering a supportive and uplifting environment for our students, parents, and staff.

Our School Ministry Team members, who are members of First Baptist Church, play an essential role in nurturing our school's spiritual and educational mission.

### **Open Communication Channels:**

To ensure efficient communication and resolve any concerns effectively, we kindly ask parents not to contact School Ministry Team members directly regarding problems that arise. Instead, we encourage you to follow these steps:

**Teacher Contact:** Should you have any concerns or questions, we encourage you to reach out to your child's teacher. They are here to support your child's academic and personal growth and will be glad to address any queries you may have.

**Principal:** If a concern persists and you feel the need for further assistance, we invite you to contact the Principal. Our Principal is dedicated to ensuring that every child's educational experience is positive and fulfilling.

Please note that parents should not contact other students/classmates directly regarding grievances but should notify the teacher and/or principal regarding grievances involving other students.

## **Grievance Policy:**

Should you ever encounter an issue that requires formal attention, please refer to our Grievance Policy for guidance on the appropriate channels to express your concerns. This policy is designed to uphold a respectful and constructive approach to conflict resolution, ensuring that every voice is heard and valued.

We appreciate your partnership and commitment to nurturing an environment where our students can flourish academically, emotionally, and spiritually.

## **Grievance Policy**

The objective of this policy is to establish guidelines for the resolution of disputes and grievances in the operation of First Baptist Christian School. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of First Baptist Christian School's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration and School Ministry Team.

### **Students/parents to teachers:**

1. Concerns about the classroom should first be presented to the teacher by the parents, or if the student is mature enough, by the student him\herself. A respectful demeanor is required by all.
2. If the problem is not resolved, the parents, student, or teacher may bring the concern to the Principal.
3. If the problem is not resolved at the Principal level, the Principal may bring the concern to the Chairman of the School Ministry Team (SMT).

### **Parent to administrator:**

If parents have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should express their concerns to the Principal. If the grievance directly involves the conduct of the Principal, the parent may bring their concern to the Chairman of the SMT.

## **Student Drop-off**

Students may be dropped off beginning at 7:30 a.m.

**Kindergarten – Grade 2:** Parents must drop their children at the 'dorms' where Kindergarten-Grade 2 are located.

**Grades 3-8** should report directly to the classroom.

**Safety is a primary concern at FBCS, especially in the parking lot and drop-off areas.**

**Please drive your car no more than 5 miles per hour through the drop-off area. Drivers are expected to follow directions given by the school security guard.**

**Do not park in the drop-off area for any reason. If you need to come inside the building for any reason, please park in a marked parking space and come in.**

## **Student Pick-up**

**Please provide for the school office the names of people who are authorized to pick up your child.**

At FBCS, we value the safety and well-being of our students, and we want to make sure the after-school pick-up process is both efficient and joyful for everyone involved.

#### **Pick-Up Time:**

We kindly request that parents or guardians pick up their children between 2:45 p.m. and 3:00 p.m. This allows us to maintain a smooth transition and ensure that our students are safely reunited with their families. Middle school students should be collected at 2:55 p.m. to 3:10 p.m.

#### **Safe Driving and Parking:**

For the safety of all, please drive your vehicle at a speed of no more than 5 miles per hour when entering the pick-up area. While waiting, please refrain from parking in the pick-up zone to keep the flow of traffic smooth. If you need to come inside the building for any reason, we encourage you to park in one of our marked parking spaces.

#### **After 3:00 p.m. Pick-Up:**

If your schedule requires you to pick up your child after 3:00 p.m., please head to our After-School Care program. Our dedicated staff will ensure that your child is cared for until you arrive. Please remember to park in designated parking spots during this time.

#### **Communication and Authorization:**

We understand the excitement of spending time with friends or extending playdates. However, we kindly request that you notify the school office or your child's class teacher in advance if your child will be visiting friends or going home with another family. This ensures proper authorization and a smooth handover to authorized individuals.

We appreciate your understanding and cooperation in following these guidelines, as they contribute to the safety, organization, and positive experience of our students and families.

### **Textbooks and School Supplies**

We provide school supplies to every child including workbooks, loan of textbooks, and all classroom supplies. We encourage students to take care of their supplies and to have the tools they need to succeed. We generally ask parents to provide a backpack, water bottle, and headphones to assist the children with organization and in ICT.

### **Visitors and Volunteers**

All visitors and volunteers at the school must sign in at the office and wear a visit name tag.

All visitors to the school are expected to abide by the Confidentiality Policy. Any information visitors encounter as they are working at the school is confidential unless expressly deemed public information.

Regular volunteers will be required to participate in training provided by the school administration. Volunteers must take the Darkness to Light training and participate in the Child Abuse Reporting Policy and Procedures training, provide a police clearance, and should apply under the requirements of the Volunteer Policy. Check with the school office to set up an appointment regarding volunteering.

# Academics

## Curriculum

Nurturing Excellence Through a Dynamic Curriculum

Empowering Educational Excellence:

At First Baptist Christian School (FBCS), our curriculum is designed to empower students for seamless integration into the wider academic landscape. We follow a US based system specifically following the Virginia State Standards. This foundation ensures that our students thrive not only in our classrooms but also in the broader educational journey.

Christian Values:

We embrace Christian values and principles as a cornerstone of our educational philosophy. Our core outcomes for learners are: Critical Thinkers, Life-long Learners, Courageous Leaders, Ethical Citizens, and Christ Followers.

Celebrating Cayman Culture:

As proud members of the Cayman Islands community, we treasure our heritage. We celebrate it through special days and events, immersing our students in the rich tapestry of Cayman culture. Our dedication is exemplified in our teaching of the Cayman Islands Social Studies Curriculum.

Nurturing Individual Growth:

At FBCS, we believe in measuring success through progress. Our STAR Reading and Mathematics assessments, and Measures of Adaptive Progress (MAP) tests, conducted each term, are valuable tools that help us track student growth. These computer-based assessments provide information that will help us meet the needs of each student.

Numeracy:

Our numeracy curriculum, a cornerstone of academic development, encompasses key areas that lay the foundation for mathematical proficiency. These areas include Number Sense, Measurement and Geometry, Patterns, Functions and Algebra, Computation and Estimation, and Probability and Statistics.

**Literacy:**

English Language Arts at FBCS integrates a comprehensive approach to developing strong literacy skills across all grades.

For **Kindergarten**, the primary focus is on building strong phonological awareness and foundational literacy skills. For **Grades 1-3**, instruction includes a blend of teaching phonics and spelling to support reading fluency and word recognition. Across **Grades K-3**, instruction combines whole language and phonics to establish a solid foundation for reading. Stories,

novels, and texts are carefully selected to enrich comprehension and foster a love of reading. Grammar and spelling are taught both as integrated elements within writing and reading activities and as individual subjects to ensure comprehensive skill development.

For **Grades 4-6**, instruction shifts to a whole language approach, with novels carefully selected to deepen critical thinking and comprehension skills. Grammar and spelling are taught both as integrated components of broader literacy instruction and as standalone focuses to build to mastery.

For **Grades 7-8**, novels are thoughtfully chosen to challenge and inspire students while fostering advanced analytical and interpretative skills. Grammar and spelling are integrated into writing and reading to support cohesive and purposeful communication.

Across grades, we emphasize a range of writing styles, including **expository, narrative, opinion/persuasive, descriptive, and reflective writing**. Our curriculum also incorporates **communication and multimodal literacies**, equipping students to express ideas effectively across various formats, from traditional essays to digital and visual presentations.

A whole school strategy for literacy, numeracy, and science are used and other subjects taught at each grade include Social Studies, Bible, Physical Education, Spanish, Music and Technology.

**Bible Class & Chapel** - All students attend our weekly chapel service on Wednesdays and Bible classes are a part of daily lessons.

**Technology Class** - Technology class provides students with keyboarding skills and a basic understanding of Microsoft Office programs. Students also are exposed to coding, programming, and robotics. FBCS strives to allow technology to be integrated in core subjects in the classroom. Students are expected to follow the school's policy on internet safety.

**Spanish Class** - Spanish lessons start in Kindergarten and continue through Grade 8, gradually increasing students' knowledge and language abilities in speaking and writing the Spanish language.

**Music Program** - Music is provided for students from K- Grade 8. In the younger years children explore music and movement, core concepts, and learn a variety of children's vocal repertoire.

**Physical Education** - Our physical education program is designed to promote physical fitness and well-being, as well as improve students' motor skills, and strengthen their team building and social development. The FBCS PE Department holds several annual events in which the entire school participates.

**STEM Learning**- We offer STEM classes in middle school and students engage in an extensive range of learning opportunities. See our website STEM page at [www.fbcs.edu.ky](http://www.fbcs.edu.ky)

#### **Library, and Accelerated Reader Programs**

Our library offers many exciting books that students are encouraged to borrow and to participate in our Accelerated Reader Program.

## Homework

At First Baptist Christian School (FBCS), we view homework as a tool that reinforces learning at the appropriate ages and stages.

The following is a basic guide to the amount of homework expected at each grade level per week in lower grades K-2 and per day in grades 3-8:

Grade	Reading	Written work	Total
Kindergarten	Families and children spend time together reading books		15 minutes
Grade 1	15 minutes	15 minutes	30 minutes
Grade 2	20 minutes	15 minutes	35 minutes
Grade 3	20 minutes	20-25 minutes	40-45 minutes
Grade 4	20-30 minutes	25-35 minutes	45-60 minutes
Grades 5-8	25-30 minutes	35-40 minutes	60-70 minutes

## Internet Use

Our students have access to the internet to explore various sources of information. We have installed filtering software to block out web sites that contain illegal, offensive, defamatory and inaccurate information. All students are required to sign the Internet Use Policy agreeing to behave appropriately when using the school network and refrain from bypassing the filtering software.

## Library

The FBCS Library contains books for all age groups. The books can be checked out for a one-week period. Please check your child's library books to ensure that they are not overdue. An overdue fee of 10 cents per book per day will be charged. Students will be charged for lost books based on the replacement value of the book.

## Report Cards/Grading Periods

Information Grading and Reporting

A Year in Four Grading Periods:

Our school year is divided into four grading periods, each providing an opportunity to track your child's growth and development. Report cards will be your window into their progress as well as our online FACTS parent portal.

## Parent ROAR Weekly Newsletter

Stay Connected with R.O.A.R.: *Roadmap for the Week, Organizational Information, Accountability, Reminders*

Be sure to keep an eye on our weekly R.O.A.R. communication newsletter – it's your compass for all the latest updates and information about grading periods and grade reports.

## Tutoring / Lessons Education

We offer tutoring to children in any subject at an additional cost outside of school hours. If your child requires a tutor, contact the Office and they will connect you with our list of tutors.

## Communication

### Parent Orientation

**Parents of new FBCS students** are encouraged to attend Parent Orientation night at the beginning of each school year. This meeting allows parents to meet their child's teacher and to receive information concerning curriculum, goals, and activities for the year.

### Parent-Teacher Conferences

Home-School Connections: Welcoming Positive Interactions

We are excited about the opportunities for connection and growth that Parent-Teacher Conferences offer. These conversations serve as milestones in your child's educational journey and are eagerly anticipated by both educators and parents alike.

Parent Conference:

A key event in the year is the mandatory Parent-Teacher Conference, thoughtfully scheduled toward the end of the first quarter. This occasion marks a pivotal moment to reflect on your child's progress. You will receive your child's first quarter report card during this conference, allowing us to share and celebrate achievements together.

Ongoing Conversations:

We understand that meaningful conversations between parents and teachers are crucial throughout the year. These dialogues provide insight into your child's performance, behavior, and progress, promoting a holistic understanding of their development.

Communication from teachers

Our teachers communicate via email or in the learning platforms. Concerning individual students, teachers will reach out on an as needed basis regarding academics, behavior, or other matters.

# Conduct & Student Life

## Attendance Policy and Procedures

FBCS expects students to be in regular attendance and on time for school. Research confirms that punctuality and good attendance are crucial for students to benefit from education. Each class period contributes significantly to the curriculum objectives of FBCS and the instructional program is progressive and sequential.

The Education Law (2016) establishes that the parent or legal guardian of any child of compulsory school age must ensure that the child receives full-time education suitable to the child's requirements by attendance at school or otherwise provided for. At FBCS we expect all students to be in attendance every day the school is open as stated in the Education Law unless the absence is caused by illness or another unavoidable cause.

## Definitions:

**Absence:** Missing  $\frac{1}{2}$  of a day of school

**Excused absence:** Time away from school that has either been pre-approved by administration for a serious reason or is approved as soon as the child returns to school if the emergency precluded pre-approval.

**Unexcused absence:** Any absence not defined as excused is counted as unexcused. All actions that result from disciplinary action such as suspension, are counted as unexcused.

**Tardy:** Being 10 minutes late for the school day.

**Excused tardy:** A tardy may be excused by the teacher for a serious reason, but the student must either be accompanied by a parent or must bring a signed note from their parent. The student will still be recorded as tardy, but a note will be added with the reason for being late.

**Unexcused tardy:** Any tardy not deemed to be excused by the teacher.

Three unexcused tardies equal one day of unexcused absence. Tardies are totaled each month and if there have been more than three, parents will be notified.

## Absences

- Students are expected to attend school every day according to the school calendar.
- If there is an emergency and the student cannot attend, parents are expected to call the school office (not the teacher) as soon as possible. The school office will relay the information to the class teacher.
- Students who have unexcused absences for 10 or more days in a Quarter will be reported to the Department of Education Truancy Officer.
- Students who miss 3 days of school due to illness must return with an official doctor's note for the absence to be excused.

## Tardiness

- Students are expected to arrive at school and be in class by 7:55 a.m. each day.



- Students who arrive at 8:10 a.m. or after will be considered late and must report to the school office to sign in. Parents must bring the student to the office or send a written note stating the reason for the tardy arrival.
- The homeroom teacher has the final decision on whether a tardy is deemed to be excused and will annotate the attendance record if necessary.
- If a student is late three times in a quarter, parents will be notified in writing that students are approaching the quarter limit.
- If a student is late six times in a quarter, parents will be notified by letter that students have reached the quarter limit, and parents will be invited for a conference with the deputy director to discuss their child's attendance.

### **Leave during the school day**

- No student is allowed to leave the school campus without being signed out by a parent. A book will be available at the school office.
- If a student becomes ill, the student must notify the teacher.
- The teacher will notify the school office who will contact the parents or emergency contact before any other action is taken
- The student will be taken to the office where he/she will remain until a parent comes to sign the child out.
- Please ensure that your child's emergency contact information is up to date.
- If the student returns to school that same day, the parent is required to sign the student back in.

### **Uniform and Hair Policy**

Boys and girls are both expected to wear the FBCS uniform and to wear it appropriately. They are expected to wear the PE uniform on days when their class is scheduled for PE. Middle school students will change for PE to maintain good personal care and hygiene. Students are permitted to wear one watch and one short necklace, provided that it is not worn for PE. Additionally, girls and boys are permitted to wear stud earrings.

#### **Girls:**

- Khaki skorts at knee length and the FBCS uniform shirt. Both are available at the school.
- Khaki pants may also be worn. These can be purchased locally or overseas.
- Shirts must be tucked in.

#### **Boys:**

- Khaki shorts/pants & the FBCS uniform shirt. Shorts and pants may be purchased locally or overseas.
- Pants/shorts must be plain (no 'cargo' shorts/pants) and should be worn at the waist.
- Belt is optional for K-2 but required for Grades 3-8. Shirts must be tucked in.

### **Shoes:**

- Uniform days: solid black shoes.
- PE days: Any color, plain trainers/ sneakers. No flashing soles.

### **Socks:**

- Plain white or black socks on uniform and PE days.

### **PE Uniform:**

- Black soccer shorts and the FBCS PE T-shirt – all available at the school office.

### **Hair:**

- Must be maintained in a healthy manner and must be well-kept, tidy, and appropriate to the wearing of school uniform.
- If hair is long, it must be worn tied back for safety reasons.
- Hair must be natural in color.
- No extreme hair styles such as mohawks or shaved lines or words.
- No beads are to be worn in the hair.

### **Exceptions:**

From time to time a situation may arise where an exception is required to an aspect of this policy. In such a case the parent must communicate with the Director in writing.

### **Free Dress Day:**

The first Friday of every month is designated as Free Dress Day. If the first Friday is a holiday, then the second will be used. Students may dress out of uniform on that day only. Students are asked to contribute CI \$1.00 toward a fund-raiser if they dress casually on Free Dress Day. Students are expected to wear their uniforms if they do not bring any money to school that day. Clothing must be modest in style. No bare midriffs or bare backs. No spaghetti straps or short shorts, skorts or miniskirts. No flip-flops or backless shoes.

### **Consequences for Infractions**

Students in violation of the dress code will be sent to the office and will be required to call home for a change of clothes. Only after the student is dressed appropriately may the student return to class. Time missed from class for this infraction is unexcused. Dress code interpretation is at the discretion of the school administration.

### **Telephone Usage**

Children are only allowed to use the telephone in the school office for emergencies. If your child is sick, you will be contacted by the office staff. If you need to contact your child during school hours, please call the school office and leave a message. We will contact your child with your message.

Cell phones grades 5-8- We do permit cell phones for grades 5-8 as long as they remain in the student's backpack until dismissal time. Additionally, Apple Watches are permitted but we ask that notifications be turned off and that students do not wear them for tests.

## School Activities

### Assemblies

Whole school assemblies will be held at various times during the year. Parents are invited to all school activities, including assemblies.

### Chapel

Chapel takes place in the gym every Wednesday morning and students are divided into two sessions. We use the time to sing praise songs, read Bible verses, and to learn a bible lesson.

### Clubs

In our effort to provide opportunities for growth for the whole child, we offer after school clubs for students. Clubs are held after school from Monday to Friday, and the cost varies according to the club. The school office will be able to provide you with the club schedule for the first term, which will give you the cost of each, the start and finish times of each club and the duration.

If you are late picking up your child from an after-school club, the supervising teacher will take him/her to our After- School Program. You will be charged additionally for this service.

To register your child for a school club:

- Check with the school office for the list of clubs.
- Complete and sign *the Club Registration* form or use the links provided & make payment

# **First Baptist Christian School**

## **Policies**



## Data Protection

### Data Policy First Baptist Christian School of the Cayman Islands

First Baptist Christian School of the Cayman Islands prioritizes the privacy and security of your personal data. We are committed to ensuring that your data is collected, processed, and stored in compliance with applicable data protection laws.

#### WHO HAS ACCESS TO PERSONAL DATA AND WHO THE SCHOOL SHARES IT WITH

Occasionally, the school will need to share personal information relating to its community with third parties, such as;

- professional advisers (healthcare professionals, lawyers and accountants);
- government authorities; and
- appropriate regulatory bodies.

For the most part, personal data collected by the school will remain within the school and will be processed by appropriate individuals only in accordance with access protocols.

A certain amount of any FBCS student's relevant information will need to be provided to staff more widely in the context of providing the necessary care and education that the student requires.

Staff, students and parents are reminded that the school is under duties imposed by law and statutory guidance (including the Children's Law 2012 - revision) to record or report incidents and concerns that arise or are reported to it, in some cases regardless of whether they are proven, if they meet a certain threshold of seriousness in their nature or regularity. This is likely to include file notes on personnel or safeguarding files, and in some cases referrals to relevant authorities such as the Local Authority Designated Officer or police. For further information about this, please view the school's [Child Protection Policy](#).

Finally, in accordance with Data Protection Law, some of the school's processing activity is carried out on its behalf by third parties, such as IT systems, web developers or cloud storage providers. This is always subject to contractual assurances that personal data will be kept securely and only in accordance with the school's specific directions. FBCS utilizes Podio for applications which is fully compliant with the international laws.

#### Data Collection:

- a. We will collect personal data from students, parents, and staff only for legitimate educational purposes and with explicit consent.
- b. The data collected will be relevant and necessary for the school's operations and will be kept accurate and up-to-date.

#### Data Storage and Security:

- a. All data will be stored securely in a password-protected and encrypted environment.
- b. Access to personal data will be limited to authorized personnel with a need to know, and they will be bound by confidentiality obligations.
- c. Regular data backups and disaster recovery procedures will be implemented to prevent data loss.

#### Data Usage and Purpose:

- a. Personal data will only be used for educational, administrative, and communication purposes within the school.
- b. Data will not be shared with third parties without explicit consent, except when required by law or for safety reasons.

**Consent and Rights:**

- a. Consent will be sought before collecting any personal data, and individuals will have the right to withdraw their consent at any time.
- b. Individuals have the right to access, correct, and delete their personal data in accordance with applicable data protection laws.

**Data Retention:**

- a. Personal data will be retained only for as long as necessary to fulfill the purposes for which it was collected or as required by law.
- b. Once the data is no longer needed, it will be securely deleted or anonymized. See disposal cycle for FBCS.

**Data Breach:**

- a. In the event of a data breach, the school will take immediate steps to mitigate the impact and inform affected individuals as required by law.

**Data Protection Officer:**

- a. The school will appoint a Data Protection Officer responsible for overseeing data protection compliance and handling data-related inquiries. TBA

**Training and Awareness:**

- a. School staff will receive regular training on data protection principles and best practices to ensure proper handling of personal data.

**Policy Review:**

- a. This data policy will be reviewed every three years and updated to align with changing regulations and best practices.

By implementing this data policy, First Baptist Christian School of the Cayman Islands is committed to safeguarding the privacy and security of personal data and complying with relevant data protection laws.

## Use of Images

FBCS School Policy on the Use of Images of Students

**Policy Statement:**

This policy outlines the guidelines for the use of images (photographs, videos, and any other visual representations) of students at First Baptist Christian School. The school recognizes the importance of student privacy and aims to maintain a safe and respectful environment while preserving the positive aspects of capturing and sharing student activities and achievements.

**Scope:**

This policy applies to all school staff, teachers, volunteers, parents, and any other individuals or entities associated with FBCS who may capture, use, or disseminate images of students in any format or medium.

**Guidelines:****Consent and Permissions:**

a. Prior to capturing or using any images of students, written consent must be obtained from the student's parent or legal guardian. Consent forms will include the purpose of image use, details about the medium and duration of use, and the right to revoke consent at any time.

**Educational and Promotional Use:**

- a. Images of students may be used for educational and promotional purposes, such as in school publications, websites, social media, and presentations.
- b. These images will be used responsibly and with respect for the students' dignity and privacy.

**Sensitive Content and Identifying Information:**

- a. The school shall refrain from capturing or using images of students that may be considered sensitive or inappropriate, such as images that reveal private information or could cause emotional distress.
- b. Personal identifying information, such as full names, addresses, and contact details, should not be associated with images of students unless required for specific purposes and with parental consent.

**Social Media and Third-Party Platforms:**

- a. School staff and stakeholders shall exercise caution when posting or sharing images of students on social media or third-party platforms.
- b. When posting images on social media platforms, privacy settings shall be set to the highest level possible to limit access to a broader audience.
- c. Sharing images with third-party organizations or individuals shall require explicit consent and compliance with their respective privacy policies.

**Storage and Security:**

- a. Any digital or physical storage of images of students must be secured to prevent unauthorized access.
- b. Images will be stored in compliance with relevant data protection laws and regulations.

**Image Removal Requests:**

- a. Parents or legal guardians have the right to request the removal of their child's images from school publications or platforms.

**Policy Implementation and Review:**

This policy will be communicated to all school staff, teachers, parents, and stakeholders. The school administration will ensure compliance with this policy and periodically review its effectiveness to address any emerging issues or changes in legal requirements.

## Data Disposal

Data Disposal Policy for First Baptist Christian School, Cayman Islands

### Policy Statement:

First Baptist Christian School (hereinafter referred to as "the school") is committed to ensuring the secure and responsible disposal of data to protect the privacy and confidentiality of sensitive information. This policy outlines the guidelines for the proper disposal of data in all formats to mitigate the risk of unauthorized access, data breaches, and compliance violations.

### Scope:

This policy applies to all employees, staff, contractors, volunteers, and any other individuals who handle or have access to sensitive data belonging to the School.

### Data Classification:

The School classifies data into different categories based on sensitivity and confidentiality levels.

The primary classifications are:

**Confidential Data:** Highly sensitive information, including personally identifiable information, financial records, health records, and any data subject to legal or regulatory protection.

**Internal Data:** Non-public information, not categorized as confidential but requires protection from unauthorized access.

### Public Data:

Information that can be publicly disclosed without any harm or breach of privacy.

### Data Disposal Methods:

The School employs various methods for the secure disposal of data, depending on its classification:

#### Confidential Data:

a. **Physical Records:** Confidential documents, such as hard copies of work permit, passports, health screening reports will be shredded using a shredding machine before disposal.

b. **Digital Data:** Electronic files containing confidential data will be securely deleted using data software that meets industry standards.

#### Internal Data:

a. **Physical Records:** Hard copies of internal data will be destroyed using appropriate disposal methods, such as shredding.

b. **Digital Data:** Electronic files containing internal data will be deleted securely from all storage devices.

#### Public Data:

Public data may be disposed of using standard methods, such as recycling for physical records and regular deletion for digital files.



#### Responsibilities:

All employees and stakeholders handling data shall be aware of this policy and adhere to the prescribed data disposal methods. The School's IT department or designated personnel shall oversee the secure deletion of digital data from storage devices.

The School's administration shall ensure compliance with this policy.

#### Disposal of Electronic Devices:

When disposing of electronic devices (e.g., computers, laptops, tablets, smartphones), the School shall:

Ensure data destruction from storage media before discarding or reusing the device.

#### Policy Review:

This data disposal policy shall be reviewed and updated periodically to reflect changes in data handling practices, technology advancements, and compliance requirements.

#### Policy Communication:

This policy shall be communicated to all staff, contractors, volunteers, and individuals associated with First Baptist Christian School. Acknowledgment of understanding and compliance with the policy will be sought from relevant personnel.

#### Policy Enforcement:

Non-compliance with this data disposal policy may result in disciplinary action, up to and including termination of employment or contract.

#### Appendix 1: Records and Retention

##### 1) Student Transcripts

All transcripts will be kept for past and current students indefinitely. Files will be stored by students' surname.

##### 2) Permanent Student Files

Items related to the following will be kept with a 50 year notation:

Harassment

Serious Injury

Violence

Police Involvement

Weapons report

Accident report

Court orders

##### 3) Temporary Files will be retained in the student's files for 7 years:

Standardized tests

Special Education Records and IEP's

Medical records including a student's immunization records

Attendance records

Applications

Ed-psych evaluations

Uniform slips

Late pick ups

4) Temporary Files which will be retained in the student's files for 10 years:

Serious Discipline Records

Expulsion records

Confidential student information located in Principal's office

If a parent wishes to view a student's file they must do so in the school office under supervision of the office administrator.

Records of students will not be released if there is an unpaid balance on the account.

## Security Camera Policy

### FBCS Security Camera Policy for Hallways and Corridors

#### Purpose:

The purpose of this policy is to outline the guidelines for the use of security cameras in hallways and corridors within FBCS and to ensure transparency and parental consent regarding the implementation of these surveillance measures.

#### Camera Placement and Purpose:

- a. FBCS may install security cameras in hallways and corridors to enhance the safety and security of all students, staff, and visitors within the school premises.
- b. Cameras will be strategically placed in public areas to monitor and deter unauthorized access, vandalism, and other potential security concerns.

#### Scope of Recording:

- a. The cameras will record video footage of the hallways and corridors during school operating hours. The surveillance system will not monitor areas that intrude on the privacy of individuals, such as restrooms or changing rooms.

#### Data Retention and Access:

- a. Recorded video footage will be stored on secure servers and accessed only by authorized personnel, including school administrators, security personnel, and law enforcement if necessary.
- b. The school will retain video footage for a maximum of 60 days after which it will be automatically deleted, except in cases where it is required for ongoing investigations or legal purposes.

#### Notification:

- a. FBCS will post visible signs at the entrances of the school premises to inform all visitors and occupants that security cameras are in use.
- b. A summary of this policy will be made available on the school website, and parents or legal guardians will receive a copy of this policy along with the consent form.

#### Review and Updates:

- a. This policy will be reviewed periodically to ensure it remains aligned with current best practices and applicable regulations. Any updates or changes to this policy will be communicated to parents or legal guardians in a timely manner.

# FBCS Child Protection Policies



Approved on August 21, 2024

Article I.      **Review Date: August 2027.**

**Article II.      SIGNATURES**

Student (via the Student Council) .....

*Article III.      Parent (via the PTF) .....*

Chair of School Governors .....

School Leader .....

CPO (1) \_\_\_\_\_

CPO (2) \_\_\_\_\_

CPO (3) \_\_\_\_\_

## Child Protection Policy

**General** - For the purpose of this policy “school” refers to all educational levels at FBCS which includes compulsory and early childhood

For the purpose of this policy student/students refers to any child/children at First Baptist Christian School including those in Preschool.

### I. Goal

First Baptist Christian School is committed to providing an environment that is a safe place for children and one that will protect them from any abuse when they are involved in school activities. We adopt these policies and procedures not only to maximize safety and prevent child abuse from occurring within this community, but also to assist volunteers and employees in ensuring the highest standards of personal integrity are maintained for them as they serve the children entrusted to their care. The school will keep volunteers and workers informed of policies and enforce such policies to ensure that all children of First Baptist Christian School are safe and well-protected while engaged in school activities. Future revisions to this policy may be made through recommendation to the Board of Elders of First Baptist Church and with their authorization.

### II. Definition of “Children”

The term “child” or “children” shall include all persons under the age of eighteen (18) years of age.

### III. Definition of Child Abuse

Child Abuse is defined as any intentional act or series of acts of commission or omission by a parent or other caregiver (e.g. clergy, coach, teacher) that results in harm, potential for harm, or threat of harm to a child.

- Physical Abuse: intentional actual or likely physical injury to a child or failure to prevent injury through neglectful actions.
- Child Sexual Abuse: any sexual act, including non-contact acts, with a child performed by an adult or an older child, including but not limited to:
  - Sexual touching on any part of the body, clothed or unclothed
  - Penetrative sex, including penetration of the mouth
  - Encouraging a child to engage in a sexual activity, including masturbation
  - Intentionally engaging in sexual activity in front of a child

- Showing children pornography, or using children to create pornography
- Encouraging a child to engage in prostitution
- Exposing oneself or saying sexual things
- Emotional Abuse: actual or likely severe negative impact on a child's emotional, psychological and behavioral development, resulting from persistent or severe emotional/psychological ill-treatment.
- Neglect: severe or persistent failure to provide for a child's physical, emotional or basic needs.

## Selection and Screening Process

### IV. Pre-employment procedures for paid and volunteer workers

First Baptist Christian School will adequately screen the applications of persons desiring to work with children participating in all school programs, including participants in voluntary or temporary programs.

### V. Classification of Volunteer Workers

In order to screen volunteer workers appropriately for their responsibilities, the volunteers will be divided into two categories: primary care, and secondary care. These terms refer to the relative levels of responsibility and risk, not the age levels of the children being served.

**Primary volunteer workers:** includes all volunteers in roles with greater responsibility or risk will be classified as primary workers and should meet the primary screening standards. Must be eighteen (18) years of age.

**Secondary volunteer workers:** Persons who occasionally interact with children and who only see children in a group setting on school premises, and or who interact with children in the presence of an approved primary worker will be classified as secondary workers. This category may include parents of participants who help supervise activities. All volunteer workers under the age of eighteen (18) will be considered secondary workers.

All primary volunteer workers must be 18 years of age or older. Younger persons may assist adults but may not take the place of adult workers. First Baptist Christian School may employ responsible teenagers (under the age of 18) only in positions with and under the direct supervision of an approved adult worker.

**Six-month rule:** No volunteer shall be allowed to work with children in any capacity until they have been known to FBCS for a minimum of six (6) months. The time allocation allows for better evaluation and suitability of the applicant for working with children.

The six-month rule may be waived with the authorization of the School Elementary Principal as in the case of a new staff member. If waived the administration must take additional steps to screen the applicant.

## **Volunteer Applications**

Volunteer applicants must complete and sign an application to work as a volunteer. This form should include signed permission to contact personal references and conduct background checks. It should also make provision for a self-disclosure statement where applicants can declare any past criminal activity.

Applications will be submitted to the FBCS office. The school administration may delegate the responsibility for interviewing the candidate and checking references to a staff member.

The school will keep confidential all of the information received in the applicant selection process. Such information will be stored in a secure location.

If the school learns of false, or misleading, or amended information on an application that could cause potential danger to children or a liability to the school, that person will be terminated.

The FBCS Administration must check and document at least three (3) references for each primary worker applicant and must conduct a reasonable inquiry into the character of the secondary worker applicants. References may be checked by phone, email, or in person.

Whenever possible the three references should include:

- A person (non-familial) who has known the applicant for an extended period of time (3 years or more)
- A supervisor/employer or former supervisor/employer
- A pastor

Information gained in these checks should be noted directly on the application.

## **Confidential Interviews**

All applicants desiring to work with children must be interviewed for suitability. The school leadership will conduct the interviews. A team of interviewers may be used if desired. School policy concerning the prevention and response to child abuse and neglect must be discussed during the interview.

A police clearance/criminal background check shall be required for all children's worker positions, both employee and volunteer positions. No one who has been convicted of a crime involving misconduct with children will be allowed to work with children. Completing the application form to volunteer or for employment authorizes the school

to conduct background checks and to contact references. The police clearances will be kept confidential in a locked file with access afforded only to the appropriate staff on a need-to-know basis. Information will not be shared with any third party outside of the organization.

If the applicant has been in Cayman for less than 2 years a police clearance/criminal background check or equivalent shall also be required from the country in which they previously lived with translation if necessary.

All applicants must sign a policy statement of receipt and agreement of the school policies on Child Protection and Reporting as well as the Safe Environment and Code of Conduct policies.

## **VI. Staff Applications & Background Requirements**

- All employees have been vetted via FBCS Recruitment Policy
- Applicants for full time or part time paid employment at First Baptist Christian School will be required to provide the following:
  - A police clearance/ criminal background check
  - A statement indicating that the individual has no prior conviction for child abuse or sexual misconduct.
  - A reference check of two immediate past employers where possible, or two personal references unrelated to the applicant if no information can be gained from past employers.
- Upon being hired the new employee will be required to sign an acknowledgement that he or she has received a copy of the Child Protection and Reporting Policy, Safe Environment Policy and Code of Conduct Policy, understands them, and will comply with their terms.
- Each new employee will be provided with orientation and training on child protection, child protection and reporting policy, including its recognition and prevention; the safe environment policy, and the code of conduct, and on the terms and conditions of these policies. Current staff and volunteers will also receive this training upon its implementation.

## **Cautions**

- Cases of abuse and neglect often go unreported and, therefore, do not result in a conviction.
- Open arrests—cases in which a conviction has not been made—will also not usually appear in a criminal record.
- Currently, police clearances provided locally are not as rigorous as preferred for purposes of ruling out criminal history.

- The Cayman Islands have a very transient population and so police clearances may not provide information about previous jurisdictions. If the applicant is new to the island (less than 1 year) it may be helpful to request documentation from their previous jurisdiction.

## **VII. Safety of Children**

It is the responsibility of all persons having contact with children participating in school programs to promote the emotional and physical safety of all of the participants giving regard to all factors and circumstances known to them. If in their opinion, an unsafe condition exists, such persons shall immediately take appropriate precautions under the circumstances to protect all children. Nothing contained in any other policy shall be construed to relieve persons having contact with children from this responsibility.

### **Supervision of Volunteers**

FBCS volunteers will never be alone with children, which includes being alone with one or more child under any circumstances in any area. A member of staff must always be present.

### **Ratios**

A reasonable ratio of adults to children is required at all times, involving the supervision of children. The administration shall be responsible for setting and maintaining a reasonable ratio of workers to children, considering factors such as the number and age of children, the nature of the activities, and the location.

## **VIII. School Leadership Oversight**

FBCS leadership will ensure ongoing supervision of all workers/volunteers. This should include regular unannounced visits into classes and other program sites.

## **IX. Awareness of school policy**

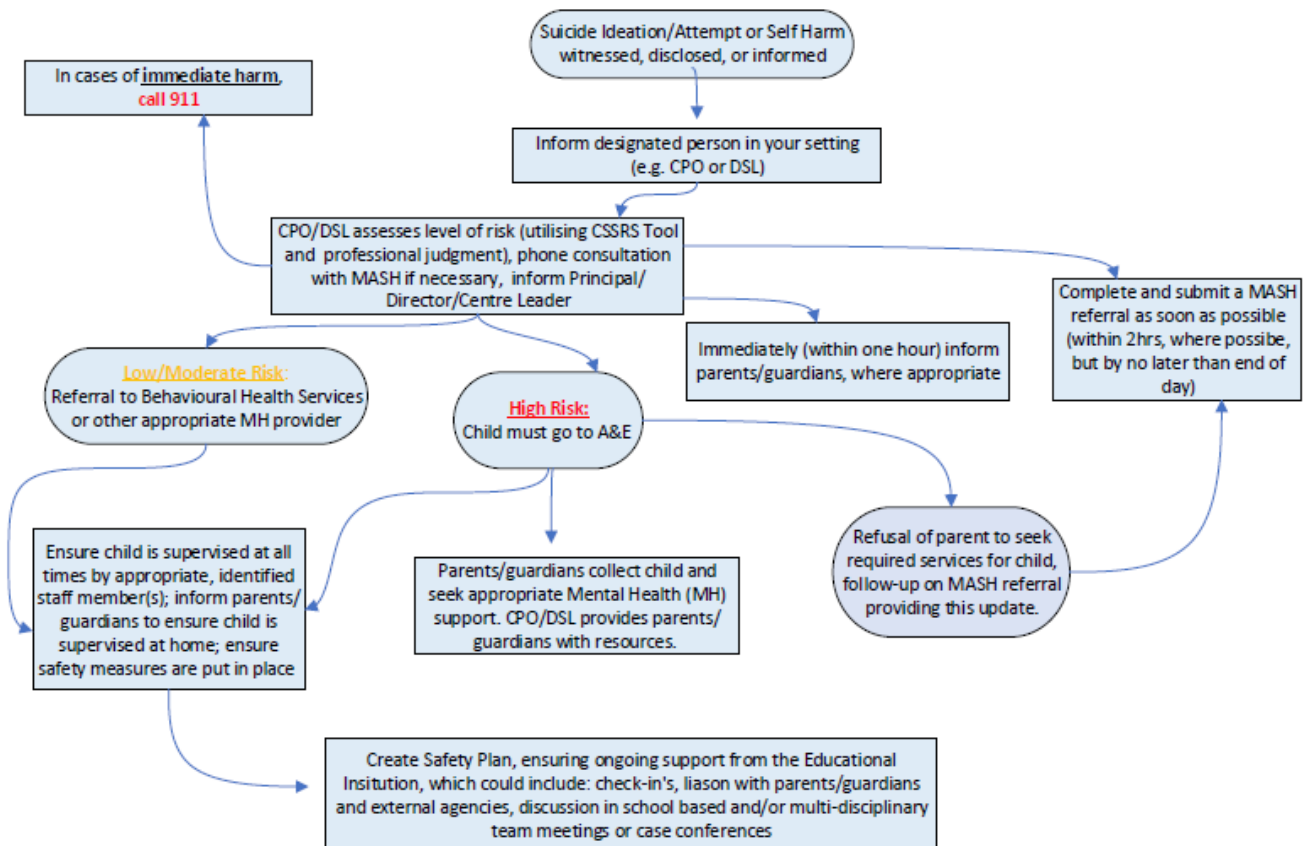
The FBCS leadership shall periodically review the definition of child abuse and neglect as defined by law and the school's policy concerning these crimes. These reviews can be conducted either with the staff or volunteers individually or in groups, at least once a year and following each change in or addition to such policies. Each person shall acknowledge receipt of a written copy of the policy prior to the time they commence working with children and after each change to such policy. Each worker shall acknowledge this policy by participating in the annual (minimally once per year) review of the school's policies and procedures. The signed acknowledgements shall be retained in the personnel/volunteer file of the worker.



## **X. Appendices**

<b>APPENDIX</b>	<b>Page No.</b>
1.Code of Conduct First Baptist Christian School	8-10
2.Safe Environment Policy of First Baptist Christian School	10-11
3.Application for Volunteers who will work with Children of First Baptist Christian School	12
4.FBCS/FBC Child Abuse Reporting Policy	15

## SAMPLE Suicide Ideation/Attempts and Self Harm Procedures Flowchart



## 1. Code of Conduct First Baptist Christian School

### Introduction

A staff code of conduct outlines clear expectations for interactions between adults and children of First Baptist Christian School. It explicitly identifies acceptable and appropriate behavior for all adults working with children of our School. Our Code of Conduct reflects best practices for ensuring safe, supportive, and respectful interactions between adults and children of First Baptist Christian School.

### Code of Conduct Policy

First Baptist Christian School requires that all adults engage in safe, supportive, and respectful interactions with children at all times. The following outlines appropriate and expected conduct for physical behavior, verbal and digital communication and general conduct.

### Physical Behavior

All adults interacting with children must do so in open, public spaces. If one-on-one meetings are necessary for educational or emergency purposes, they should also be conducted in a public area, in a room where the interaction can be (or is being) observed, or in a room with the door left open and another adult is notified about the meeting. The child should always be given the option of having another adult present. Adults must only transport children in accordance with FBCS's Transportation Policy.

**The following are examples of appropriate and inappropriate physical behavior:**

**Appropriate physical behavior** consists of only public and nonsexual touches, such as:

- Pats on the upper back or shoulder
- Child-initiated hugs
- Holding hands to cross the street safely/escort across school premises
- Support with toileting or changing clothes

**Inappropriate physical behavior** is any contact that abuses, exploits, or harasses the child, such as:

- Slapping, shaking, pinching, hitting, punching, pushing, grabbing, kicking
- Patting the buttocks
- Touching private body parts
- Intimate/romantic/sexual contact
- Showing pornography or involving children in pornographic activities

### Communication

All communication between adults and children should be transparent and relating to school or program activities. The following are examples of appropriate and inappropriate verbal and digital communication.

## VERBAL

### Appropriate

- Praise, positive reinforcement or correction with a pedagogical purpose when used consistently with children

### Inappropriate

- Profanity, sexual innuendo, or risqué jokes
- Yelling, threatening, ridiculing, or degrading comments

## DIGITAL

### Appropriate

- Emails and/or text messages with pedagogical purpose and subject to periodic monitoring

### Inappropriate

- Private messaging via social media and/or online gaming communities
- Allowing access to electronic devices that may expose children to inappropriate content

## General Conduct

### Adults **will**:

- Treat all children with respect and provide safe and supportive interactions that foster children's social, emotional, and academic development
- Comply with all organizational-, program- and national-level (Children's Act 2102) mandatory reporting procedures
- Cooperate fully with any investigation of misconduct towards or abuse of children

### Adults **will not**:

- Engage in bullying of children
- Use or be under the influence of alcohol, tobacco, illegal drugs or prescription drugs which interfere with their functioning or judgment, in the presence of children
- Give individual children gifts without the knowledge and consent of the children's caregivers

## Other Considerations

- When necessary for the safety of a child and/or her/his peers, safe handling techniques will be utilised in accordance with safe handling guidelines.
- Toileting accidents:
- Compulsory School Age Children If a child has a toileting accident and for whatever reason cannot clean or change themselves, the child will be assisted by members of staff familiar to the child. In all such situations two members of staff will be present. A record of all such incidents will be kept and parents will be notified. The same is applicable if a child needs to change clothes due to spills or other accidents.
- Early Childhood Age Children, toileting accidents will occur with potty trained as well as diapered or toilet trained children. If a child in early childhood has a toileting accident and for whatever reason cannot clean or change themselves, the child will be assisted by members of staff familiar to the child.
- Children, infants and toddlers in early childhood will also require diapering and will be changed regularly or as needed by members of staff familiar to them.
- In all such situations two members of staff will be present and bathroom doors will remain open to ensure visibility during intimate care procedures.

## Safe Environment Policy of First Baptist Christian School

A safe environment policy helps limit situations in which children are at increased risk for abuse due to the physical characteristics of the building and grounds. The First Baptist Christian School policy addresses increasing visibility and supervision and controlling access.

Increasing visibility entails providing physical spaces that are open and visible to many people. An open, visible environment is safer for children since potential abusers will feel less comfortable abusing in this setting. Providing adequate supervision allows for proactive monitoring of child and staff interactions. This limits the opportunity for inappropriate or abusive interactions to occur.

Controlling access entails monitoring who is present at all times. This limits potential abusers' access to children.

### VISIBILITY

The First Baptist Christian School will ensure open physical spaces visible to multiple persons by providing the following:

- Clear lines of sight throughout the building
- Landscaping that ensures open, visible spaces with no possibility of concealment

### ACCESS

The First Baptist Christian School will ensure that access to children and staff is controlled by implementing the following:

- Requiring that all visitors, volunteers, and contractors sign in at the main office and wear a visitor badge identifying them at all times

- Doors with windows, Open blinds good lighting
- No closed doors
- Locked unused areas or rooms accessible by personnel only
- Ensuring all staff are aware of restrictions to non-custodial parents' access to a child or children
- Requiring that children entering or leaving at times other than typical arrival or dismissal do so only with parental permission, except in the case of emergency

## SUPERVISION

The First Baptist Christian School will ensure that the activities of children and staff are adequately supervised by implementing the following:

- Adequate supervision in the classroom, as per the established formula for staffing
- Adequate playground and non-classroom supervision (for example, hallways, stairwells, and so on)
- Periodic walk-throughs of the building and its grounds by the principal, and vice principal to ensure there are no unidentified persons on site
- Limiting doors for entering and exiting the building to one door that's continually monitored
- Ensuring that all fences, gates, and so on surrounding the grounds are functioning properly and in good repair

**Disclaimer:** This safe environment policy does not include emergency planning strategies, such as preparing for natural disasters, preventing gun violence, or implementing lockdown procedures.

## 2. Application for Volunteer Workers who will work with Children of First Baptist Christian School

*This application is to be completed by all applicants for positions involving the supervising or custody of children. It will assist the school in providing a safe and secure environment for all preschoolers, and children.*

[Any questions needing more space for writing can be continued on a separate paper and attached]

The term "child" or "children" includes all persons under the age of eighteen (18) years.

Full Name:

---

Date of Birth

---

Street Address

---

Mailing Address

---

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Business Phone \_\_\_\_\_

CI Driver's License # \_\_\_\_\_ Expiration Date \_\_\_\_\_

Passport # \_\_\_\_\_ Country of Issue \_\_\_\_\_ Expiration Date \_\_\_\_\_

Position applying

for: \_\_\_\_\_

Date you would be available \_\_\_\_\_ Days of the week available \_\_\_\_\_

Are you a member of First Baptist Church? Yes \_\_\_\_ No \_\_\_\_

Please list the names and locations of other churches that you have attended regularly within the last 10 years.

---

Please list the names of three persons at FBCS who know you:

1)

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2)

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3)

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List the names and e-mail addresses and phone numbers of three personal references. These must include someone who has known you for more than three (3) years, and may be a former supervisor, pastor, or colleague but at least one must be a former employer.

1)

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2)

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3)

---

Because we care for our children and desires to protect them, we ask you to please answer the following questions. We understand they are personal and we will protect your privacy.

Have you ever been known by another name?

Yes \_\_\_\_ No \_\_\_\_ If yes, please explain:

---

During your lifetime, have you ever been arrested for molesting or abusing a child, accused of physical assault or a sexual offense of any nature?

Yes \_\_\_\_ No \_\_\_\_ If yes, please explain:

---

Have you ever been prosecuted for child abuse or molestation?

Yes \_\_\_\_ No \_\_\_\_ If yes, please explain:

---

Are you willing to be photographed for the confidential school personnel records and wear a photo ID? Yes \_\_\_\_ No \_\_\_\_



**Applicant Statement**

I hereby certify that I have read and completed the above application. My answers are true and correct to the best of my knowledge.

I give permission for the school to maintain my photograph on file and to conduct a criminal-court background check on me now and at regular intervals. If allowed to work with children I agree to be bound by the policies of First Baptist Christian School.

I hereby authorize all persons, schools, organizations and law enforcement agencies to supply First Baptist Christian School with any information concerning my character or background in connection with working with children and I hereby release them from liability or damages which may occur as a result of their response to this request.

I authorize First Baptist Christian School to supply my service record, in whole or part, to any prospective or future organization or agency with a legal and proper interest in them. I understand that if allowed to serve, that any misrepresentation made by me in this application shall be considered sufficient cause for my dismissal without advance notice. I have been appraised of and support the school's position regarding the problem of child abuse and neglect and my wider role in child protection and have read and agree to abide by FBCS Child Protection Policies.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## FBCS Child Abuse Reporting Policy

### Definition of Child Abuse:

Child Abuse is defined as any intentional act or series of acts of commission or omission by a parent or other caregiver (e.g. clergy, coach, teacher) that results in harm, potential for harm, or threat of harm to a child.

- **Physical Abuse:** intentional actual or likely physical injury to a child or failure to prevent injury through neglectful actions.
- **Child Sexual Abuse:** any sexual act, including non-contact acts, with a child performed by an adult or an older child, including but not limited to:
  - sexual touching on any part of the body, clothed or unclothed
  - penetrative sex. including penetration of the mouth
  - encouraging a child to engage in sexual activity, including masturbation
  - intentionally engaging in sexual activity in front of a child
  - showing children pornography, or using children to create pornography
  - encouraging a child to engage in prostitution
  - exposing oneself or saying sexual things
- **Emotional Abuse:** actual or likely severe negative impact on a child's emotional, psychological and behavioural development, resulting from persistent or severe emotional/psychological ill-treatment.
- **Neglect:** severe or persistent failure to provide for a child's physical, emotional or basic needs.

### Legal Requirement to Notify- Children Act, (2012 Revision), Part IIIA.32A

If a teacher, Elementary Director, counsellor or other employee in an institution established for the care and education of children **has a reasonable suspicion** that a child has been or is being abused or neglected, and the suspicion is formed in the course of the person's work, that person shall notify the Department of the suspicion as soon as practicable after he forms the suspicion. A notification under this section shall be accompanied by a statement of the observations, information and opinions on which the suspicion is based.

A person who contravenes this section commits an offence and is liable on summary conviction to a fine of five thousand dollars or to imprisonment for a term of one year or both.

### Responsibilities of School Staff:

Teachers and other school staff who have formed reasonable suspicion that a student is being abused are mandated to report that information to one of the three FBCS Child Protection Officers\* Tessa Suckoo, Lisette Jorge, Marielle James within one hour and not later than the close of the day. If that is not possible before the close of the day, to the Assistant Principal .

- In deciding whether or not to report an incident or situation of suspected abuse to the nominated Child Protection Officer it is not required that the person making the report have proof that abuse has occurred. Any uncertainty in deciding to report suspicion should be resolved in favor of the child and the report made immediately.
- The teacher/employee/volunteer or child care worker will report to the Child Protection Officer what has been said by the student or what has been observed leading to the suspicion of child abuse, including the context of that information. While clarifying questions may be necessary, there should be no attempt by the school employee to interview the child, as the role of the investigation lies with the Department of Children and Family Services (DCFS) and/or Family Support Unit (FSU) of RCIPS. The child should be protected from repeated disclosures.
- The teacher/employee/volunteer or child care worker needs to be aware that although they make contact with the Department of Children and Family Services (DCFS) through the Child Protection Officer, if further details are required pertaining to the report they will be required to directly interact with the Department of Children and Family Services (DCFS) and/or Family Support Unit (FSU) of RCIPS
- If the child is injured, a teacher/employee/volunteer or child care worker may initially examine and question the child to determine if the child's injuries necessitate medical examination. If medical examination is required, the staff member should escort the student to the school's nurse (or school office in the absence of a nurse on-site) and inform the Child Protection Officer of this action.
- The teacher/employee/volunteer or child care worker referring the suspected case of child abuse must not unilaterally contact the parents.
- Given the sensitive nature of child abuse, referrals, the teacher or staff member should expect only limited feedback following the referral to the counsellor. The Child Act (2012 Revision), Part IIIA.32C provides protection to the notifier and requires that the receiver of notification of suspected child abuse (DCFS/FSU) shall not disclose the identity of the notifier to any other person other than in the instance of communication to another person acting in the course of official duty. Only in cases when "the court is satisfied that the evidence is of critical importance in the proceedings and that failure to admit it would prejudice the proper administration of justice" will the notifier be called upon to provide evidence. In these instances, the Department of Education Services will support the employee by assigning another professional to accompany them at such hearing.
- School & FBC Leadership shall undertake to ensure that all employees are provided with information and training that will enable them to carry out their duty to report suspected child abuse or neglect.

## Responsibilities of School Counsellor/Child Protection Officer

The Child Protection Officers should always be the primary contact in any incident of suspected abuse or neglect unless unavailable before the close of the school day or if immediately related to the parties involved. Or the School Assistant Principal if no CPO is available.

*It is the responsibility of the First Baptist Christian School Board and the Administration of FBCS and First Baptist Church, to ensure that all Child Protection Officers are adequately trained and receive consultative support to perform their role in the reporting of child abuse or neglect.*

If a Child Protection Officer has reasonable suspicion that a child may be suffering or may have suffered abuse, there is immediate duty to report that suspicion and the information upon which it is based to the Department of Children and Family Services (DCFS). This requirement applies whether or not the information was initially extended in confidence. This requirement also applies whether the information comes directly from the child or indirectly from another staff member or community member.

- It is the Child Protection Officer's duty to report incidents or suspicions of child abuse; it is not their responsibility to investigate. In speaking with the child, the Child Protection Officer will take careful notes of what is said and the context in which it is said. Care will be taken not to ask leading or unnecessary questions. Documentation of what is said (or of any injuries) is important. The student's own words should be used as much as possible.
- In cases where the student has been escorted directly to the school's nurse, the Child Protection Officer will liaise with the nurse who will make the report to DCFS or FSU. The Child Protection Officer's role will then become one of student support.
- *Immediate* duty to report, in this case, means that the report is communicated to DCFS and/or FSU prior to the end of the workday.

Once information for a report has been obtained, a written referral must be submitted to the Multi Agency Safeguarding Hub (MASH) unit as soon as possible, utilising the MASH *Suspected Child Abuse Report* Form. Where deemed necessary (in time sensitive situations, for example, where there are concerns about the child going home), a telephone call to the MASH would be appropriate. If after hours, the telephone report shall be made directly with the RCIPS. The telephone referral will be followed by a written referral to the MASH. The report will be completed by Tessa Suckoo, Lisette Jorge, or Marielle James.

Immediately prior to or soon after making a report of suspected abuse, the Child Protection Officer should inform the FBCS Principal (or if unavailable prior to the close of the school day, the Assistant Principal) of that action. These individuals will be informed of the report but not the specific details of the report.

It is not the CPO's responsibility to inform the parents of any report of suspected child abuse; however, when making the referral to DCFS or FSU, how the parents become informed will be discussed and the best course of action agreed upon with that agency.

Following any report of suspected child abuse, the Child Protection Officer will assume the role of student support and advocacy as required. The FBCS Principal will cooperate with the DCFS throughout any investigation and release relevant student records and staff reports according to the DCFS throughout any investigation and release relevant student records and staff reports as per the FBCS guidelines.

If the suspected offender is an employee or is hired to perform duties on the campus, the FBCS Principal will in turn inform the school board of the referral. If it is the Principal, then the CPO will inform the school board.

Prior to interviewing a child at school, DCFS will contact school administration. It is not the school's responsibility to inform parents of the interview; however, the subject of parent notification will be discussed with DCFS and a decision taken in the best interest of the child.

School leaders/staff shall follow procedures for DCFS/RCIPS contact with children at FBCS and assist DCFS/RCIPS by providing an appropriate interview space and arranging discreetly for the child to be interviewed. The DCFS/RCIPS worker may request that a staff member be present during an interview to offer support to the child. If the worker does not ask for child support, the CPO may make this request on behalf of the student, if appropriate.

If it is necessary for DCFS/RCIPS staff to remove the child from school during the investigation, the school will comply with this request following the Removal of Child procedures.

Following investigation, the Child Protection Officer, will participate in DCFS case conferences and liaise with DCFS staff on behalf of the child as requested.

All information related to suspected child abuse cases shall be treated confidentially. FBCS will provide a secure cabinet for the filing and maintaining of confidential information related to child abuse cases located in the Director of Student Life's office. No documentation related to child abuse reports or investigations shall appear within the student's cumulative folder.

On a regular basis, and no less frequently than on an annual basis, the FBCS Administration will submit the total number of MASH child abuse and neglect referrals made to the Ministry of Education.

**When following procedures for reporting suspected cases of child abuse, the safety and welfare of the child will always dictate which course of action is to be pursued. Any uncertainty should always be resolved in favor of the child's best interest.**

## **Reporting of Suspected Child Abuse Procedures**

FBCS's 3 Child Protection are: Tessa Suckoo, Lisette Jorge, Marielle James

All staff members should be directed that they must report any disclosure or suspicion of child abuse, even in historic cases. It is not the staff members' role to investigate or determine the validity of what is observed or told.

A report template is available in the school and church offices and must be used when reporting suspected child abuse. The template also provides a check and record section for use by the Child Protection Officers.

## Course of Action

### Step 1

- Student discloses abuse to a staff member or other students report abuse/neglect of another student or staff observe concerning behavior which may indicate abuse/neglect. The staff member will:
  1. Thank the student for sharing the information
  2. Refrain from asking the leading questions. Only ask open-ended questions (e.g. Tell me more...?)
  3. Immediately complete the MASH report template within one hour and submit to CPO
  4. Submit the form to one of the 2 designated Child Protection Officers in the school who will immediately email the form to MASH.
  5. Refrain from discussing the matter with anyone else or further with the child.

### Step 2

#### **The Child Protection Officer will:**

##### **within 1 hour:**

1. Put school date stamp on the report and email to MASH within one hour.
2. Inform the Principal that there is a child protection issue which will be referred to the MASH. No details should be provided beyond this. If the alleged perpetrator is employed on the school compound, the Principal must be informed and he/she will inform the SMT Leader and School Board for the school.

##### **within 24 hours:**

1. File the email and report in a confidential child protection file which is held by Director of Student Life
2. Log any subsequent agency actions on the report template held on file.
3. If further to the report to DCFS there are ongoing reports of concern or it appears there has been no effective follow-up, the Child Protection Officer should initiate calls to the DCFS and log these on the report form for this purpose and put in file.

**Note: If a student is removed from school by DCFS or FSU and the parent asks regarding where the child is, they should be directed to call the DCFS for information.**

**Any contact with parents should be a decision for the Child Protection Officer who should seek advice from MASH/DCFS/RCIPS staff before doing so.**

### **Suspension of duties**

Any person accused of child abuse or neglect will be suspended from all school related duties involving children. The person who is accused should be suspended on “Paid Leave” until the investigation is complete. The removal of the person from duty should occur in such a way that an innocent person is not immediately deemed guilty. If the allegation is determined to be unsubstantiated, the employee can be returned to their prior position. An internal investigation will be conducted to ascertain whether there were violations of CP policies

## **Acknowledgement of Receipt of the Child Protection Policy & the Child Abuse Reporting Policy**

I have been given a copy of the First Baptist Church & First Baptist Christian School Child Protection Policy, and the Child Abuse Reporting Policy.

I have read and understood both documents. I understand that my services as a volunteer or an employee who works with children at First Baptist Christian School is dependent on the strict adherence to these policies.

**Name:** \_\_\_\_\_ **(Please Print)**

**Signature:** \_\_\_\_\_

**Witness:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Safe Environment Policy and Code of Conduct Statement of Receipt and Agreement**

I understand that as a person working with and/or providing services to children at First Baptist Christian School, I am subject to a criminal background check. My signature confirms that I have read and understood the Safe Environment Policy and Code of Conduct, and that I agree to comply with the standards contained therein. I understand that any action that violates these policies may result in disciplinary action up to and including removal from child and youth serving programs.

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Witness:** \_\_\_\_\_

**Date:** \_\_\_\_\_



### 3. Application for Volunteer Workers who will work with Children of First Baptist Christian School

*This application is to be completed by all applicants for positions involving the supervising or custody of children. It will assist the school in providing a safe and secure environment for all preschoolers, and children.*

[Any questions needing more space for writing can be continued on a separate piece of paper and attached]

The term "child" or "children" includes all persons under the age of eighteen (18) years.

Full Name:

---

Date of Birth

---

Street Address

---

Mailing Address

---

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Business Phone \_\_\_\_\_

CI Driver's License # \_\_\_\_\_ Expiration Date

---

Passport # \_\_\_\_\_ Country of Issue \_\_\_\_\_ Expiration Date \_\_\_\_\_

Position applying for: \_\_\_\_\_

Date you would be available \_\_\_\_\_ Days of the week available \_\_\_\_\_

Are you a member of First Baptist Church? Yes \_\_\_\_ No \_\_\_\_

Please list the names of three persons at FBCS who know you:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

List the names and e-mail addresses and phone numbers of three personal references. These must include someone who has known you for more than three (3) years, and may be a former supervisor, pastor, or colleague.

1)

---

2)

---

3)

---

Because we care for our children and desire to protect them, we ask you to please answer the following questions. We understand they are personal, and we will protect your privacy.

Have you ever been known by another name?

Yes \_\_\_\_ No \_\_\_\_ . If yes, please explain:

---

During your lifetime, have you ever been arrested for molesting or abusing a child, accused of physical assault or a sexual offense of any nature?

Yes \_\_\_\_ No \_\_\_\_ . If yes, please explain:

---

Have you ever been prosecuted for child abuse or molestation?

Yes \_\_\_\_ No \_\_\_\_ . If yes, please explain:

---

Are you willing to be photographed for the confidential school personnel records?

Yes \_\_\_\_ No \_\_\_\_

Are you willing to wear a photo identification nametag whenever you are supervising children?

Yes \_\_\_\_ No \_\_\_\_

### **Applicant Statement**

**I hereby certify that I have read and completed the above application. My answers are true and correct to the best of my knowledge.**

**I give permission for the school to maintain my photograph on file and to conduct a criminal-court background check on me now and at regular intervals. If allowed to work with children, I agree to be bound by the policies of First Baptist Christian School.**

**I hereby authorize all persons, schools, organizations and law enforcement agencies to supply First Baptist Christian School with any information concerning my character or background in connection with working with children and I hereby release them from liability or damages which may occur as a result of their response to this request.**

**I authorize First Baptist Christian School to supply my service record, in whole or part, to any prospective or future organization or agency with a legal and proper interest in them. I understand that if allowed to serve, that any misrepresentation made by me in this application shall be considered sufficient cause for my dismissal without advance notice. I have been appraised of and support the school's position regarding the problem of child abuse and neglect and my wider role in child protection.**

**Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

## FBCS Child Abuse Reporting Policy

### Definition of Child Abuse:

Child Abuse is defined as any intentional act or series of acts of commission or omission by a parent or other caregiver (e.g. clergy, coach, teacher) that results in harm, potential for harm, or threat of harm to a child.

- **Physical Abuse:** intentional actual or likely physical injury to a child or failure to prevent injury through neglectful actions.
- **Child Sexual Abuse:** any sexual act, including non-contact acts, with a child performed by an adult or an older child, including but not limited to:
  - sexual touching on any part of the body, clothed or unclothed
  - penetrative sex. including penetration of the mouth
  - encouraging a child to engage in a sexual activity, including masturbation
  - intentionally engaging in sexual activity in front of a child
  - showing children pornography, or using children to create pornography
  - encouraging a child to engage in prostitution
  - exposing oneself or saying sexual things
- **Emotional Abuse:** actual or likely severe negative impact on a child's emotional, psychological and behavioural development, resulting from persistent or severe emotional/psychological ill-treatment.
- **Neglect:** severe or persistent failure to provide for a child's physical, emotional or basic needs.
- **Exploitation**

### Legal Requirement to Notify- Child Amendment Law, 2009, Part IIIA.32A

If a teacher, Elementary Director, counsellor or other employee in an institution established for the care and education of children **has a reasonable suspicion** that a child has been or is being abused or neglected, and the suspicion is formed in the course of the person's work, that person shall notify the Department of the suspicion as soon as practicable after he forms the suspicion. A notification under this section shall be accompanied by a statement of the observations, information and opinions on which the suspicion is based.

A person who contravenes this section commits an offence and is liable on summary conviction to a fine of five thousand dollars or to imprisonment for a term of one year or both.

### Responsibilities of School Staff:

Teachers and other school staff who have reason to believe that a student is being abused are mandated to report that information to one of the two FBCS/FBC Child Protection Officers\* as

well as the FBCS Principal before the close of the day. If that is not possible before the close of the day, to the Assistant Principal or designated FBC Pastor.

- In deciding whether or not to report an incident or situation of suspected abuse to the nominated Child Protection Officer it is not required that the person making the report have proof that abuse has occurred. Any uncertainty in deciding to report suspicion should be resolved in favor of the child and the report made immediately.
- The teacher/employee/volunteer or child care worker will report to the Child Protection Officer what has been said by the student or what has been observed leading to the suspicion of child abuse, including the context of that information. There should be no attempt by the school employee to question the child, as the role of the investigation lies with the Department of Children and Family Services (DCFS) and/or Family Support Unit (FSU) of RCIPS. The child should be protected from repeated disclosures.
- The teacher/employee/volunteer or child care worker needs to be aware that although they make contact with the Department of Children and Family Services (DCFS) through the Child Protection Officer, if further details are required pertaining to the report they will be required to directly interact with the Department of Children and Family Services (DCFS) and/or Family Support Unit (FSU) of RCIPS
- If the child is injured, a teacher/employee/volunteer or child care worker may initially examine and question the child to determine if the child's injuries necessitate medical examination. If medical examination is required, the staff member should escort the student to the school's nurse (or school office in the absence of a nurse on-site) and inform the Child Protection Officer of this action.
- The teacher/employee/volunteer or child care worker referring the suspected case of child abuse must not unilaterally contact the parents.
- Given the sensitive nature of child abuse, referrals, the teacher or staff member should expect only limited feedback following the referral to the counsellor. The Child (Amendment) Law, 2009, Part IIIA.32C provides protection to the notifier and requires that the receiver of notification of suspected child abuse (DCFS/FSU) shall not disclose the identity of the notifier to any other person other than in the instance of communication to another person acting in the course of official duty. Only in cases when "the court is satisfied that the evidence is of critical importance in the proceedings and that failure to admit it would prejudice the proper administration of justice" will the notifier be called upon to provide evidence. In these instances, the Department of Education Services will support the employee by assigning another professional to accompany them at such hearing.
- School & FBC Leadership shall undertake to ensure that all employees are provided with information and training that will enable them to carry out their duty to report suspected child abuse or neglect.

## Responsibilities of School Counsellor/Child Protection Officer

FBCS will appoint two Child Protection Officers from its full-time teaching or professional staff to serve. The Child Protection Officers should always be the primary contact in any incident of suspected abuse or neglect unless unavailable before the close of the school day or if immediately related to the parties involved.

*It is the responsibility of the Department of Education Services (through the Office of Student Services) and the Administration of FBCS and First Baptist Church, to ensure that all Child Protection Officers are adequately trained and receive consultative support to perform their role in the reporting of child abuse or neglect.*

If a Child Protection Officer has reasonable suspicion that a child may be suffering or may have suffered abuse, there is immediate duty to report that suspicion and the information upon which it is based to the Department of Children and Family Services (DCFS). This requirement applies whether or not the information was initially extended in confidence. This requirement also applies whether the information comes directly from the child or indirectly from another staff member or community member.

- It is the Child Protection Officer's duty to report incidents or suspicions of child abuse; it is not their responsibility to investigate. In speaking with the child, the Child Protection Officer will take careful note of what is said and the context in which it is said. Care will be taken not to ask leading or unnecessary questions. Documentation of what is said (or of any injuries) is important. The student's own words should be used as much as possible.
- In cases where the student has been escorted directly to the school's nurse, the Child Protection Officer will liaise with the nurse who will make the report to DCFS or FSU. The Child Protection Officer's role will then become one of student support.
- *Immediate* duty to report, in this case, means that the report is communicated to DCFS and/or FSU prior to the end of the workday.

Once information for a report has been obtained, the Child Protection Officer will make a telephone referral to the relevant DCFS contact person (district supervisor or intake worker), or alternatively to the Family Support Unit (FSU) of RCIPS. The telephone referral will be followed by a written referral within 24 hours.

Immediately prior to or soon after making a report of suspected abuse, the Child Protection Officer should inform the FBCS Principal (or if unavailable prior to the close of the school day, the Assistant Principal or Pastors of First Baptist Church as applicable) of that action. These individuals will be informed of the report but not the specific details of the report.

It is not the counsellor's responsibility to inform the parents of any report of suspected child abuse; however, when making the referral to DCFS or FSU, how the parents become informed will be discussed and the best course of action agreed upon with that agency.

Following any report of suspected child abuse, the Child Protection Officer will assume a role of student support and advocacy as required. The FBCS Principal will cooperate with the DCFS

throughout any investigation and release relevant student records and staff reports according to the DCFS throughout any investigation and release relevant student records and staff reports according to Department of Education Services and guidelines.

If the suspected offender is an employee or is hired to perform duties on the campus, the FBCS Principal/Pastor will in turn inform the school board of the referral.

Prior to interviewing a child at school, DCFS will contact school administration. It is not the school's responsibility to inform parents of the interview; however the subject of parent notification will be discussed with DCFS and a decision taken in the best interest of the child.

School leaders shall assist DCFS by providing an appropriate interview space and arranging discreetly for the child to be interviewed. The DCFS worker may request that a staff member be present during an interview to offer support to the child. If the worker does not ask for child support, the School Counsellor may make this request on behalf of the student, if appropriate.

If it is necessary for DCFS staff to remove the child from school during the investigation, the school will be provided with either parental consent (written or direct verbal) or a warrant from the courts granting permission to remove the child to a place of safety.

Following investigation, the school's Senior Management Team and/or Pastoral Staff, or Child Protection Officer, will participate in DCFS case conferences and liaise with DCFS staff on behalf of the child as requested.

All information related to suspected child abuse cases shall be treated confidentially. FBCS will provide a secure cabinet for the filing and maintaining of confidential information related to child abuse cases located in the Principal's office. No documentation related to child abuse reports or investigations shall appear within the student's cumulative folder.

On a regular basis, and no less frequently than on an annual basis, the FBCS Administration will submit the total number of child abuse and neglect referrals made to DCFS.

**When following procedures for reporting suspected cases of child abuse, the safety and welfare of the child will always dictate which course of action is to be pursued. Any uncertainty should always be resolved in favor of the child's best interest.**

## **Reporting of Suspected Child Abuse**

FBCS shall nominate 2 Child Protection Officers from amongst their full-time teaching or professional staff members.

All staff members should be directed that they must report any disclosure or suspicion of child abuse, even in historic cases. It is not the educator's role to investigate or determine the validity of what is observed or told.

A report template is available in the school and church offices and must be used when reporting suspected child abuse. The template also provides a check and record section for use by the Child Protection Officers.

## Course of Action

### Step 1

- Student discloses abuse to a staff member or other students report abuse/neglect of another student or staff observe concerning behavior which may indicate abuse/neglect. The staff member will:
  6. Thank the student for sharing the information
  7. Refrain from asking the "wh" questions (who, what, where, why). Only ask open-ended questions (e.g. Do you want to tell me anything else?)
  8. Immediately complete the report template.
  9. Submit the form to one of the 2 designated Child Protection Officers in the school.
  10. Refrain from discussing the matter with anyone else or further with the child.

### Step 2

#### **The Child Protection Officer will:**

##### **within 1 hour:**

3. Put school date stamp on the report.
4. Inform the Principal that there is a child protection issues which will be referred to the DCFS. No details should be provided beyond this. If the alleged perpetrator is employed on the school compound, the Principal must be informed and he/she will inform the SSIO for the school.
5. Call DCFS to report the alleged abuse.

##### **within 24 hours:**

4. Follow up the phone call by attaching the DCFS report form to an email to the DCFS. Print the email and put the school's date stamp on it.
5. File the email and report in a confidential child protection file which is held by the school counsellor.
6. Log any subsequent agency actions on the report template held on file.
7. If further to the report to DCFS there are ongoing reports of concern or it appears there has been no effective follow-up, the Child Protection Officer should initiate calls to the DCFS and log these on the report form for this purpose and put in file.

**Note: If a student is removed from school by DCFS or FSU and the parent asks regarding where the child is, they should be directed to call the DCFS for information.**



**Any contact with parents should be a decision for the Child Protection Officer who should seek advice from relevant DES staff before doing so.**

### **Suspension of duties**

Any person accused of child abuse or neglect will be suspended from all school related duties involving children. The person who is accused should be suspended on "Paid Leave" (unless they are a volunteer) until the investigation is complete. The removal of the person from duty should occur in such a way that an innocent person is not immediately deemed guilty. If the allegation is determined to be unsubstantiated, the employee or volunteer can be returned to their prior position.

## **Acknowledgement of Receipt of the Child Protection Policy & the Child Abuse Reporting Policy**

I have been given a copy of the First Baptist Church & First Baptist Christian School Child Protection Policy, and the Child Abuse Reporting Policy.

I have read and understood both documents. I understand that my services as a volunteer or an employee who works with children at First Baptist Christian School is dependent on the strict adherence to these policies.

**Name:** \_\_\_\_\_ **(Please Print)**

**Signature:** \_\_\_\_\_

**Witness:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## **FBCS Volunteer Policy**

FBCS strives to have a safe and secure environment for all children at all times. We adopt these policies and procedures not only to maximize safety but also to guide and protect volunteers and employees. The school will inform workers of the policy and procedures for Child Protection and enforce policies to ensure that all children are safe and well-protected while attending school. For this purpose any volunteers must be screened before volunteering within the school. Prospective volunteers must complete the application, provide a police clearance, three reference letters, and be willing to go through an interview with the principal.

In order to screen volunteer workers appropriately for their responsibilities they will be divided into two categories: primary care, and secondary care. These terms refer to the relative levels of responsibility and risk, not the age levels of the children being served.

Primary workers: includes volunteers in roles with greater responsibility or risk will be classified as primary workers and should meet the primary screening standards as noted above. These persons must be known to the school for a minimum of six months of time.

Secondary volunteer workers: Persons who occasionally interact with children will be classified as secondary workers. This category may include parents of participants who help supervise activities or events.

Please note:

- I. A police clearance shall be required for all children's volunteer positions. No one who has been convicted of a crime involving misconduct with children will be allowed to work with children. Completing the screening process authorizes the school to conduct background checks and to contact references. The police clearances will be kept confidential file with access afforded only to the appropriate staff on a need-to-know basis. Information will not be shared with any third party outside of the organization.

### **II. Safety of Children**

It is the responsibility of all persons having contact with children participating in school programs to promote the emotional and physical safety of all of the participants giving regard to all factors and circumstances known to them. If in their opinion, an unsafe condition exists; such persons shall immediately take appropriate precautions under the circumstances to protect all children. Nothing contained in any other policy shall be construed to relieve persons having contact with children from this responsibility.

### **III. Supervision of Volunteers**

FBCS volunteers will never be alone with children, which includes being alone with one child under any circumstances in any area. A member of staff must always be present.

### **IV. Training of Volunteers**

Each volunteer must complete the relevant child safeguarding training currently used by FCBS and submit proof of completion of the relevant course.

**Acknowledgement of Completing the Screening Procedures & the Child Protection & Abuse Reporting Policy & Other School Policies**

I have been given a copy of the First Baptist Christian School's Child Protection Policies and understand the requirements for reporting suspected child abuse.

I understand the need for confidentiality, and will abide by school policy for parents and volunteers.

I understand that my services as a volunteer at First Baptist Christian School is dependent on the strict adherence to the volunteer policies as above.

Name: \_\_\_\_\_ (Please Print)

Signature: \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

## **RCIPS/DCFS Contact with Children at First Baptist Christian School and Preschool**

### **Outline**

In certain circumstances it may be necessary for a member of the RCIPS and/or DCFS to meet and have a confidential discussion with a child without the consent or knowledge of the parents/guardian. In some cases it may also be necessary for the child to be removed from the school by DCFS/RCIPS Officers without the consent or knowledge of the parents/guardians. If either of these actions are taken, the circumstances requiring the meeting and /or removal will have been carefully considered by the relevant agencies and appropriately authorised.

However, First Baptist Christian School has a duty of care to all of our children, and it is essential that when a member of the RCIPS or DCFS arrives at our school to meet a child that the protocol below is followed.

### **FBCS & Preschool Protocol**

If a member of the RCIPS/DCFS visits the school and requests to see a child the following protocol must be followed:

- The FBCS Office will immediately inform the Child Protection Officer (CPO) that DCFS/RCIPS are on campus and wish to speak with a child.
- CPO meets the Officers and confirms their identity by requesting to see their DCFS/RCIPS issued ID Cards.
- CPO ascertains the purpose of the visit and facilitates the initial meeting in an appropriate space. The CPO should support the child during the meeting with the agreement of the attending Officers.
- If the Officers subsequently need to remove a child from the school the CPO must ensure that the form below is completed and stored appropriately.
- The DCFS/RCIPS Officers are expected to inform the parent/guardian that the child has been removed from the school before the it closes for the day.

**DCFS/RCIPS Removal of a Child from**  
**First Baptist Christian School & Preschool**

<b>RCIPS/DCFS Officer Details</b>			
Name:		ID Number:	
Name:		ID Number:	
<b>Child's Details</b>			
Name:		School:	
<b>Parental Consent</b>			
Is the parent/guardian aware that the child is being removed from the school?      YES      NO			
If No, what is the justification for removal without consent?			
Who will inform the parent/guardian that their child had been removed from the school?			
When will the parent/guardian be informed that their child has been removed from the school?			
<b>Signatures</b>			
Name:	Signed:	Date:	Time:
Name:	Signed:	Date:	Time:
Name:	Signed:	Date:	Time:

**When completed this form will be retained by the FBCS Child Protection Officer**



## **Transportation Policy FBCS**

**Approved on April 16, 2024**

**Article IV. Review Date April 2027.**

### **Article V. SIGNATURES**

Student (via the Student Council) .....

*Article VI. Parent (via the PTF) .....*

Chair of School Governors .....

School Leader .....



## **Transportation Policy**

The welfare and safety of children is of paramount importance. Staff and volunteers involved in transporting children have a duty of care towards all children involved in activities.

### **Aims:**

The policy aims to provide practical guidance for transporting children in a manner that keeps children safe whilst also promoting a safe operating environment for staff/volunteers.

### **Policy Statements:**

1. Staff/volunteers are not required to transport children in their own vehicles.
2. The transporting of children to off-site activities in the private motor vehicles of parents or staff should only occur in those circumstances where there is no feasible option available to provide alternative transportation.
3. The transporting of children in private motor vehicles of staff in the case of emergencies must ensure that adequate safeguarding measures are in place, e.g.:
  - a. Two adults must be present so that 1:1 situations are avoided wherever possible (the 2<sup>nd</sup> adult can be a volunteer)
  - b. In the event that it is not possible to avoid a 1:1 situation (due to the nature of the emergency) –
    - the parent/guardian of the child must provide approval in writing via email, hardcopy, or text/WhatsApp message naming the driver to transport the child, unless the nature of the emergency prevents a parent/guardian from being able to do so; and
    - the driver must have accommodations to call the FBCS Principal (e.g. speakerphone, Bluetooth in the vehicle to connect the phone) and keep the line open while transporting the child.
4. If children are being transported in the private motor vehicle of a staff member or volunteer, the following conditions must be met:
  - a. The principal, or their delegate, must have carried out a risk assessment on the transport requirements.
  - b. The driver must never be responsible for supervision of children who are being transported. An additional member of staff/volunteer must accompany and supervise the children.
  - c. All volunteers must have met all Child Protection requirements, including undergoing a Royal Cayman Islands Police check and have evidence of such.
  - d. The driver must hold a full Cayman Islands driver's licence.
  - e. The motor vehicle must be currently licensed for use on Cayman Islands roads
  - f. The vehicle must be covered by a current Comprehensive vehicle insurance policy and confirmation should be obtained from the staff member's insurance company that the vehicle and all occupants will be covered in the event of an accident.



- g. The current driver's licence, car insurance and car registration details must be viewed and copied by the principal prior to giving permission for children to be transported in the vehicle.
- h. Written permission from the parent(s) of the child(ren) being transported is obtained.
- i. The number of passengers in the vehicle must not exceed the number of seat belts or in the case of larger vehicles, the number of passengers that the vehicle may be licensed to carry.
- j. The driver is responsible for all passengers being properly restrained in a seatbelt or approved child restraint.
- k. The driver must conform to Cayman Islands road rules at all times.

## **ROLES AND RESPONSIBILITIES:**

### **Principal will:**

- Ensure that all staff are aware of the FBCS Transportation policy and its implications for their practice;
- Ensure all staff have access to copies of the policy;
- Ensure that a risk assessment has been carried out prior to any use of a private vehicle to transport children.

### **Centre staff will**

- Make themselves aware of FBCS Transportation Policy and its implications for their practice;
- Support the effective implementation of {insert name here} policies and practices and fulfil their identified roles.

### **Risk Assessment checklist**

Valid Driver's Licence Name and photo (match to the driver)	Y/N
Valid date (check expiry)	Y/N
Valid class (Check class of vehicle against the class on the licence)	Y/N
Valid Vehicle Insurance Name is the same as the driver	Y/N
Valid date (check it is a current policy)	Y/N
Comprehensive policy	Y/N
Confirmation from insurers that all occupants are covered (letter/email)	Y/N
Valid Vehicle Registration Private vehicle (not a rental)	Y/N
Current certificate of roadworthiness (check date to ensure it is current)	Y/N
Parental permission (letter/email in advance)	Y/N

### **Transportation Policy Statement of Receipt and Agreement**

My signature confirms that I have read and understood the Transportation Policy, and that I agree to comply with the standards contained therein.

I understand that any action that violates this policy may result in disciplinary action up to and including removal from First Baptist Christian School.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

# Behaviour Policies FBCS



Approved on April 16, 2024

Article VII. **Review Date April 2027.**

**Article VIII. SIGNATURES**

Student (via the Student Council) .....

*Article IX. Parent (via the PTF) .....*

Chair of School Governors .....

School Leader .....

Vice Principal SEND Coordinator .....

# FBCS Physical Intervention Policy



First Baptist Christian School

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**Approved on April 16, 2024**

**Article X. Review Date April 2027.**

**Article XI. SIGNATURES**

Student (via the Student Council) .....

*Article XII. Parent (via the PTF) .....*

Chair of School Governors .....

School Leader .....

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## **1. INTRODUCTION**

- 1.1 At First Baptist Christian School, we believe that students need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. The use of physical intervention should only be needed for a very small minority of students, and on such occasions acceptable forms of intervention are to be used.
- 1.2 The majority of students behave well and conform to the expectations of our school. We have a responsibility to maintain an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual students.

## **2. Definitions of 'physical intervention.'**

- 2.1 The term 'physical intervention' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- 2.2 'Non-restrictive physical interventions' generally refer to the use of force to control students through either passive physical contact, such as standing between students or blocking a student's path; or active physical contact such as leading/guiding a student by the arm out of a classroom or away from danger.
- 2.3 'Restrictive physical intervention (RPI)' refers to circumstances where a member of staff uses force intentionally to restrict a child's movement against his or her will. It is typically used in more extreme circumstances, for example when two students are fighting, or when a student is intent on assaulting another person or causing criminal damage.

## **3 The Law**

- 3.1 Ministry of Education Guidance on 'The Use of Physical Intervention In Schools' highlights the following circumstances, which are in line with the Education Law (2016) 11,(30). A member of staff who has used appropriate safe handling will have a good legal defence to support their actions if their actions were necessary, reasonable and

proportionate in the circumstances for the purpose of preventing a student from doing, or continuing to do, any of the following:

- a. committing an offence, or, if the student is not capable of committing an offence by reason of age or diminished capacity, doing or continuing to do something which, had the student been old enough to commit an offence or had legal capacity to do so, would be an offence;
  - b. causing danger, personal injury or death to, or damage to the property of, any person, including the relevant student; or
  - c. prejudicing the maintenance of good order and discipline at the school or any educational activities or provision associated with the school.
- 3.2 Staff should not hesitate to act in an emergency once they follow this guidance. Indeed, staff have a duty to safeguard the welfare of all students in their care.
- 3.4 There is no legal definition of 'reasonable force'. However, there are two relevant considerations:
- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it.
  - The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.
- 3.5 School staff should understand the definition and implications of utilising other methods of intervention, such as: withdrawal; the use of 'time-out'; and in the case of seclusion, locking doors or holding door handles to ensure safety.
- **Withdrawal** involves removing the person from a situation which causes anxiety or distress, to a location where they can be continuously observed
  - **Time out** restricts the student's access to all positive reinforcements as part of a behavioural programme
  - **Seclusion** is where a person is forced to spend time alone. **This is defined as the locking of doors to restrict an individual to a room for safe-guarding. This method should only be considered in exceptional circumstances.** The right to liberty is protected by the Cayman Islands Bill of Rights and should always be proportionate to the risk presented by the student. For example it would be an offence to lock a person in a room, except in an emergency situation where locking a door may be a temporary measure while seeking assistance or protecting the individual from harm.

- 3.6 All staff have signed a 'Physical Intervention Declaration Form' to highlight that they have been made aware of and have read National, Ministry and School Policies relation to Physical Intervention in Schools.

#### **4. When the use of physical intervention may be appropriate**

- 4.1 At First Baptist Christian School physical intervention will only be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain students may become distressed, agitated, and out of control, and need calming with a brief physical intervention such as guiding away. The safety and well-being of all staff and students are considered important. Under certain conditions this measure must be an over-riding factor.

#### **5. Who may use physical intervention?**

- 5.1 Here at First Baptist Christian School the School Leader has empowered the following members of staff to use physical intervention:
- Teachers and other persons, who form the school management team, have permanent authorisation.
  - Named members of staff such as support staff, administrative workers and security guards have been given authorisation to use reasonable force if a circumstance should arise in which immediate action should be taken.
  - Everyone has the right to use reasonable force to prevent actual or potential injury to people or damage to property (Under Common Law). Injury to people can include situations where a child's behaviour is putting him or herself at risk.
- 5.2 We take the view that staff should not be expected to put themselves in danger, and the removal of other students and themselves from risky situations may be the advisable thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the students.

#### **6. Planning for the use of physical intervention**

- 6.1 Staff will use the minimum force needed to restore safety and appropriate behaviour. The principles relating to the intervention are as follows:
- Physical intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
  - Physical intervention will only be used in circumstances when one or more of the legal criteria for its use are met.

- Staff will physically intervene only when there are good grounds for believing that immediate action is necessary and that it is in the student's and/or other students' best interests for staff to use physical intervention techniques.
- Staff will take steps in advance to avoid the need for physical intervention through de-escalation, dialogue and diversion. The student will be warned, at their level of understanding, that physical intervention will be used unless they cease the unacceptable behaviour
- Only the minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the physical intervention will be relaxed to allow the student to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and its use repeatedly as a regular feature of individual student's 'Risk Assessment and Management Plan'.
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual student will always be taken into account
- In developing a Risk Assessment and Management Plans (RAMP), consideration will be given to approaches appropriate to each student's circumstance
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing students and staff after every incident of physical intervention incident, as it is essential to safeguard the emotional well-being of all involved at these incidents

## **7. Acceptable forms of intervention**

7.1 At First Baptist Christian School there are occasions when staff will have cause to be in physical contact with students for a variety of reasons, for example:

- to comfort a student in distress (so long as this is appropriate to their age)
- to gently direct a student
- for curricular reasons (for example in PE, Drama etc.)
- in an emergency to avert danger to the student or students
- in rare circumstances, when physical intervention is warranted

7.2 In all situations where physical contact between staff and students take place, staff must consider the following:



- the student's age and level of understanding
  - the student's individual characteristics and history
  - the location where the contact takes place (it should not take place in private without others present)
- 7.3 Physical contact is never used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints.
- 7.4 Where there is a need to repeatedly use restrictive physical intervention and/or a student has been held in a restrictive hold for over 30 minutes the 'Emergency Assistance Protocol' will be followed. (See Appendix 1).
- 8. Action as a result of self-defence or in an emergency**
- 8.1 All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a student was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Safe Management Plan.
- 9. Developing a risk assessment and management plan**
- 9.1 If a student of First Baptist Christian School is identified as requiring physical intervention, then a Risk Assessment and Management Plan (RAMP) should be completed. This Plan will help the student and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:
- the involvement of parents/guardians and students to ensure they are clear about what specific action the school may take, when and why.
  - a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
  - a **record** to be kept in school of risk reduction options that have been examined and discounted, as well as those used
  - techniques for managing the student's behaviour, i.e. strategies to de-escalate a conflict, stating at which point a physical intervention may be used

- identifying key staff who know exactly what is expected. It is best that these staff are well known to the student
- ensuring a system to summon additional support
- identifying training needs

## **10. Recording Events and Actions**

- 10.1 All incidents involving restrictive physical intervention (RPI) are logged by the member(s) of staff involved by the end of the same day. A Safe Management Incident Report Form is used to record incidents and the incident number is cross referenced in a corresponding log book with formatted pages.
- 10.2 Both the incident form and corresponding log book/file are available and regularly inspected by officers of the School Management Team (SMT).
- 10.3 Following incidents involving RPI, parents/guardians should be informed at the earliest possible time and where injuries occur, guidelines for health and safety must be followed.
- 10.4 In exceptional circumstances the School may decide not to contact a parent or legal guardian:
- (a) if it appears that doing so would be likely to result in significant harm to the child; or
  - (b) if it appears that there is no parent or legal guardian of the child to whom the incident could be reported without that being likely to result in significant harm to the child, a report of the incident will be made to the Department of Children and Family Services.

## **11. Guidance and training for staff**

- 11.1 Guidance and training is essential in this area. Therefore we at First Baptist Christian School have adopted the C-SMARRT-6 hr training by Sean Cahill (MEYSAL) which is tailored to the specific needs of the school and students. All staff are expected to be fully conversant with the school's guidelines on the use of physical intervention and should share good practice in an open manner.
- 11.2 The Principal should maintain a register of staff who have completed training in safe handling and ensure that refresher courses have been provided within the necessary time limit.

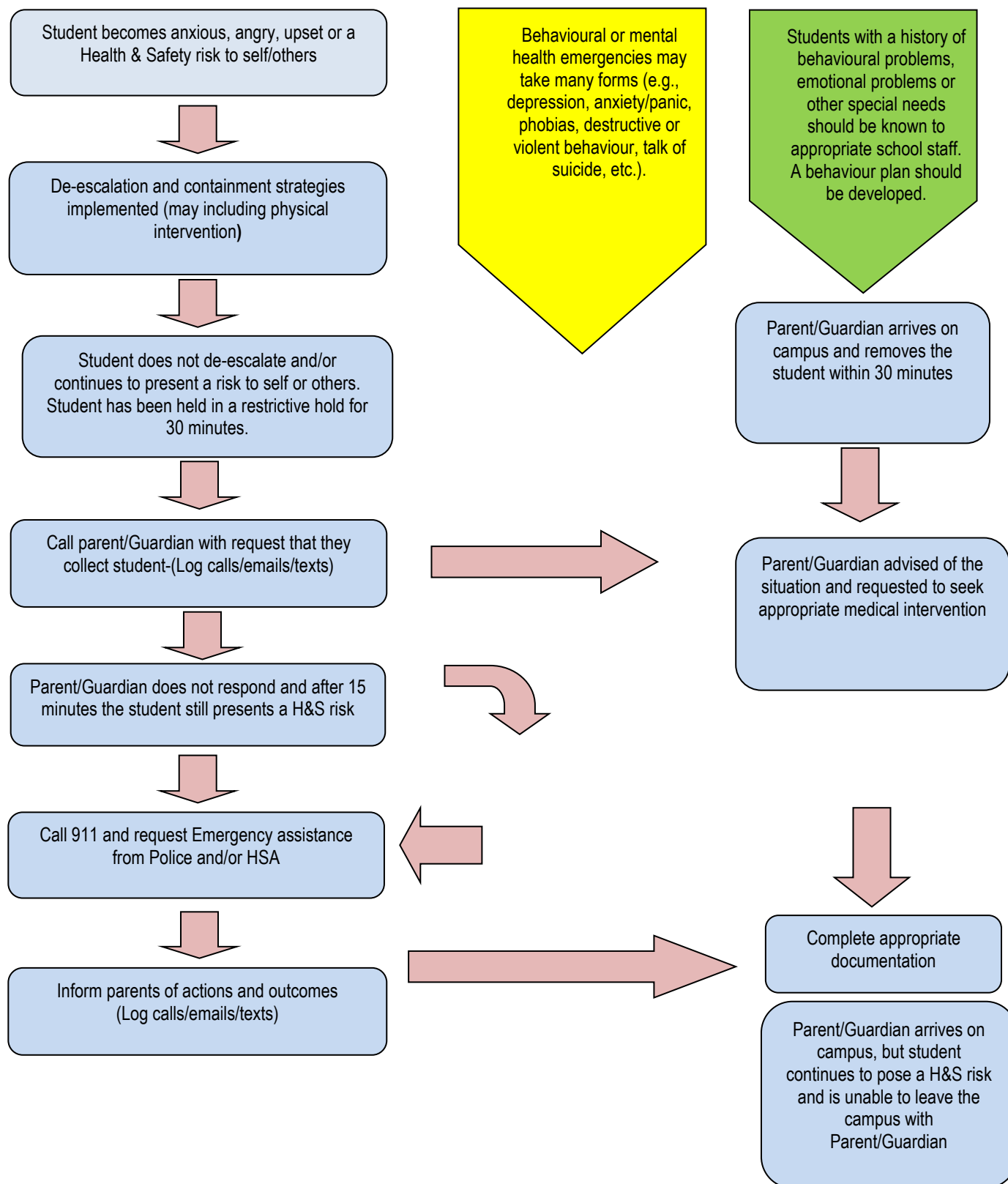
## **12. Complaints**

- 12.1 The need for complaints will be avoided once this policy is adopted and parents are kept informed as they partner with the school. Any complaint arising from a physical

intervention incident will be considered in the light of existing statutory routes of investigation such as:

- disciplinary procedures
- child protection procedures
- school complaints/procedures

## Emergency Assistance Protocol – Behavioural Emergencies





## Safe Management Incident Report Form

This form is to be completed by the member of staff involved in the incident, where appropriate, with support from a senior colleague and in accordance with the school's 'Physical Intervention Policy'. It should be noted that this is a legal document and is designed to protect the interests of students and staff. Any incident involving handling a young person as a result of a crisis **MUST** be recorded within 24 hours and given to the School Leader or Deputy School Leader. Further details about reporting requirements are to be found in the document, '*Guidance on the Use of Reasonable Force in Schools*'.

**Reference Number #/dd/mm/yyyy**

<b>Young person's name:</b>		<b>Date of birth/NC year</b>	
<b>Class:</b>		<b>Staff/tutor:</b>	
<b>Date of Incident:</b>		<b>Time of Incident: Duration [mins]:</b>	
<b>Reported by:</b>		<b>Location:</b>	
<b>Staff involved</b>			
<b>Others present</b>			
<b>Assault on Young Person</b>		<b>Injury to Adult</b>	
Serious assault/police involvement		Accidental	
Actual Bodily Harm		Deliberate assault by student	
<b>Damage to Property</b>		<b>Absconding</b>	
Accidental		Within the grounds	
Intentional		Off premises	
<b>Sexualised Behaviour</b>		<b>Substance Abuse</b>	
Describe:		Describe:	
<b>Article XIII. Threatening Behaviour</b>		<b>Staff</b>	<b>Students</b>
Verbal abuse towards			
Physically threatening behaviour towards			
<b>De-escalation Strategies Attempted</b>			
Humour		Distraction	
Reassurance		Calm Talking	
Diversion		Clear instruction/warning	
Verbal advice and support		Offering services to other staff	
Reminder of consequences		Offering choices	
Negotiation		Non- threatening body position	

**Antecedence** (situation leading up to incident):

Circle the level of potential risk

Low

Medium

High

**Account of Incident:**

Reason / **Justification for physical intervention (please circle /highlight)**

Child Liable to danger / Injury

Property Liable to be damaged

Other Child(ren) liable to Injury

Staff Liable to Injury

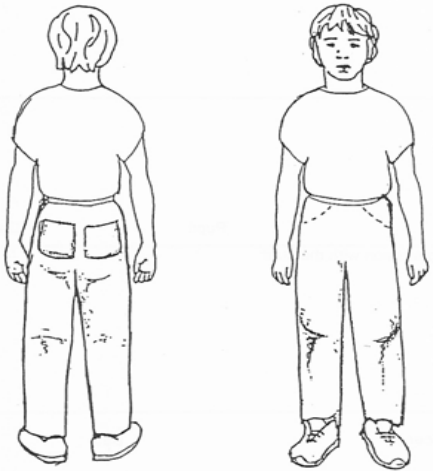
#### Behaviours Displayed During Incident

Verbal abuse		Kicking		Punching	
Biting		Pinching		Spitting	
Scratching		Self-harm		Head butting	
Weapons		Threatening		Cursing	
Pushing		Allegations		Damage	

#### Description of Physical Intervention Used

<b>Technique used</b> <b>G –Ground S- Sitting K- Kneeling</b>	<b>Time applied for:</b>	<b>Technique used:</b> <b>G –Ground S- Sitting K- Kneeling</b>	<b>Time applied for:</b>
<input type="checkbox"/> L One -		<input type="checkbox"/> Under Arm Wrap	
<input type="checkbox"/> L Two		<input type="checkbox"/> Bolt hold	
<input type="checkbox"/> X-wrap		<input type="checkbox"/> Ground Hold	
<b>Location of support</b>	<b>Time applied for:</b>	<b>Technique used</b>	<b>Area moved to:</b>
<input type="checkbox"/> Supported sitting on 3 chairs/bench <input type="checkbox"/> Supported on <b>floor</b> – child <b>dropped</b> to floor <input type="checkbox"/> Supported on <b>floor</b> – child <b>taken to ground</b>		<input type="checkbox"/> Supported whilst standing/walking ○ L One ○ L. Two ○ X - wrap ○ Bolt	

Breathing monitored by:

Article XIV. Ground Technique used				Article XV. Time applied for:	
<input type="checkbox"/> Front ground position 1 ○ with leg support					
<input type="checkbox"/> Front ground position 2 ○ with leg support					
Consequences Follow-up Action Taken – Consequences Used				Identify any visible injuries	
Individual counselling		Removal of privilege			
Removal from area		Letter home			
Suspension		Exclusion			
RCIPS called to assist		Parents called in			
Other:					
Staff debrief taken place		Date .....	Time.....	Those present:	
Staff Comments:					
Student debrief taken place		Date .....	Time.....	Those present:	
Student comments:					
Post incident meeting taken place:		Date .....	Time.....	Those present:	
Outcomes:					
Does this student have a behaviour plan / IEP in place?					Y/N
Is one needed or needs amending?					Y/N
Agencies Informed			Comment		
RCIPS					

Family Support Unit			
DCFS Office			
Social Worker			
Health Service Authority			
Parents/Guardian			
Ministry			
Other			
Signatures		Date	Time
Person Completing Form:			
Other Staff:			
Other Staff:			
Other Staff:			
Other Staff:			
Witnesses:			
Witnesses:			
Witnesses:			
Student Involved:			
School Leader/Deputy/Vice Principal:			
Principal			
Other:			

Additional Information:



## Risk Assessment and Management Plan (RAMP)

Name of individual.		DOB:	Age:	School		
<b>Behaviour Exhibited</b>						
This document must be used to identify the level of workplace violence risk a students' behaviour poses to staff. Consider the <b>consequences</b> and <b>likelihood</b> for each identified behaviour and use the table below to obtain the risk level. The level of risk will determine the appropriate actions required and staff training.						
<b>Behaviour Consequences</b>						
		<b>1 –Insignificant</b> Dealt with by staff effectively.	<b>2 –Minor</b> Some assistance required to deal with behaviour.	<b>3 –Moderate</b> Regular assistance required to deal with behaviour.	<b>4 –Major</b> Extensive support/assistance required on a daily basis.	<b>5 –Extreme</b> Severe behaviour demonstrated towards staff and others that require a restrictive physical intervention.
<b>MEASURES</b>		Behaviour Plan may be in Place	Behaviour Plan in Place	<ul style="list-style-type: none"> <li>Behaviour Plan in Place</li> <li>Possible Safe Intervention Plan</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Plan in Place</li> <li>Safe Intervention Plan in Place</li> <li>Possible Emergency Response Plan</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Plan in Place</li> <li>Safe Intervention Plan In Place</li> <li>Emergency Response Plan in place</li> <li>(Student monitored by SMT).</li> </ul>
<b>LIKELIHOOD</b>	<b>A</b>	Almost certain to occur in most circumstances	<b>HIGH (H)</b>	<b>HIGH (H)</b>	<b>EXTREEME (X)</b>	<b>EXTREEME (X)</b>
	<b>B</b>	Likely to occur frequently	<b>MODERATE (M)</b>	<b>HIGH (H)</b>	<b>HIGH (H)</b>	<b>EXTREEME (X)</b>
	<b>C</b>	Possible and likely to occur at some time	<b>LOW (L)</b>	<b>MODERATE (M)</b>	<b>HIGH (H)</b>	<b>EXTREEME (X)</b>
	<b>D</b>	Unlikely to occur but could happen	<b>LOW (L)</b>	<b>LOW (L)</b>	<b>MODERATE (M)</b>	<b>HIGH (H)</b>
	<b>E</b>	May occur but only in rare and exceptional circumstances	<b>LOW (L)</b>	<b>LOW (L)</b>	<b>MODERATE (M)</b>	<b>HIGH (H)</b>
Once the level of risk has been determined, the following table should be used to determine appropriate control measures and staff training.						
Level of risk		Staff Actions			<b>STAFF Training</b>	
<b>EXTREEME</b>		Safe Intervention, Emergency Response and Behaviour Plan in place. Monitor/Revise student plans accordingly <ul style="list-style-type: none"> <li>Act immediately to mitigate the risks and protect staff and students health and safety. Follow policies and procedures and notify the Police if required.</li> </ul>			<ul style="list-style-type: none"> <li>Emergency Response Team trained in safe handling Level 2 techniques</li> </ul>	
<b>HIGH</b>		Safe Intervention and Behaviour Plan in place. Monitor/Revise student plans accordingly <ul style="list-style-type: none"> <li>Develop Emergency Response Plan if required</li> <li>Act immediately to mitigate the risks and protect staff and students health and safety. Take all steps reasonable in the circumstance. Follow all policies and procedures as required.</li> </ul>			<ul style="list-style-type: none"> <li>Emergency Response Team trained in safe handling Level 1 techniques.</li> <li>Safe handling training required for staff</li> </ul>	
<b>MODERATE</b>		Behaviour Plan in place. Monitor/Log Behaviour, adjust <b>Behaviour Plan</b> as required. <ul style="list-style-type: none"> <li>Develop <b>Safe Intervention Plan</b> if required</li> <li>Take all reasonable steps to mitigate risks.</li> </ul>			<ul style="list-style-type: none"> <li>Safe handling training required for staff</li> </ul>	

<b>LOW</b>	Monitor/Log behaviour. Develop <b>Behaviour Plan</b> if behaviour persist		• Safe handling training required for staff
<b>Date completed/assessed</b>		<b>Completed by</b>	
<b>Review Date</b>		<b>New Assessment No.</b>	
<b>Triggers/reasons given for behaviour</b>			
<input type="checkbox"/> frustration	<input type="checkbox"/> change to routine	<input type="checkbox"/> gender issues	<input type="checkbox"/> non-preferred activity
<input type="checkbox"/> conflict with adults	<input type="checkbox"/> learned behaviour	<input type="checkbox"/> ego defence	<input type="checkbox"/> anxiety
<input type="checkbox"/> conflict with peers	<input type="checkbox"/> regular staff absent	<input type="checkbox"/> control issues	<input type="checkbox"/> choice required to be made
<input type="checkbox"/> pressure/demands		<input type="checkbox"/> substance abuse	<input type="checkbox"/> unstructured time
<input type="checkbox"/> response to consequences	<input type="checkbox"/> inappropriate response to challenge	<input type="checkbox"/> poor response to environmental changes	<input type="checkbox"/> possible psychiatric/psychological difficulties/episode
<b>Flash points/high risk situations</b>			
<input type="checkbox"/> on arrival at school	<input type="checkbox"/> when told of change to routine	<input type="checkbox"/> when observes change in routine	
<input type="checkbox"/> moving between lessons	<input type="checkbox"/> non-preferred lessons	<input type="checkbox"/> out of school activities	
<input type="checkbox"/> asked to leave room	<input type="checkbox"/> risk of absconding	<input type="checkbox"/> lunchtimes	
<input type="checkbox"/> home/school transport	<input type="checkbox"/> morning lessons	<input type="checkbox"/> afternoon lessons	
<input type="checkbox"/> other – please state	<input type="checkbox"/> other – please state		
<b>Article XVI. Adults to whom behaviour is most likely to be exhibited</b>			
<input type="checkbox"/> all staff	<input type="checkbox"/> all women	<input type="checkbox"/> all men	
<input type="checkbox"/> unfamiliar staff (new/male/female)	<input type="checkbox"/> some women (younger/older/authority)	<input type="checkbox"/> visitors	
<input type="checkbox"/> familiar staff (all/male/female)	<input type="checkbox"/> some men (younger/older/authority)	<input type="checkbox"/> members of the public	
<input type="checkbox"/> specific staff	<input type="checkbox"/> other – state		
<b>Article XVII. Peers to whom behaviour is most likely to be exhibited</b>			
<input type="checkbox"/> all	<input type="checkbox"/> all female peers	<input type="checkbox"/> all male peers	<input type="checkbox"/> self
<input type="checkbox"/> some male peers (younger/older/more vulnerable/ethnic group)		<input type="checkbox"/> some female peers (younger/older/more vulnerable/ethnic group)	
<b>Article XVIII. Proactive Intervention</b>			
<input type="checkbox"/> 2:1 staffing support – Trained in Safe Handling		<input type="checkbox"/> 1:1 staffing support – Trained in Safe Handling	
<input type="checkbox"/> Staff Trained in safe handling with student at all times		<input type="checkbox"/> additional TA support in particular lessons	

## Article XX. Risk Assessment and Management Plan (Child)

<input type="checkbox"/> extra TA support in class	<input type="checkbox"/> individual timetable (1–1 or Part Time)
<input type="checkbox"/> restriction of out-of-school visits	<input type="checkbox"/> restriction of school-based activities
<input type="checkbox"/> post-school telephone call home to give feedback	<input type="checkbox"/> pre-school telephone call home to ascertain mood/anxiety levels
<input type="checkbox"/> special arrangements on arrival/at end of day	<input type="checkbox"/> special seating arrangements
<input type="checkbox"/> restricted access to equipment	<input type="checkbox"/> limited group size
<input type="checkbox"/> restricted access to vehicles	Other:

### Article XIX. Developing intervention

<input type="checkbox"/> calm space available – on call room	<input type="checkbox"/> removal of peers	<input type="checkbox"/> specified withdrawal	<input type="checkbox"/> referral to SMT
<input type="checkbox"/> allow to leave	<input type="checkbox"/> verbal advice and support	<input type="checkbox"/> increased supervision	<input type="checkbox"/> steer away
<input type="checkbox"/> negotiation	<input type="checkbox"/> removal of staff	<input type="checkbox"/> planned ignore	<input type="checkbox"/> state boundaries
<input type="checkbox"/>	<input type="checkbox"/> distraction	<input type="checkbox"/> state consequences	<input type="checkbox"/> proximity

### Reactive interventions

<input type="checkbox"/> replacement of staff	<input type="checkbox"/> removal of staff	<input type="checkbox"/> confine to area	<input type="checkbox"/> removal of peer group
<input type="checkbox"/> remove objects	<input type="checkbox"/> parental involvement	<input type="checkbox"/> police involvement	<input type="checkbox"/> removal of student
<input type="checkbox"/> L 1	<input type="checkbox"/> L 2	<input type="checkbox"/> graded hold to chair	<input type="checkbox"/> standing X
<input type="checkbox"/> X to chairs	<input type="checkbox"/> X to kneeling		

<b>Student name:</b>		<b>Plan issue no:</b>		<b>Date</b>	
<b>Proactive Intervention</b>					
1.					
2.					
3.					
4.					
<b>Developing Intervention</b>					
1.					
2.					
3.					

4. .
<b>Reactive Intervention</b> 1. 2. 3. 4
<b>Debrief Preferences</b> 1. 2.

### Article XXI. Evaluation of reduction in risk

The above would reduce the maximum risk to:-

How likely is the behaviour to re-occur :-

What are the likely consequences:

1 = Current Risk (LOW, MODERATE, HIGH, EXTREEME)

2 = Potential risk based on evidence (LOW, MODERATE, HIGH, EXTREEME)

Plan Evaluation		Article XXII. Manager		
Date		Accept for Review	Accept for Re-issue	Maintain Current Plan
	<ul style="list-style-type: none"> <li>Effectiveness of support</li> <li>Impact on Risk</li> </ul>			
	<ul style="list-style-type: none"> <li>Suggestion to modify</li> <li>Reasons implementation not possible</li> </ul>			
	Manager's comments:			

<b>Closure / Re-issue Date:</b>	
<b>Manager's Signature:</b>	
<b>Date:</b>	

**Article XXIII. Parent / Guardian Acknowledgement**

*All Parent / Guardians should read Risk Reduction Plans and sign & date to accept the plan. Where possible the child should also be included.*

		<b>Date</b>
<b>Child</b>		
<b>Parent / Guardian</b>		
<b>Other (Specify)</b>		
<b>Other (Specify)</b>		



**Article XXIV.**

**Staff Acknowledgement**

All staff and interested parties should read the RAMP for the young person and sign/date to accept the plan. If staff are unable to intervene in line with the plan, they should request a staff risk reduction plan, complete it and return it to the Principal

<b>Student name:</b>		<b>Plan issue no:</b>		<b>Date</b>	
Staff signature:				Staff signature:	
Date:				Date:	
Request for staff risk assessment form:				Request for staff risk assessment form:	
Staff signature:				Staff signature:	
Date:				Date:	

Request for staff risk assessment form:		Request for staff risk assessment form:	
Staff signature:		Staff signature:	
Date:		Date:	
Request for staff risk assessment form:		Request for staff risk assessment form:	
Staff signature:		Staff signature:	
Date:		Date:	
Request for staff risk assessment form:		Request for staff risk assessment form:	
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Request for staff risk assessment form:		Request for staff risk assessment form:	
Staff signature:		Staff signature:	
Date:		Date:	
Request for staff risk assessment form:		Request for staff risk assessment form:	
Staff signature:		Staff signature:	
Date:		Date:	

**First Baptist Christian School  
Physical Intervention Declaration**

Name: .....

Role: .....

Date: .....

**I declare that**

1. I have read and understood all of these policies

**Documentation**

- Physical Intervention in Schools Guidance Circular 2016.
- School Policy on the Use of Physical Intervention

2. The criteria for physical intervention and the use of force to hold or restrain a student is to be used for the minimum amount of time for maximum effect, when all other strategies to calm or diffuse the situation have been tried. I also understand what is meant by the application of force and the form that this may take.
3. I understand that I must complete a “Safe Management Incident Reporting Form’ as soon as possible after the incident and file one copy in the incident file, which is held in the main office and make sure that the Principal receives a copy before the end of the school day.
4. I understand that parents will be informed when a restrictive physical intervention (RPI) has been used and that I may be asked to attend a meeting to discuss my actions. I also understand that I may choose to bring a friend/colleague to support me at such a meeting.

Signed .....Date.....

### **First Baptist Christian School**

#### **REQUEST FOR THE AUTHORISATION OF NON TEACHING STAFF TO USE REASONABLE FORCE**

In line with the Education Law 2016, section 30:2 (b) I am requesting that the following individuals be granted the authorisation to use reasonable force with the same authority as is conferred on a teacher by the Education Law paragraph 30:2(a).

- I can establish that the following persons have undertaken safe handling training and are still currently certified.
- I can also establish that the following persons are suitable to exercise this authority if granted.
- The following persons will only be able to exercise this authority if:
  - a) the authorized person and the student are on the premises of the relevant school or school setting; or
  - b) they are elsewhere and the member of the staff has lawful control or charge of the relevant student.

Member of staff	Job title	Employers name or state volunteer	Safe handling Certificate Number	Refresher Training date	Staff Signature	Date

Name of School:\_\_\_\_\_ Name of Principal: \_\_\_\_\_ Date:\_\_\_\_\_

Signature of Principal: \_\_\_\_\_

In accordance with the Education Law 2016, section 30 (3), (4) and (5) I grant authorisation to the above persons to use reasonable force whilst they remain certified in safe handling training and are deemed suitable persons to exercise this authority.

Signature of the School Management Team \_\_\_\_\_ Date\_\_\_\_\_



# FIRST BAPTIST CHRISTIAN SCHOOL SERIOUS INCIDENT REPORTING FORM

<b>NAME Of SCHOOL</b> _____	
<b>PERSON COMPLETING REPORT</b>	<b>INCIDENT</b>
<b>CODE</b> _____	
Forename _____	Surname _____
Job Title _____	Tel No . _____
Email _____	
<b>NATURE OF INCIDENT</b>	
Was the incident? <input type="checkbox"/> Intentional <input type="checkbox"/> Unintentional (accidental, due to SEN, etc)	
<b>Type of incident:</b>	
<b>Bullying</b> <input type="checkbox"/> <b>Damage</b> (includes damage to school or personal property belonging to any member of the school community) <input type="checkbox"/> <b>dangerous behaviour (H &amp; S)</b> <input type="checkbox"/>	
<b>Drug and alcohol related</b> <input type="checkbox"/> <b>ersistent defiance</b> <input type="checkbox"/> <b>ersistent disruptive behaviour</b> <input type="checkbox"/>	
<b>Physical assault against adult</b> <input type="checkbox"/> <b>hysical assault against student</b> <input type="checkbox"/>	
<b>Possession of dangerous implement/weapon</b> <input type="checkbox"/> <b>kual misconduct</b> <input type="checkbox"/> <b>Th</b> <input type="checkbox"/>	
<b>Verbal abuse / threatening behaviour against student</b> <input type="checkbox"/>	
<b>Verbal abuse / threatening behaviour against adult</b> <input type="checkbox"/>	
<b>DETAILS OF PERSON INVOLVED(perpetrator) _ one person per form</b>	
Forename: _____ Surname: _____	
Age: _____ Class: _____ Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
<input type="checkbox"/> Others Involved	
Name _____	Class _____ Age _____
Name _____	Class _____ Age _____
Name _____	Class _____ Age _____
Name _____	Class _____ Age _____
<b>DETAILS OF PERSON INVOLVED (Victim) one person per form</b>	
Forename: _____ Surname: _____	
Age: _____ Gender: <input type="checkbox"/> M <input type="checkbox"/> F Class _____	
Address _____	
_____ P	
O Box _____ Email _____ . Cell# _____	
97	
<b>DID THE INCIDENT INVOLVE NON-RESTRICTIVE PHYSICAL INTERVENTION?</b>	

Yes ☐ No ☐

**DID THE INCIDENT INVOLVE RESTRICTIVE PHYSICAL INTERVENTION?** Yes ☐  
No ☐

**DETAILS OF INCIDENT**

Occurred Date: \_\_\_ / \_\_\_ / \_\_\_ Time: \_\_\_\_\_ Exact location: \_\_\_\_\_

Reported Date: \_\_\_ / \_\_\_ / \_\_\_ Time: \_\_\_\_\_

**Factual description of events and circumstances** (*including how the incident arose, any de-escalation techniques used and an account of any physical interventions*). - Continue on a separate sheet if necessary)

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**Signature of persons involved** \_\_\_\_\_ **Date** \_\_\_\_\_ **Time** \_\_\_\_\_

**Signature of persons involved** \_\_\_\_\_ **Date** \_\_\_\_\_ **Time** \_\_\_\_\_

**Signature of persons involved** \_\_\_\_\_ **Date** \_\_\_\_\_ **Time** \_\_\_\_\_

**DETAILS OF INJURY AND TREATMENT** Was a student injured? ☐ Yes ☐ No

Was a member of staff injured? ☐ Yes ☐ No

**If Yes please specify injury type**

☐ Sprain ☐ Bruising/swelling ☐ Cuts/scratches ☐ Puncture Wound ☐ Fracture

☐ Dislocation ☐ Scalds/burns ☐ Concussion ☐ Shock ☐ Internal injury ☐ Eye Injury

Other (please specify) \_\_\_\_\_

**Type of treatment** ☐ Hospital ☐ Doctor ☐ First Aid ☐ Rest ☐ None

Details of treatment

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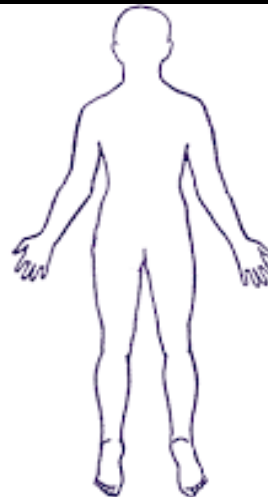
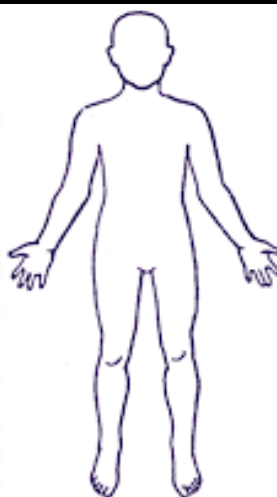
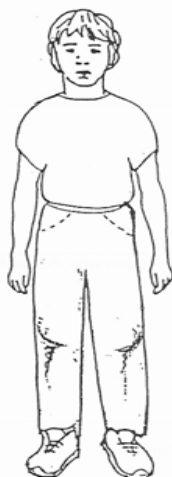
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I

Indicate below on the appropriate body map any visible injuries to either the student or adult.

STUDENT

ADULT



**WITNESS(ES)** *(Please attach statements)*. Forename: \_\_\_\_\_ Surname: \_\_\_\_\_  
Address: \_\_\_\_\_ PO Box : \_\_\_\_\_  
Tel No: \_\_\_\_\_ Email \_\_\_\_\_

### EMPLOYEE ABSENCE DUE TO INJURY

Has the incident resulted in absence from work?

☐ Yes ☐ No ☐ SMT informed

If yes, did he/she do any work on the day of the incident after it happened? ☐ Yes ☐ No

What time did he/she stop work? \_\_\_\_\_ am/pm

Anticipated duration of absence \_\_\_\_\_ days

### INVESTIGATION -

Has this incident been reported to the Police? ☐ YES ☐ NO

Police Incident No \_\_\_\_\_ Name and Number of Officer \_\_\_\_\_

Have parents been informed? Yes ☐ No ☐ Time/date of being informed Date \_\_\_\_\_ Time \_\_\_\_\_

How were parents informed \_\_\_\_\_ Name of parent informed \_\_\_\_\_

Person informing parents \_\_\_\_\_

### Describe the causes of the incident

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### Describe any action that has since been taken to prevent a similar incident

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\_\_\_\_\_ Please continue on separate sheet(s) if necessary

Have there been any similar accidents? \_\_\_\_\_

Yes

No

As a result of these incidents have you reviewed your risk assessment / procedure?	<input type="checkbox"/>	N/A	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Is training or re-training required?			<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Have the control measures / procedures been effectively communicated to staff?			<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
<b>Staff investigating the incident:</b> Name _____ Signature: _____ Position: _____ Tel No: _____ Date: _____ Time _____ Email _____						
<b>THE PRINCIPAL MUST SIGN HERE TO INDICATE THAT THEY ARE AWARE OF THE INCIDENT DETAILED OVERLEAF AND ABOVE.</b>						
Principal's Name: _____ Signature: _____ Date: _____ Time _____						



# Searching, Screening and Confiscation

## FBCS Policy on Searching, Screening and Confiscation

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**This policy has been developed and implemented in consultation with the whole school community including students, parents/guardians, staff, SMT, representatives and partner agencies.**

**Approved on April 16, 2024**

**Article XXV. Review Date April 2027.**

### **Article XXVI.        SIGNATURES**

Student (via the Student Council) .....

*Article XXVII. Parent (via the PTF) .....*

Chair of School Governors .....

School Leader .....

## **I. PURPOSE**

- 1.1 This policy outlines guidance for staff and authorised staff on searching students and the retention and disposal of items that have been confiscated in accordance with Ministry of Education's Guidance on Searching, Screening and Confiscation. This policy applies whenever students are in the care of the school, including on school trips or in training settings.

## **2. AIM**

- 2.1 The central aim of this policy is to support staff in undertaking their duty to promote and maintain an orderly environment and to enable the School to carry out its duties to safeguard and promote the welfare of children by ensuring that dangerous, illegal or disruptive items are removed from students and disposed of safely and lawfully.
- 2.2 This policy also aims to clarify the circumstances in which searches will take place and what will happen to items confiscated by staff.

## **3. SEARCHING**

- 3.1 The Principal and authorised staff 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. Prohibited items are:
- an offensive weapon, prohibited weapon or restricted weapon as outlined in the Penal Code (2013 Revision)
  - a controlled drug as outlined in the Misuse of Drugs Law (2014 Revision)
  - a stolen article
  - other items include:
    - a) Alcohol, tobacco, smoking paraphernalia such as lighters, pipes and electric cigarettes.
    - b) Fireworks and pornographic images.
    - c) Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
    - d) To cause personal injury to, or damage to the property of, any person (including the student).
- 3.2 The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the Code of Conduct as an item which may be searched for.

## **4. CONFISCATION**

- 4.1 School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

## **5. SCREENING**

- 5.1 The Principal and authorised staff can require students to undergo screening by hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students. Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

## **6. SEARCHING WITH CONSENT**

- 6.1 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.
- 6.2 If a member of staff suspects a student has a banned item in his/her possession, they will instruct the student to turn out his pockets or bag and, if the student refuses, the staff member can apply an appropriate punishment as set out in the school's Behaviour Management Policy.
- 6.3 A student refusing to co-operate with such a request raises an elevated level of concern and it would be appropriate for a senior member of staff to be called to support with the situation. A decision at this point will be made about whether a search without consent is an appropriate action.

## **7. SEARCHING WITHOUT CONSENT**

- 7.1 At First Baptist Christian School, authorised staff have the power to search without consent for:
- Knives or weapons, alcohol, illegal drugs, drug paraphernalia and stolen items;
  - Tobacco and cigarette papers, smoking paraphernalia such as e-cigarettes, fireworks and pornographic images;
  - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
  - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- 7.2 The staff member conducting the search will be the same sex as the student being searched. There will be a witness (also a staff member) and, if at all possible, they will be the same sex as the student being searched.
- 7.3 Staff members can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The staff member must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- 7.4 In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the

search should bear in mind that a student's expectation of privacy increases as they get older.

## **8. UNDERTAKING THE SEARCH**

- 8.1 The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes and jackets.
- 8.2 A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 8.3 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- 1.4 Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

## **9. AFTER THE SEARCH**

- 9.1 The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- 9.2 A staff member carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
  - Where a staff member conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.
  - Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
  - Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
  - Where a member of staff finds tobacco, cigarette papers or smoking paraphernalia such as pipes and e-cigarettes they may retain or dispose of them. As with alcohol, this means that schools can dispose of such items as they think appropriate but this should not include returning them to the student.



- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it. Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

## **10. SANCTIONS**

10.1 The discovery of any prohibited items will result in sanctions being applied in line with the school's Behaviour Policy. The level of sanction will be decided by a member of the school's Senior Leadership Team, but may include one or more of the following:

- Loss of break
- Detention including School Detention
- Ban from defined areas
- Internal suspension
- Fixed Term Exclusion
- Application for expulsion

## **11. RCIPS SCHOOL RESOURCE OFFICER:**

11.1 Wherever possible the RCIPS resource officer for the school will be asked to lead or oversee searches having to be undertaken without consent, especially when student and parents strongly refuse.

11.2 Where police are involved, parents will be contacted unless there are Child Protection concerns.

11.3 Where RCIPS involvement takes place, they will follow police protocol to record the incident. However, school recording procedure should still be maintained (see "Record Keeping" below).

## **12. RECORD KEEPING**

12.1 Incidents that involve the screening or searching of students or confiscation of items or property will be recorded as a behaviour incident within school software, and details will be recorded in the appropriate area. It may be necessary to take more detailed statements from various witnesses if the incident requires more serious disciplinary action.

- 12.2 If a search reveals an illegal item or substance it must be logged and recorded as above. At this point the police should also be informed and they will record events under their established procedures and protocols.
- 12.3 Parents/carers do not have to be informed before a search or screening of a student takes place. However, if a student has been searched or screened, and items have been confiscated, parents/carers should be informed of this as soon as possible
- 12.4 In certain exceptional circumstances it may not be appropriate to inform parents/carers i.e. if it is a criminal matter where the parent may also be involved or where, even if nothing is found, revealing the search to parents may put the child at risk of harm from the parent/carer.

### **13. AUTHORISED STAFF**

The Principal has informed the School Management Team (SMT) of all staff members who are authorised to undertake searches without consent.

## DECLARATION OF STAFF AUTHORISED TO CARRY OUT SEARCHES WITHOUT CONSENT

In line with the Education Law, 2016 and aligned Education Regulations, 2017,

I am informing the Chairperson of the School Management Team that the following staff have been given the authority to conduct searches on students without their consent. These staff will only undertake a search without consent if if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. All searches will be carried out in line with Regulations, National Guidance and School Policies.

- I can establish that the following persons have undertaken the CSMARRT training in search techniques.
- I can establish that the following persons have undertaken CSMARRT training with Sean Cahill in safe handling.
- I can also establish that the following persons are suitable to exercise this authority if granted.

Member of staff	Job title	Date of Safe Searching Training	C-SMARRT Certificate Number	Staff Signature	Date
Jerval Johnson	PE Teacher				
Tonie Broomfield	Grade 2 Teacher				

Name of School: First Baptist Christian School

Name of Principal: Janet Durksen

Date: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_

# FBCS School Behaviour Policy



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

Approved on April 16, 2024

Article XXVIII.      **Review Date April 2027.**

## **Article XXIX. SIGNATURES**

Student (via the Student Council) .....

*Article XXX. Parent (via the PTF) .....*

Chair of School Governors .....

School Leader .....

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### 1.Introduction

Students at **First Baptist Christian School**, have rights and privileges as well as responsibilities. While the school has an obligation to provide an education for all its students, the School Leaders and staff have an expectation that students conduct themselves in a way that is respectful, responsible and supportive of the school's positive learning environment. Students, parents, teachers, school management, and the wider community have contributed to the development of this School Behaviour Policy, which states our expected standards in relation to appropriate and responsible student behaviour. This policy is intended to inform staff, students and parents of the expectations, procedures and protocols for promoting positive behaviour and dealing with negative behaviour within First Baptist Christian School.

### 2. Policy statement

At **FBCS**, we 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. In particular at **FBCS** we realise our responsibility to provide a social learning context that is significant in influencing positive student behaviour and encourages individuals to accept responsibility for their own behaviour. This School Behaviour Policy provides a framework for such learning. Teachers encourage appropriate behaviour by teaching, guiding, directing, and providing opportunities for new learning to occur.

Assisting parents in the development of Godly character in their children is one of our primary goals. It is our desire at **FBCS** that our students would strive to obey the scriptures. Our key

scripture verse is “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.” Matthew 22:37-39. Character motivation, accompanied by scripture is used to positively influence behavior in the classroom.

### **3. Rationale and purpose**

This policy has been drawn up in accordance with the Education Law, 2016 and associated regulations. This policy also takes into account the Ministry of Education guidance relating to student behaviour and discipline.

The purpose of the policy is to:

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

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. 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, thus ensuring teachers can teach and students can learn. As a result, students, staff, and parents all benefit.

### **4. FBCS Student Code of Conduct**

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

As a student I will.....

#### **Respect self and others by:**

- Following school rules.
- Listening to members of staff or responsible students and following instructions politely and calmly.
- Being polite to all staff, visitors and fellow students and treat all people as I want to be treated.
- Telling the truth, and admitting to things I have done.
- Working with others in positive ways.
- Refrain from swearing or insulting a member of staff, visitor or student.
- Being respectful, positive and considerate of others.
- Never rushing, fighting or play-fighting.
- Listening when others are speaking to me.

#### **Respect the policies of the school by:**

- Being on time for school and all my lessons.
- Only eating in the lunchroom or designated places.
- Making healthy food choices.
- Remaining on school grounds unless I have permission to leave school.
- Dressing in the correct school uniform at all times.
- Remembering to leave chewing gum at home as it is not allowed on school premises.
- Leaving my cell phone and other electronic devices at home..
- Placing litter in the garbage bin

**Be responsible by:**

- Helping keep classrooms pleasant, clean and tidy.
- Never touching other people's property, and treating their belongings with respect.
- Following rules about safety.
- Always placing litter in the garbage bins.

**Achieve by:**

- Making learning my priority and coming to school prepared to work.
- Doing my schoolwork to the best of my ability.
- Bringing all the equipment necessary for school.
- Being an active learner by participating in class activities and discussions.
- Always recording homework in my planner and complete homework on time.

**As with any incident of student behaviour, school staff must exercise informed judgment about whether a student's actions constitute a reward or sanction in relation to the Student Code of Conduct. The tiered responses shown in table 1 and 2 provide 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.**

**Repeated chronic or cumulative offenses may require a higher tier of sanction and a referral may be made to supporting agencies. Serious violations of the Code of Conduct will result in immediate sanctions at a higher tier.**

## 5. Tiered Levels of rewards and sanctions

**Article XXXI. Table 1: Tiered Rewards**

TIER	OPTION		
<b>1</b>	<b>Tier 1 Rewards.</b> Teachers/staff use the following rewards to recognise and reinforce positive behaviour, effort and achievement/success in and around the classroom.		
	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Display students work</li> <li>• Tokens such as prizes, etc.</li> <li>• Class group rewards</li> </ul>	<ul style="list-style-type: none"> <li>• Post card, letter and/or certificate to parents</li> <li>• Classroom privileges</li> <li>• Homework pass</li> </ul>	<ul style="list-style-type: none"> <li>• Text, email, phone call to parents.</li> <li>• Classroom responsibilities</li> <li>• Preferred activity time</li> </ul>
<b>2</b>	<b>Tier 2 Rewards.</b> 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.		
	<ul style="list-style-type: none"> <li>• Student of the month awards/certificates</li> <li>• Lunch with the principal</li> </ul>	<ul style="list-style-type: none"> <li>• Reports home</li> <li>• Dress down day (excluding those who have not met requirements)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly/monthly assembly recognition</li> </ul>
<b>3</b>	<b>Tier 3 Rewards.</b> 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.		
	<ul style="list-style-type: none"> <li>• School display board</li> <li>• National Press report</li> <li>• Termly/yearly prizes for high achievers</li> <li>• Honor Roll or Principal's Honor Roll</li> </ul>	<ul style="list-style-type: none"> <li>• Principal letters, reports home</li> <li>• Movie or games day</li> </ul>	<ul style="list-style-type: none"> <li>• Termly/monthly assembly recognition</li> <li>• School trips/parties for groups of students</li> <li>• Dress down passes</li> <li>• Whole school awards for attendance, most improved, effort and conduct</li> </ul>
	•	•	•



**Article XXXII. Table 2: Tiered Behaviors and Sanctions**

<b>Level</b> <b>1</b>	<b>Responsibility:</b> <i>Teacher- Use the following interventions to help students manage behaviour in the classroom. Teachers to record offence and sanction taken in lessons using Behavior Log and Renweb.. If offence becomes a MAJOR due to intensity or frequency then intervene student and inform/refer on to Deputy Director or Vice Principal using referral form.</i>		
<b>MINOR or MAJOR Offence</b>	Cheating. Defiance. Disrespect toward others or their equipment. Disruptive behaviour. Inappropriate contact. Lying. Leaving class without permission. Misuse of school equipment. Possession of mobile electronic equipment or other prohibited items. Refusal to attempt/complete work. Teasing/hurtful comments. Uniform infraction, Unsafe behaviour.		
<b>Action Taken</b>	<ul style="list-style-type: none"> <li>Letter of apology</li> <li>Loss of privileges</li> <li>Restorative approach</li> <li>Contact parent</li> </ul>	<ul style="list-style-type: none"> <li>Teacher conference with student</li> <li>Reflection Paper</li> <li>In-class time-out</li> <li>Seat change</li> <li>Behaviour Report</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcement of appropriate behaviours</li> <li>Daily report (teacher)</li> <li><b>Teacher detention</b></li> </ul>
<b>2</b>	<b>Responsibility:</b> <i>Teacher can deal with behaviour but must also inform/refer to Deputy or Vice Principal in writing. Teachers to record offence in logbook and RENWEB.. Discipline Referral form is used.</i>		
<b>MAJOR Offence</b>	<b>All Tier I MINOR offences that become MAJOR due to intensity or frequency or have not been resolved:</b> Leaving School without permission, Threatening behavior to student, Prejudicial remarks/comments. Selling goods. Deliberate damage to property. Excessive rough-housing, conflict, aggression.		
<b>Action Taken</b>	<ul style="list-style-type: none"> <li><b>All of tier 1 sanctions</b></li> <li><b>Referral to Deputy or Vice Principal</b></li> <li><b>Daily report</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher conference with student and/or parent</li> <li>Peer mediation</li> </ul>	<ul style="list-style-type: none"> <li>Parent conference</li> <li>Confiscation of prohibited items</li> <li>Student/Parent contract</li> <li><b>School detention.</b></li> </ul>
<b>3</b>	<b>Responsibility:</b> <i>Teacher to intervene with student and inform and/or refer on to Vice Principal or Principal in writing using behavior form.</i>		
<b>MAJOR Offence</b>	<b>Tier 1 and 2 offences are repeated, are of a more serious nature or have not been resolved.</b> Alcohol, tobacco use. Arson/fire. Bullying. Deliberate cruelty to animals. Inappropriate sexual contact, Inciting others to fight or joining a fight. Indecent/offensive behaviour. Physical aggression to student Stealing. Threatening behavior to staff.		
<b>Action Taken</b>	<ul style="list-style-type: none"> <li><b>All of tier 1 and 2 sanctions</b></li> <li><b>Mandatory referral to Vice Principal or Principal</b></li> </ul>	<ul style="list-style-type: none"> <li>Community Service</li> <li>Withdrawal</li> <li>Restricted activity</li> <li>Parent/guardian notification required</li> <li>Behaviour contract</li> </ul>	<ul style="list-style-type: none"> <li>In-school suspension</li> <li>Exclusion/Suspension (1-3 days)</li> <li><b>School Leaders detention</b></li> </ul>
<b>4</b>	<b>Responsibility:</b> <i>School Principal with support from School Management Team</i>		
<b>Offence</b>	<b>Tier 3 offences have been repeated or have not been resolved.</b> Tier 4 offences are of a significantly serious or extreme nature where the student's behaviour presents a serious health and safety risk to the school community.		
<b>Action Taken</b>	<ul style="list-style-type: none"> <li>Parent/guardian notification required</li> </ul>	<ul style="list-style-type: none"> <li>Move to another school</li> </ul>	<ul style="list-style-type: none"> <li>Expulsion (to be considered only in the most extreme cases)</li> </ul>

**Costs relating to loss or damage may be required in addition to any other prescribed consequences.**

## **6. Sanctions and disciplinary action**

There is a clearly defined process for issuing sanctions in this school. Where possible students are issued with a warning to enable them to rectify their behaviour although there may be times, if the nature of their behaviour is so serious, that more than a warning is warranted. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below.

### **Community Service**

For example, a teacher may require a small task to be completed as a consequence for a minor misdemeanour. The task might include a simple classroom chore or help with a simple task.

### **Teacher's Break Time/ Lunch Time Detention**

For other misdemeanours, teachers may issue a detention for some of the student's break or lunchtime. Such detentions are logged on RENWEB and the Tutor/Learning Mentor informed.

### **After School Detention**

For more serious misbehaviour a teacher may set up an after-school detention of up to one hour, which may be supported by a senior member of staff. Such detentions are logged on RENWEB and the Deputy informed.

### **School Leaders Detention**

School Leaders Detention is reserved for more serious offences, for students who are repeatedly offending or for students that are refusing other sanctions. The School Leaders Detention takes place after school on a Friday. A School Leaders Detention may also form part of a restorative solution as an alternative to a fixed-term exclusion and may involve some type of community service. This is facilitated through the school Principal.

### **Withdrawal**

Refers to incidents where a student has been withdrawn from normal classroom lessons for up to one day. This disciplinary consequence is usually used where a student needs a 'cool down' or have a 'reflective' period outside of the classroom.

### **Internal Suspension**

Refers to a disciplinary penalty where a student is formally placed on in-school suspension for between one (1) and three (3) consecutive days.

### **Exclusion**

Refers to a disciplinary penalty where a student is removed from school for a fixed period of time.

### **Expulsion**

Refers to a disciplinary penalty where a student is permanently excluded and cannot return to their registered school.

## **7. Searching, screening and confiscation**

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). The following items are what are termed ‘Prohibited Items’ and their presence on school premises or if found on an individual student will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs and drug paraphernalia
- Alcohol
- Fireworks
- Tobacco, cigarette papers and or e-cigarettes
- Pornographic images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the student)

School Leaders and authorised staff can also search for any item banned by the school rules, which has been identified in the rules as an item which may be searched for. The following are items which are banned by the school under the Student Behaviour and Discipline Policy.

- Cell phones and other personal electronic devices.
- Jewellery not in accordance with the school uniform policy.
- Lighters or matches

The school will confiscate any electronic items being used on the premises such as mobile phones etc. Staff in this school have the right to confiscate and search any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a student repeatedly breaks the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items or the items may be kept for the whole term. Where items are not collected, the school will dispose of them at the end of each term.

Where items are ‘prohibited’ as outlined above, these will not be returned to students and will be disposed of by the school according to the Ministry and statutory guidance ‘Searching, Screening and

Confiscation – Advice for School Leaders and Staff’. Students must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search students **without** their consent for such items. There will be severe penalties for students found to have ‘prohibited’ items in school. In certain circumstances this may lead to exclusion and criminal charges being sought

## **8. Home School Agreements- Parent/Student Handbook**

**FBCS** publishes, on a yearly basis, a home-school agreement and associated parental declaration. A home-school agreement is a statement explaining:

- The school’s aims and values
- The school’s responsibilities towards its students who are of compulsory school age.
- The responsibility of each student’s parents, and what the school expects of its students

At **FBCS** we take reasonable steps to ensure that all parents of students registered at the school sign the parental declaration to indicate that they understand and accept the contents of the agreement.

## **9. Student Conduct and Behaviour Outside of School**

### **What the law allows**

In line with the Education Law (2016) teachers at **FBCS** have a statutory power to discipline students for misbehaving outside of the school premises and the School Leader has a specific statutory power to regulate students’ behaviour in these circumstances.

At **FBCS** school teachers may discipline a student for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity; or
  - travelling to or from school

This school is committed to ensuring our students act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport for excursions to and from school
- Good behaviour when engaged in school related activities on or off site.
- Positive behaviour which does not threaten the health, safety or welfare of our students, staff, volunteers or members of the public.
- Protection for individual staff and students from harmful conduct by students of the school when not on the school site.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

### **Sanctions and disciplinary action – Off-site behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and has been witnessed by school staff regardless of whether or not it is an activity supervised directly by those staff.

Sanctions may be in the form of detentions, internal suspension or fixed-term exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether students were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff).
- Whether the misbehaviour was whilst the student was participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other students in the future.

#### **Exclusions for charge related incidents out of school**

In line with the Education Regulations (2017) the School Leader may ask the SCHOOL MANAGEMENT TEAM to consider exclusion when a student is charged with an offence and that the School Leader is reasonably satisfied it would not be in the best interests of other students or of staff, for the student to attend the school while the charge is pending.

### **10. Behaviour on the school bus**

At **FBCS** we consider that using 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.

Behavior 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 the Principal, Mrs. Durksen, the conduct requiring 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. Internal suspension and exclusion will occur only in special cases of misconduct that warrant this type of action.

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

## **11. Gang related activity**

At **FBCS** gang related activity is prohibited and sanctions may be enforced and/or police action may be requested under the following circumstances:

- 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.

## **12. Cell phone or other electronic devices**

At **FBCS** cell phones are permitted for grades 5-8 but they must stay in the student's backpack for the day. 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 sending inappropriate messages or posts to social networking or blogging sites.
- Using cell phones outside school hours to intimidate or upset staff and students.
- 

## **13. Classroom Rules**

At **FBCS** we believe that 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 learns 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 – ‘Be Kind, Be Safe, Be Cooperative, Be Respectful**

#### **Be Kind**

Help others; Share; Use your manners; Use polite words; Be a good listener; Invite others to play

#### **Be Safe**

Walk in all school areas- hallways, passageways, classrooms, lunch room; Keep your hands and feet to yourself;

#### **Be Cooperative**

Follow directions; take turns; listen to others; stay on task

#### **Be Respectful**

Be polite, courteous and positive to everyone.

Speak kind words- Cursing, teasing, talking back and bullying will not be tolerated.

Respect yourself, your classmates, your teacher and your classroom.

Keep your hands to yourself.

### **14. The use of reasonable force**

In order 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 **FBCS** we have taken account of advice 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 FBCS** staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary

to achieve the desired result and in order 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.

At **FBCS**, any physical intervention by staff will be in line with our School Physical Intervention Policy.

#### **Action as a result of Self-defence or in an emergency**

All staff including teaching assistants, admin staff and security staff have the right under Common Law to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a student was at immediate risk of injury or at the point of inflicting injury on themselves or someone else, any member of staff is entitled to intervene.

#### **15. Bullying – See Full Anti-Bullying Policy**

The Ministry of Education within its Policy and Guidance documentation defines bullying as ‘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 be targeted at individuals or groups’.

**FBCS**, endeavours to comply with the Ministry of Education requirements placed on schools and our Anti Bullying Policy outlines detailed procedures and protocols to ‘encourage good behaviour and respect for others on the part of students and in particular preventing all forms of bullying among students’.

#### **16. Behaviour of parents/guardians & other visitors to school**

**FBCS**, encourages close links with parents/guardians and the community. We believe that students benefit when the relationship between home and school is a positive one. “While the vast majority of parents, guardians and others visiting our school are keen to partner with us and are supportive of the school, in those instances wherein there is a negative attitude, it is unacceptable for it to be expressed aggressively, with threatening behavior, or in the form of written, verbal and/or physical abuse towards a member of the school community.”

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the Education Law (2016) and the Ministry of Education Complaints Policy.



### **Types of behaviour that are considered serious and unacceptable**

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting and or swearing either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its students or staff/volunteers on a social networking site
- Breaking the school's security procedures
- 

### **Procedures for dealing with unacceptable behaviour**

When a parent/guardian or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff, a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed.

Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated, and the visitor will be asked to leave the school immediately. As it is also an offence under the Education Law (2016) for any person (including a parent) to cause a nuisance or disturbance on school premises and the police will be called if necessary. If it has been determined that an offence has been committed, then the perpetrator is liable under summary conviction to a fine of \$5000 and may also be banned from the school premises for a period of time.

## **17. School property**

It is an expectation, at **FBCS**, that all students take care of any property or equipment placed in their care and where property is to be returned it is done so in good condition and at the requested time. If property is not returned in good order or is destroyed, damaged, lost or converted by intent or neglect then the parent can be held liable. In such circumstances and in accordance with the Education Regulations 2017, the Principal of FBCS may claim the value of the property from the parent or legal guardian of the student.

# FBCS ANTI-BULLYING POLICY

Updated June 2024

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## First Baptist Christian School

**Article XXXIII.      Approved and adopted - Date: January 14, 2021, Amended June 30, 2024**

**This policy has been developed and implemented in consultation with the whole school community including students, parents/guardians, staff, at FBCS and MEYSAL.**

**Article XXXIV.      Review Date: June 30, 2024**

**Article XXXV.      SIGNATURES**

**Student  
(via the Student Council) \_\_\_\_\_**

**Article XXXVI.      Deputy Director of Student Life & Anti-bullying \_\_\_\_\_**

**SMT Chairman \_\_\_\_\_**

**School Leader \_\_\_\_\_**

**Parent Representative \_\_\_\_\_**

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## **1. Introduction**

**At First Baptist Christian 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.

FBCS is committed to protecting its students from bullying of any type. FBCS believes all students are entitled to a safe, nurturing, equitable, bullying-free school experience. Accordingly, FBCS will work to ensure that every incident of bullying is investigated, and specific action taken to support both the perpetrator and target in an effort to eliminate such behaviour.

We expect students to feel safe in school and have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

### **POLICY STATEMENT**

This policy has been established to ensure adherence to the Anti-Bullying (School) Regulations, 2022, and to promote consistency nationally. In these regulations “bullying” is any repeated conduct inflicting physical harm or psychological distress on one or more students by another student/(s). All the circumstances of the conduct shall be taken into account when investigating any reported or suspected cases of bullying.

The Ministry of Education and FBCS are committed to working with schools and their relevant authorities to develop safe, welcoming, supportive, and inclusive learning environments that promote the well-being of all students and staff. The Education Act, 2016, and the Anti-Bullying (School) Regulations, 2022, requires that:

- All government, assisted, and independent schools have an Anti-Bullying Policy and supporting guidance documents.
- All students and parents feel supported when bullying is reported.
- Bullying is not tolerated in any school.

### **AIMS**

This policy aims to:

- ☐ Set out the responsibilities of all government, assisted and independent schools to support anti-bullying.
- ☐ Establish consistent requirements regarding effective provision and practice in government, assisted and independent schools to prevent, monitor and support anti-bullying.
- ☐ Promote an understanding of the issues surrounding bullying among students, staff and parents.

## **2. Roles and responsibilities**

**The school Principal** – Has overall responsibility for the policy, its implementation and for liaising with the **SMT**, parents/guardians and outside agencies. The school leader is also responsible for appointing an anti-bullying coordinator who will assist with the implementation of this policy.

**School leaders shall implement a school Anti-Bullying Policy that encompasses both prevention and response by:**

- ☐ Acknowledging that all bullying behaviour is a risk to be managed;
- ☐ Recognising and including in their school policy, the prevalence, risks and dangers of cyber-bullying;

- ☐ Outlining procedures to proactively prevent bullying behaviour by building students' social skills and creating a safe school environment;
- ☐ Defining mild, moderate, major and severe incidents of bullying;
- ☐ Identifying who is responsible for responding to each type of incident and the manner of that response;
- ☐ Including a guide for stakeholders on the steps to take when bullying incidents occur;
- ☐ Requiring regular data collection e.g. surveys of students regarding their perceptions of safety from bullying behaviour and requiring the information gained from such surveys to be used to identify areas for improvement;
- ☐ Providing for ongoing professional development of school staff to enable them to recognise and respond to bullying;
- ☐ Specifying, in accordance with the Anti-Bullying (Schools) Regulations, 2022, the disciplinary action required to be taken against the school leader and school staff if they breach the Anti-Bullying Policy or the Regulations;
- ☐ Providing for disciplinary action to be taken against a student/(s) who:
  - engages in bullying;
  - retaliates against another student as a result of a report made about bullying;
  - witnesses conduct which may constitute bullying or retaliation and fails to make a report to the school leader or a member of the school staff; or
  - makes a false allegation of bullying or retaliation knowing there is no basis to make the allegation;
- ☐ Providing appropriate guidance and counselling for students to prevent bullying;
- ☐ Providing support and interventions for both the targets and aggressors of bullying;
- ☐ Integrating information technology to support anti-bullying, including the use of student management systems, for data collection and analysis;
- ☐ Monitoring the success of anti-bullying strategies that have been implemented.
- ☐ Educating students on bullying, the Anti-Bullying Policy of the school and the requirements for reporting of all acts of bullying;
- ☐ Educating parents about bullying, the Anti-Bullying Policy of the school and how they can reinforce and support anti-bullying at home;
- ☐ Maintaining an accurate record of relevant information and statistics on acts of bullying, reports of bullying and outcomes of anti-bullying interventions.
- ☐ Reporting bullying statistics to the DES/Relevant Authorities (as applicable), and the Ministry as required at the end of each school term
- ☐ Being accountable to the DES/Relevant Authorities (as applicable), and the Ministry for requirements in responding to all incidents of bullying.
- ☐ Establishing a system for confidential reporting of bullying by students;
- ☐ Establishing guidelines for parents to report bullying;
- ☐ Encouraging communication between parents, legal guardians and the school to share information about bullying behaviour;
- ☐ Encouraging students to report bullying, and provide a safe environment to do so;

- ☐ Ensuring all teachers and other school staff take all incidents of bullying seriously and know how to respond appropriately.
- ☐ Ensuring its Anti-Bullying Policy, procedures and programmes are distributed and readily accessible to school staff, students, and parents by:
  - o publishing them in multiple ways; and
  - o ensuring they are concise and clearly written
- ☐ Ensuring that prior to implementation, the school's Anti-Bullying Policy is approved by the relevant authority, and the Ministry of Education.
- ☐ Referring to the relevant authorities any parent who refuses to participate in any bullying intervention program that is believed to be in the best interests of the student(s).

#### **Parents / guardians shall:**

- ☐ Be informed and remain up to date with the Anti-Bullying Policy requirements
- ☐ Attend scheduled meetings to resolve the issue(s) related to their child's involvement in acts of bullying,
- ☐ Follow the reporting guidelines of the policy
- ☐ Allow their children to participate in agreed interventions
- ☐ Support and participate in the school's programme(s) that is geared towards creating a safe environment for all students.

#### **School staff reporting**

- ☐ All members of the school staff, including volunteers, have a 'duty of care' towards each student in a school and shall immediately report any act of bullying or retaliation that:
  - has been witnessed by, or that has come to the attention of, the member of the school staff; or
  - othe member of the school staff reasonably suspects to have occurred.
- ☐ A report made under this regulation shall be supported by a written statement of the observations, information and opinions surrounding the act of bullying or retaliation.
- ☐ A member of the school staff shall make a report, as required, about any act of bullying or retaliation to:
  - the school leader; or
  - the relevant authority.

#### **Student reporting**

- ☐ A student shall immediately report, as required, to the school leader or a member of the school staff any act of bullying or retaliation witnessed by the student, or that has come to the student's attention.
- ☐ A report made under this regulation shall be supported by a written statement of the observations, information and opinions surrounding the act of bullying or retaliation.
- ☐ Students shall engage with educational opportunities with regard to bullying including specific programmes that promote and support anti-bullying.

The anti –bullying coordinator in our school is Principal Janet Durksen including Child Protection, Anti-Bullying, & Student Life coordinator Tessa Suckoo. Their responsibilities include:

- Policy review involving students, staff, **SMT**, parents/guardians and relevant local agencies at the direction of the school leader.
- 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.

### 3. **Definition of bullying**

**“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 or damaging their 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.

**“conduct”** in relation to bullying, includes any action which is verbal, written, electronic or physical;

☐ **“parent”** includes a legal guardian;

☐ **“relevant authority”** is—in the case of an assisted school and an independent school, the governing body of the school the **SMT** or, if the school has no governing body, the owner of the school;

☐ **“school leader”** is a person, by whatever name called, responsible for the day-to-day management of the school and for persons deployed to work at the school;

☐ **“school staff”** includes a person employed to work at the school, either by the school or by a contracted service provider, or a person who volunteers his or her time to provide a service at the school; and

☐ **“student”** is a person who is enrolled or attends classes at a school.

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’;

☐ **“cyberbullying”** is defined as the deliberate and repeated harassment and fear of a person through the use of digital technologies, including, but not limited to, email, blogs, texting on cell phones, social media platforms (e.g., Facebook, Instagram, YouTube, Twitter, etc.) chat rooms including MS Teams.

This policy uses the terms "target" and "victim" interchangeably to describe students that have been bullied. However, the term "victim" can be challenging for those students at risk of internalizing the victimization and seeing themselves as weak and ineffectual. It is also recommended that "bullies" be referred to as "aggressors" or "perpetrators of bullying". It could also be appropriate that the above terms be prefaced with “alleged” pending the outcome of an investigation. This language is important when addressing the complexities incident of bullying gives rise to, particularly cyberbullying; given the speed of messaging and the potential anonymity of the aggressor making it difficult to determine the message's origin. Therefore, it is most constructive to identify and focus on the participants'

behaviour, while avoiding viewing the “aggressor”, “bystander”, and “target” as having a fixed personality trait.

Although the primary focus of this policy is to address student on student bullying, at First Baptist Christian School, we recognise that students may want to report incidents where they feel bullied by school staff. Therefore, when the term bullying is mentioned it is designed to include all types of bullying, including staff on student and student on staff bullying.

### **Identifying Bullying**

Bullying is a purposeful action that is intended to harm, involves physical (hitting, pushing, shoving, kicking etc.) and/or mental components (e.g. verbal humiliation, hurtful, threatening behaviours, gossip, exclusion) and **always** involves an imbalance of power.

Using this acronym **RID** is an easy way to remember the components that comprises bullying. It is **Repeated**, there is an **Imbalance** of power, and the conduct is **Deliberate**. The acronym RID aims to support educational institutions with an understanding of bullying so that both proactive and reactive strategies can be implemented to develop a safe learning environment for all stakeholders.

**R: “Occurs Repeatedly”**- this means simply that the targeting has occurred more than once.

NB: A single incident can have precisely the same impact as persistent behaviour over time, as it can be experienced as part of the continuous pattern and can be extremely threatening and intimidating.

**I: “Imbalance of power”**- occurs when one student, or group is more powerful than the other. For example, when one student, Adult and/or group is older, larger, or perceived to be smarter, and/or more popular than the other, there is an imbalance of power: the playing field is not level; one student, adult and/or group unfairly takes advantage of this imbalance of power. The student feels victimized and defenceless.

**D: “Deliberate action”**- the goal and/or the intent are purposeful - an outcome which is meant to harm.

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

Bullying can include:

- ☐ unwanted teasing
- ☐ threatening
- ☐ intimidating
- ☐ stalking
- ☐ theft
- ☐ public humiliation
- ☐ destruction of school or personal property
- ☐ social exclusion, including incitement and/or coercion
- ☐ making offensive comments.
- ☐ physical assault.
- ☐ 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’.

## **5. 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.

## **6. 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.
- 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 to self-harm.
- Threatens or attempts to run away.
- Cries themselves to sleep at night or have nightmares.
- Feels ill in the morning.
- Performance in schoolwork 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.

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

At First Baptist Christian 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 Principal, SMT, and parents

## **8. 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

## **9. Recording of bullying incidents**

Bullying at FBCS will be documented using both a Discipline Referral form and recording in RENWEB. Bullying forms will be kept in a secure location by the Deputy of Student Life.

## **10. 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 FBCS will, at the earliest possible opportunity, investigate the circumstances surrounding the conduct.

At FBCS 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.
- Any other relevant agency.

## FAQ'S

### Frequently Asked Questions:

#### Is teasing bullying?

Teasing, done in manner where all persons involved feel comfortable and are capable of replying, is not bullying. However, teasing that is done in an unkind and cruel way that involves a power imbalance whereby one person feels powerless to respond or to stop what is happening is bullying. One person's intended good-natured joking is possibly experienced as bullying by the other person. It also happens that what starts as good-natured joking can escalate and become bullying.

#### What does bullying look like?

Bullying can include:

- ☐ unwanted teasing
- ☐ threatening
- ☐ intimidating
- ☐ stalking
- ☐ theft
- ☐ public humiliation
- ☐ destruction of school or personal property
- ☐ social exclusion, including incitement and/or coercion
- ☐ making offensive comments.
- ☐ physical assault.
- ☐ 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.

#### Why are students bullied?

Some of the reason students are bullied are due to:

- ☐ race, religion or culture;
- ☐ special educational needs or disabilities;
- ☐ appearance or health;
- ☐ sexual orientation;

☐ children in care or otherwise related to home circumstances;

☐ to gender;

#### 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 terrified 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.

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

It is important because:

- ☐ 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.

### Is bullying the same as conflict?

Bullying is not the same as conflict. Conflict involves antagonism among two or more people. Any two people can have a conflict in which they feel equally powerful. Bullying only happens when there is an imbalance of power, it is repeated and deliberate.

### How does "potentially" creating an intimidating, hostile and offensive learning environment cause a student's school performance or active school participation to decline and reduce academic progress?

Bullying is likely to create an environment that causes a person or group of people to feel:

- ☐ Different, alone, unimportant and/or unvalued.
- ☐ Physically and/or mentally hurt or distressed.
- ☐ Unable to do well and achieve.
- ☐ Unable to see a positive future for self.

All of these can contribute to an environment where it is difficult, if not impossible, for learning and/or teaching to occur. Also, remember that these dynamics and resulting distress apply to off-campus events, such as cyberbullying or aggressive behaviours from school.

## Bullying Prevention

### Prevention Strategies:

At FBCS school we foster a clear understanding that bullying, in any form, is **not** acceptable.

Some strategies to prevent bullying include:

- ☐ Ensuring that a school leader is supported to:
  - Manage bullying prevention initiatives
  - Investigate alleged bullying reports
  - Document actions, intervention for all involved
  - Developed and manages training database to ensure that **all** staff are aware of this policy and equip with the tools to fulfil the mandate of this policy.
- ☐ Providing anonymous virtual reporting opportunity
- ☐ Developing an effective Anti-Bullying Policy and practice.
- ☐ 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 **Principal and SMT.**
- ☐ Creating a positive learning environment

### Rights:

where students know their rights and responsibilities (see below figure 1.1).

Students have the right to be treated with respect and honesty.

Students have the right to privacy.

### Responsibilities where students know their responsibilities

Students have the responsibility to treat others with respect and honesty.

Students have the responsibility to

Students have the right to a safe and orderly school.

respect the rights of others.  
Students have the responsibility to treat school property and the property of others with respect and to act in a way that does not interfere with the rights of others and is not harmful to the health and safety of others.

Core values to prevent and support anti-bullying include:

- Responsibility
- Citizenship
- Kindness
- Respect
- Honesty
- Self-Control
- Tolerance
- Cooperation

The school will then become a safer and happier environment, with an emphasis on appropriate attitudes, behaviours, and relationships, which will also have a positive impact on learning and achievement.

Cyberbullying is a growing problem worldwide. It may happen in school, and we must be vigilant. All students, staff, parents, and stakeholders must know this. Activities that will assist in this awareness-raising initiative include, but are not limited to:

- ☐ Include cyberbullying (and “sexting” where age suitable) in general discussion with students,

staff, and parents about bullying prevention and/or cyber safety

- ☐ Save all emails and virtual communication of harassment
- ☐ Educate onlookers about how to intervene with cyberbullying on social platforms, cell phones, emails, and all forms of virtual communication
- ☐ Educate parents about how to block specific email addresses from instant messaging and chat and how to report complaints to the internet service provider
- ☐ Change email addresses if the harassment carries on
- ☐ Direct parents to contact the Royal Cayman Islands’ Police Force if threats are violent or sexual.

## **A. Curriculum**

Based on the school Anti-bullying Regulation, 2022, FBCS will provide appropriate instructions on bullying prevention in each grade. FBCS will create or adopt an evidence-based curriculum that emphasizes social, emotional, and academic growth in a strong and safe school community.

## **B. Professional Development:**

FBCS will annually provide professional development to all staff members that will review the school policies and procedures. Our school will respond promptly and effectively to reported incidents of bullying.

## **C. Responding to Bullying**

Response to bullying shall include, written reports using the bullying recording form within the identified timelines, documented interventions and responses, and pathways for help for the victim and response to the bully.

## **D. Parent Participation and Partnership:**

School leaders shall, in collaboration with other agencies, provide opportunities and encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address their children's academic, social, and health needs.

The school leader shall guide resources and support for parents by linking them with internal support and referral to community-based resources as needed. Teachers must involve parents in their anti-bullying efforts in a variety of ways. The parent training guidance can include but not be limited to videos, PowerPoint presentations, etc. Other options include:

- ☐ Letter to parents
- ☐ Assembly
- ☐ School newsletters

#### **E. Evaluation of Service Effectiveness:**

Evaluations to determine the effectiveness and efficiency of the services being provided will be conducted annually through various data collection methods such as surveys. Schools are expected to use this data for strategic planning going forward.

#### **F. Referral for Intervention**

A school leader after investigation can make the necessary referral for intervention for all parties involved (where applicable). A school leader shall notify the parents promptly, document evidence, and record actions for intervention.

At FBCS all reported bullying incidents are entered into the school information management system **FACTS** or another database system that is used to store school leader and may include, but not limited to:

- ☐ Counselling support to address the needs of the victims of bullying.
- ☐ School inclusion / behaviour interventions to address the behaviour of the perpetrator of bullying (e.g. empathy training, anger management).
- ☐ Intervention which includes assistance and support provided to parents.
- ☐ Analysis and evaluation of school culture with resulting recommendations for interventions aimed at increasing peer ownership and support.

### **Investigation, Reporting and Recording of Bullying Incidents**

#### **Reporting**

At FBCS all reported bullying incidents are entered into the school information management system **FACTS** so that whole school and data can be captured and scrutinised. Students **must** report bullying to any school staff or volunteer (as applicable). All staff and volunteer are required and **must report in writing**, any allegations of bullying. Failure to report will result in action(s) or discipline, consistent with the Anti-Bullying (Schools) Regulations, 2022.

Any other members of the school community who have credible information that an act of bullying has taken place must make a report of bullying whether they are a victim or witness.

#### **A school leader shall:**

- On receiving a report of an allegation of bullying or retaliation;
  - On receiving a report with respect to a suspicion of bullying or retaliation; or
  - On witnessing conduct which appears to be bullying or retaliative action.
- ☐ Immediately investigate and record in writing the circumstances surrounding the conduct and take such measures as are appropriate to protect, during the investigation, the student who is alleged to have been bullied.
  - ☐ Within twenty-four hours after receiving a report or witnessing conduct, **must** notify the parents of the students involved in the bullying or retaliative conduct if, in the opinion of the school leader, doing so would not result in harm to either the perpetrator of bullying or the target; and any other relevant agency if the school leader is of the opinion that the issues identified in the report should be referred to another agency.

The information to be disclosed by the school leader when providing the notification under the Anti-Bullying (School) Regulations, 2022:

- the day on and (if known) the time at which the bullying or retaliation incident occurred;
- the nature of the conduct that constituted the bullying or retaliation;



- the nature of the harm to the student who was the victim of the bullying or retaliation conduct; and the measures taken or to be taken to respond to the report.
- ☐ A school leader may refer a bullying incident to the relevant authority for (as applicable) determination.

### **Steps in the Investigation (within 24 hours form the report is made):**

**N.B** Appendix B provides support regarding the 'investigation steps'

The school leader is encouraged to ask open-ended questions to enable students/staff to describe what happened in their own words.

- ☐ The school leader will ensure that each student or staff is accorded a safe and respectful environment to meet.
- ☐ Where an incident of bullying or retaliation involves students from more than one school, the school leader first informed of the bullying or retaliation shall, within twenty-four hours after details of the incident were received, notify the school leader of the other school so that both may take appropriate action;

### **Investigation Outcome**

After concluding an investigation under regulation 6, the school leader shall, within seventy-two hours, communicate in writing the outcome of the investigation to:

- ☐ The parents of the students who were the subject of the investigation; and
- ☐ The person who made the report, unless the school leader is of the opinion that it would not be appropriate to do so.

The communication referred to under the Anti-Bullying (School) Regulations, 2022 shall include:

- ☐ The findings on whether the allegations of bullying and retaliation are substantiated;
- ☐ The steps taken or proposed to be taken to protect the student who was bullied or retaliated against;

- ☐ The support that will be provided to the student bullied in response to the harm that resulted from the bullying or retaliation; and
- ☐ The student who engaged in the bullying or retaliation; and
- ☐ The disciplinary action, if any, imposed or to be imposed in response to the bullying or retaliation;

☐ **A school leader shall notify the relevant authority where a parent refuses to participate** in any bullying intervention program and it is believed that the interests of the student might be adversely affected;

## **Complaints and Appeals**

In private schools, if parents/guardians or any member of the school community has a complaint or wants to appeal the outcome of an anti-bullying investigation this should be brought to the attention of the school leader and/or the responsible authority. The complaint or appeal should be made in writing. The school leader and/or the responsible authority will provide written notice of the outcome to the petitioner. In exceptional circumstances, if the complaint or appeal remains unresolved, and it can be clearly demonstrated that the petitioner has exhausted both the school leadership and the responsible authority in finding a resolution, then the complaint or the appeal can be made to the Ministry of Education's Chief Officer or the Chief Officer's designate in accordance with the Ministry's policy and guidelines.

## Anti -Bullying Links



### **Anti -Bullying Prevention and Intervention Support**

- <http://www.anti-bullyingalliance.org/>
- <http://www.kidscape.org.uk/>
- <http://www.character.org/>
- <http://www.stopbullying.gov/resources/index.html/>
- <http://www.pacer.org/bullying/resources/>
- <http://www.osstf.on.ca/Default.aspx?DN=56733f05-75b0-4d31-9de1-01a1c52089f2>
- <http://prevnet.ca/BullyingResources/ResourcesForEveryone/tabid/392/Default.aspx>
- [http://www.kzoo.edu/psych/stop\\_bullying/resources/websites.html](http://www.kzoo.edu/psych/stop_bullying/resources/websites.html)
- <http://www.doe.mass.edu/bullying/#4>
- <http://www.clemson.edu/olweus/>

## **PROCEDURES FOR RECORDING BULLYING INCIDENTS IN FACTS**

### **INITIAL STEPS:**

*Click on “Students”- Select a child by name- When profile comes up go to the far right and click on the column for “Behavior”*

### **STEP 1 – Event- + - Add new event and explain DETAILS**

- *Select type of event “bullying” from drop down menu.*
- *Date, Person Reporting, boxes are automatically populated (or can be edited)*
- *Give a description of incident, any other comments, students involved, sanctions*

### **STEP 2 - STAFF INVOLVED**

- *The person making the report will automatically be entered.*
- *Add additional staff involved listed in Description and comments box*

### **STEP 3 - STUDENTS INVOLVED**

- *Enter in the names of students involved in the incidents.*
- *Highlight each individual student and complete the relevant student details on ROLE, ACTION TAKEN, DATE OF ACTION, PARENTS INFORMED and ACTIONED BY STAFF.*
- *IT IS IMPORTANT TO IDENTIFY THE ROLE OF EACH STUDENT, ESPECIALLY AS TO WHETHER THEY WERE THE TARGET OR AGGRESSOR.*
- *Also make any additional notes in relevant box.*

### **STEP 4 – FOLLOW UP STUDENT INVOLVED**

**Add details of follow up with student and support given**

### FBCS Bullying Report Record Form



This should be completed to record an incident of bullying, suspected bullying or alleged bullying and returned/sent into the school leader.

<b>Date of Incident:</b>	Click here to enter a date.	<b>Time of incident:</b>	Enter time here.	<b>Repeat incident?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No					
<b>Interviewer name and title:</b>		Click here to enter full name.		Click here to enter job title.					
<b>Location of incident (tick all that apply)</b>									
<input type="checkbox"/> On bus <input type="checkbox"/> Classroom (specify) <a href="#">Click here to enter text.</a> <input type="checkbox"/> Playground <input type="checkbox"/> After school program <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Text/phone/internet/social media/online classrooms <input type="checkbox"/> Other (please state): <a href="#">Click here to enter your full name</a>									
<b>Who is reporting?</b>				<b>Type of bullying:</b>					
<input type="checkbox"/>	Witness/ bystander	<a href="#">Enter your full name.</a>		<input type="checkbox"/>	Verbal				
<input type="checkbox"/>	Parent	<a href="#">Enter your full name</a>		<input type="checkbox"/>	Cyberbullying				
<input type="checkbox"/>	Staff	<a href="#">Enter your full name</a>		<input type="checkbox"/>	Social				
<input type="checkbox"/>	other	<a href="#">Enter your full name</a>		<input type="checkbox"/>	Physical	Result in injury	Yes <input type="checkbox"/>	Reported to:	School staff <input type="checkbox"/>
			No <input type="checkbox"/>				Police <input type="checkbox"/>		
<input type="checkbox"/>	Aggressor/ alleged perpetrator	<a href="#">Enter your full name</a>							School nurse <input type="checkbox"/>
<input type="checkbox"/>	Victim/target	<a href="#">Enter your full name</a>							
<input type="checkbox"/>	Anonymous								

Name(s) of victim/ target	Name(s) of aggressor/ alleged perpetrator	Names(s) Witnesses/ bystander

<b>Bullying behaviour (tick all that apply)</b>			
Verbal bullying	Physical bullying	Cyber bullying	Social bullying
<input type="checkbox"/> Taunting/ridiculing	<input type="checkbox"/> Shoved /pushed	<input type="checkbox"/> Email	<input type="checkbox"/> Told lies

<input type="checkbox"/>	Writing/graffiti	<input type="checkbox"/>	Extortion	<input type="checkbox"/>	Social media	<input type="checkbox"/>	Rumors
<input type="checkbox"/>	Hurtful comments about the way someone looks or behaves	<input type="checkbox"/>	Stolen/damaged possession	<input type="checkbox"/>	Phone text	<input type="checkbox"/>	Encouraging someone to socially exclude someone
<input type="checkbox"/>	Intimidating	<input type="checkbox"/>	Hitting, kicking, pinching, punching	<input type="checkbox"/>	Website	<input type="checkbox"/>	Damaging someone's social reputation or social acceptance
<input type="checkbox"/>	Threatened	<input type="checkbox"/>	Embarrassing someone in public	<input type="checkbox"/>	Signed language	<input type="checkbox"/>	Other
<input type="checkbox"/>	Offensive comments, insults or jokes about someone and their family because of their race, culture, religion, disability, or sexuality						

**Description of incident witnessed:**

Click here to enter text.

**List evidence of alleged bullying ( I.e., letters, photos, etc.; attached if possible)**

Click here to enter text.

☐ I agree that all of the information on this form is accurate and true to the best of my knowledge.

\_\_\_\_\_  
Signature of person reporting

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of interviewer/(s)

\_\_\_\_\_  
Date

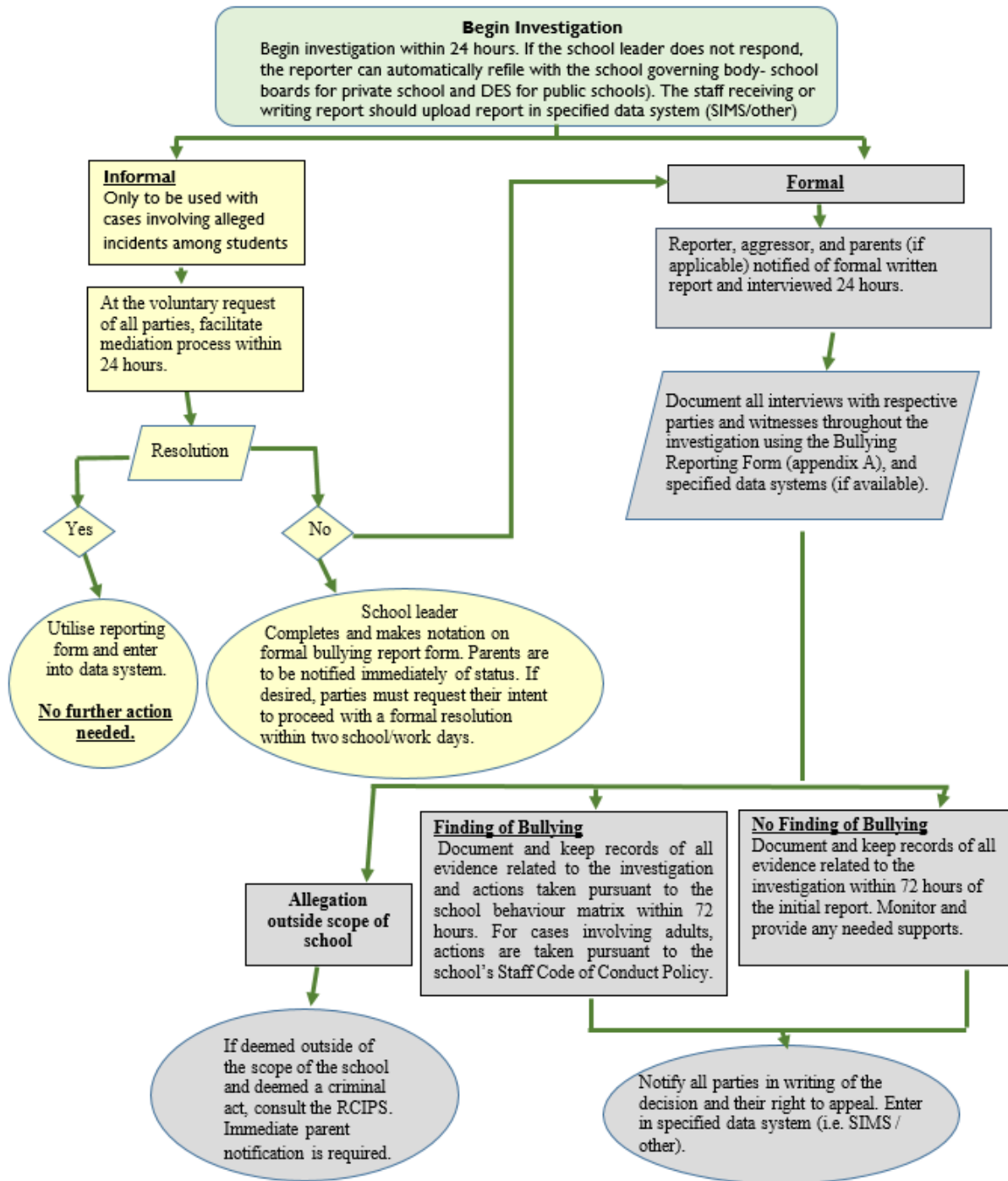
**FBCS**  
**Investigation Steps**

Steps in the investigation	Date dd/mm/year	Initials
<p>1. Receive and or / complete the schools bullying reporting form. Document reports and intervention.</p> <p>Comment:</p> <p>Click here to enter text.</p>	<p>Click here to enter a date.</p>	
<p>2. Interview the person that made the report within 24 hours (assure students that his/her name will be kept confidential).</p> <p>Comment:</p> <p>Click here to enter text.</p>	<p>Click here to enter a date.</p>	
<p>3. Interview the suspected victim within working 24 hours.</p> <p>Comment:</p> <p>Click here to enter text.</p>	<p>Click here to enter a date.</p>	
<p>4. Contact the suspected victims parent(s) / guardian(s) within 24 hours.</p> <p>Comment:</p> <p>Click here to enter text.</p>	<p>Click here to enter a date.</p>	
<p>5. Interview the alleged aggressor within 24 working hours and have the accused prepare a written response to the compliant and record receipt.</p> <p>Comment:</p> <p>Click here to enter text.</p>	<p>Click here to enter a date.</p>	
<p>6. Contact the alleged aggressor /student's parents(s)/ guardian(s) within 24 working hours.</p> <p>Comment:</p> <p>Click here to enter text.</p>	<p>Click here to enter a date.</p>	

<p>7. Interview any person who witnessed the bullying incident, as knowledge of the bullying incident, or who may have related information. Complete and have this person sign the witness statement.</p> <p>Comment:</p> <p>Click here to enter text.</p>	<p>Click here to enter a date.</p>	
<p>Witness #1 name: <a href="#">Click here to enter a date.</a></p> <p>Witness #1 name: <a href="#">Click here to enter text.</a></p> <p>Witness #1 name: <a href="#">Click here to enter text.</a></p> <p>Comment:</p> <p>Click here to enter text.</p>	<p>Click here to enter a date.</p>	
<p>8. Document the findings of the investigations, and any corrective action consistent with the school discipline matrix and specified data system within 72 hours.</p> <p>Comment:</p> <p>Click here to enter text.</p>	<p>Click here to enter a date.</p>	
<p>9. Notify all parties in writing of the final decision within 72 hours along with their right to appeal to the school leader/ governing body. Maintain all documentation on file.</p> <p>Comment:</p> <p>Click here to enter text.</p>	<p>Click here to enter a date.</p>	



## Sample school Alleged bullying investigation process: (Initiated when a report is received)



## Appendix D

### Responding to Bullying

#### When a person has been targeted, follow the 10 Steps to Safety:

1. **Validate the individual's right to physical and emotional safety:** "You have a right to feel emotionally and physically safe, and we will help you be sure you can have that."
2. **Share your experiences with bullying (as a target or bystander) (if applicable).** It can help the individual not feel so alone; they might be surprised to learn that an adult they respect could have been targeted.
3. **Ensure there is nothing wrong with the target:** "You've done nothing to deserve this; the individual exhibiting bullying behaviors is at fault."
4. **Validate feelings.** "That must hurt. I remember how hard that was when I was...."
5. **Provide protection.** For a student, provide increased adult supervision of the young person throughout their day; build a protective peer network around them through cross-age buddy pairing.
6. **If you're the parent, tell the school what's happening.** With the school, you can develop an action plan.
7. **Talk to parents of both targets and individuals exhibiting bullying behaviours:** Talking to parents of individuals exhibiting bullying behaviors should be done by the school, not the target's parent(s). It might escalate the behavior for a parent to go directly to the parent(s) of an individual exhibiting bullying behavior.
8. **Get the target and individuals exhibiting bullying behaviors to help.** Counseling may be necessary for both parties. Help both parties develop social skills and learn new behaviors. Reassure the target that s/he did nothing to create the problem; explain a few ways you can help them to be more effective in the situation and make friends and allies.
9. **Speak to the individual exhibiting bullying behaviors in private.** Be firm about what is acceptable and unacceptable behavior.
10. **Intervene immediately.** Waiting to deal with a problem might be interpreted as an adult condoning it. Instead, build empathy by focusing on bystanders and their role in protecting and intervening when safe.

#### What Not To Do!

1. **Do not tell the person being bullied to:** "Toughen up!" Fight back, "Just avoid him/her.", Try to solve the problem themselves.
2. **Do not confront the individual exhibiting bullying behaviors or the target in front of their peers.** Research shows this sort of attention might worsen the problem by elevating the individual exhibiting bullying behaviors' prestige and sense of power and diminishing the person being bullied.
3. **Do not ignore the incident.** Inaction will be perceived as condoning it.
4. **Do not try to mediate the problem between a target and an individual exhibiting bullying behaviours.** The power imbalance makes this approach very ineffective and unsafe.

## Appendix E



## Bullying Investigation Report and Intervention Form

Today's date:

Name(s) of target	Age	Year Group
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

## Relevant demographic information or identity of target:

Name(s) of alleged aggressor	Age	Year Group
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

## Findings:

This incident did / did not constituted bullying because the following criteria have been met: There has been the repeated use by one or more students of a written, verbal, electronic communication, physical act, gesture, or any combination thereof, directed at a target.

One or more of the following outcomes apply to this situation: ( check all that apply)

- ☐ Caused physical or emotional harm to the target or damage to his or her property
- ☐ Placed the target in reasonable fear of harm to him or herself or of damage to his or her property
- ☐ Created a hostile environment at school for the target
- ☐ Created a hostile environment at school for the target
- ☐ Infringing on the rights of another student to participate in or benefit from any school activity or service
- ☐ Damaging the reputation of another student;
- ☐ Other:Click here to enter text.

## Bullying Investigation Report and Intervention Form

### Intervention / Support

Action / Service	Persons Responsible	Start Date	End date	Outcome
Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.

### Incident Follow-up conference

Conducted by: (a school leader) Click here to enter text. Date: Click here to enter a date. Time: Click here to enter text.

#### People present:

<input type="checkbox"/>	A school leader(s)Click here to enter text.	<input type="checkbox"/>	Social worker Click here to enter text.	<input type="checkbox"/>	Counsellor Click here to enter text.
<input type="checkbox"/>	Student(s)Click here to enter text.	<input type="checkbox"/>	Parent(s)Click here to enter text.	<input type="checkbox"/>	Teacher(s)Click here to enter text.
<input type="checkbox"/>	School psychologist	<input type="checkbox"/>	WitnessesClick here to enter text.	<input type="checkbox"/>	Other Click here to enter text.

#### Comments:

Click here to enter text.

### Additional Actions / Notes:

Click here to enter text.

#### Names & Signature of attendees:

Print Name

Signature

Date

\_\_\_\_\_

\_\_\_\_\_



## **First Baptist Christian School Pregnant & Parenting Students Policy**

**Policy Name: Pregnant and Parenting Students in Compulsory School**

**Approved in:**

**Reviewed in:**

**Next Review in: June 2026**

**Cross References: As per MOE**

This policy should be cross-referenced with the following:

Cayman Islands Constitution Bill of Rights, Non-Discrimination Section 16 (1) (2) United Nations

Convention on the Rights of the Child, Articles 1, 2, and 28

The Gender Equality Act, 2011 Education Act,

2016 Education Regulations, 2017

### **Article XXXVII. Introduction:**

Internationally, gender-based discrimination in education is recognised as both a cause and a consequence of deep-rooted disparities in society. Globally, factors such as pregnancy, gender-based violence, harmful practices (such as early marriage), and discriminatory education laws, policies, and practices still prevent millions of girls from enrolling, completing and benefitting from education. (UNESCO)

The Cayman Islands Constitution Bill of Rights, Section 20, provides that every child in the Cayman Islands has the right to a primary and secondary school education. That provision must be in accordance with Section 16 for Non-Discrimination. Government “shall not treat any person in a discriminatory manner . . . on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, age, mental or physical disability, property, birth or other status.”

Additionally, the Cayman Islands has been a signatory to the United Nations Convention on the Rights of the Child (UNCRC) since 1994, meaning that the Cayman Islands has promised to protect children’s rights. Article 2 of the UNCRC indicates that “the rights set out in the UNCRC apply to every child (everyone under the age of 18, as per Article 1) whatever their race, colour, gender, language, religion, ethnicity, disability or any other status”, which includes pregnancy, moreover no child shall be treated unfairly for any reason. Article 4 provides a mandatory obligation on the Cayman Islands Government to do all that it can to ensure that every child can enjoy the rights of the UNCRC. Education is an express

right pursuant to Article 28, providing the right to education on the basis of equal opportunity therefore, a child cannot be deprived of their right to education based on their status of being pregnant or parenting.

The Education Act, 2016 recognises the duty to promote education in accordance with the rights afforded by the UNCRC and further to provide inclusive education on an equal basis.

The Education Regulations 2017, further provide the power to regulate educational institutions in accordance with Ministry policies, to ensure fair and even handed application of policies.

Lastly, The Gender Equality Act, 2011, prohibits any Cayman Islands educational authority providing facilities for training for employment to discriminate on the grounds of:

- a) Sex, marital status or pregnancy; or
- b) Any characteristic based on gender which pertains generally or is generally imputed to persons of a particular sex or marital status or pregnant state.

For the purposes of The Gender Equality Act, 2011, an “educational authority” means a body of persons administering an “educational institution”. The Education Act, 2016, defines an educational institution (EI) as a school, or an institution that provides part-time or full-time -

- (i) early childhood care and education;
- (ii) compulsory education;
- (iii) post-compulsory education and training;
- (iv) technical and vocational education and training;
- (v) education to prepare for the award of any degree, qualification or certification; or
- (vi) education provision for persons with special education needs and disabilities;

### **Aims:**

This policy defines the expectations and administrative procedures regarding levels of educational support and services for students at FBCS in the Cayman Islands who are/may become pregnant and who are/may become mothers or fathers.

The spirit and intent of this policy is to ensure that the quality of education afforded to pregnant students and expecting fathers of compulsory school age is not compromised during the term of the pregnancy, nor after child-birth.

The response a student receives from school on disclosing a pregnancy may have a significant impact upon how confident she feels in being able to continue to access education; the student should be provided with support and information needed in a sensitive and appropriate manner.

It is the aim of this policy to ensure that the pregnant or school-age mother/father is kept in learning while also developing effective parenting skills. This means:

1. keeping the student engaged as long as reasonably practicable in his/her current educational programme,
2. providing educational support even if the student may not be able to attend school for a period of time,
3. regularly reviewing and monitoring students' academic progress
4. working with school officials to identify a suitable time to reintegrate students back into a school setting after giving birth.
5. assessing and supporting the needs of the student in his/her role as a mother/father (e.g. parenting education, financial planning, etc.).

### **Policy statement**

Students of compulsory school age shall not be excluded, nor treated less favourably, because she becomes pregnant or has recently had a baby; nor should compulsory age students who become fathers. Pregnant and parenting students of compulsory school age shall not be pressured by staff and administrators of Educational Institutions (EIs) to leave the EI. Students of compulsory school age who are pregnant and those students who are parents, both mothers and fathers, are entitled to the same level of educational opportunity as other students. To achieve this, schools must:

1. recognise and preserve the rights of students who may become pregnant so that they may continue their education in the most inclusive environment, remaining with their peers, to the maximum extent possible, until such time that it may no longer be physically, medically or emotionally possible for the student;
2. develop flexible pathways for continued learning by implementing individual service plans;
3. broker additional services (e.g. counselling, financial support, parenting education, family planning, etc.) for these students by coordinating with external agencies;
4. recognise and preserve the rights of students who are parents in order for them to resume their education following childbirth in the most inclusive environment, with their peers, based on an individualised plan.

## **ROLES AND RESPONSIBILITIES:**

### **The Ministry of Education will**

- Develop educational policy
- Ensure that programmes and services reflected in this policy are subject to regular review

### **FBCS SMT will**

- Provide support to enable FBCS to meet policy requirements
- Support FBCS in providing as needed access to additional educational services (e.g. school counselling) for school-age students who face barriers to learning because of their pregnancy and child-rearing responsibilities
- Ensure that the FBCS Admin develop an action plan/Individual Service Plan (ISP) for identified student(s) at FBCS to ensure educational and pastoral support needs are met

### **FBCS principal will designate a staff member to**

- Create an action plan/Individual Service Plan (ISP) to ensure educational and pastoral support needs are met
- Track and maintain contact with pregnant and parenting students
- Complete a risk assessment with the student including safety in lessons and unstructured time (see Appendix 1 Guidance)
- A student may wish to keep the pregnancy confidential for as long as possible, key staff including first aiders should be briefed appropriately and know where to access emergency information should the need arise
- Ensure adherence to anti-bullying policies, with an awareness that students who are pregnant/parenting may be susceptible to bullying/isolation
- Manage attendance/absence (see Appendix 2 Guidance)
- Promote awareness of the range of education pathways and the support available
- Coordinate with community agencies to support pregnant and parenting students
- Monitor and review provision and practice in their schools
- Ensure provision of age appropriate child safeguarding and relationship education (including education about contraception as a means to reduce the incidence of pregnancy) and relevant life skills in regard to responsible relationships.



- Oversee the implementation and monitoring of this policy.

*NB: Ideally, this role would sit with a School Counsellor or Pastoral Staff member who is able to build rapport with both the child and the family*

### **School staff will**

- Effectively collaborate with the principal in regard to the implementation of the policy
-

## ADMINISTRATIVE PROCEDURES:

1. Each school will identify a member of staff who will oversee the implementation and monitoring of the policy as per the “Roles and Responsibilities” section above.
2. When receiving a report of suspected pregnancy:
  - a. A referral must be submitted to the Multi-Agency Safeguarding Hub (MASH), following the Educational Institution’s Child Abuse and Neglect Reporting procedures.
  - b. The designated staff member will make contact with the student and encourage her/him to tell her/his parent or guardian if that has not yet occurred. This information must be treated in strictest confidence with other staff members and should be shared only on a confidential and need-to-know basis.
    - The student must be adequately supported with informing her/his families and this will be done in consultation with the MASH to ensure that any potential issues around Child Sexual Abuse and Exploitation are addressed appropriately by the relevant agencies.
  - c. The School Principal is informed.
  - d. The designated staff member will arrange a case conference to develop an action plan/ISP for the pregnant student and father to be. Relevant representatives from the school, parents, and the student should participate in the conference. Additional participants based on the needs of the child may be: Health Services Authority personnel, DCFS Social Worker, and a Family Support Unit Police Officer (if the matter is under police investigation). The action plan/ ISP should detail the student’s current social service, health, and learning needs. Objectives should establish outcomes of proposed interventions on behalf of the student and clearly cite the agency responsible for supporting those outcomes. The action plan/ISP will detail which areas of educational provision will be continued during the pregnancy, maternity leave and immediately following the birth – this may include distance learning (see Appendix 3 Guidance). It also will include an educational reintegration plan, including plans for childcare and for the provision of additional services which would provide the student with an opportunity to catch up on missed instruction.
    - The action plan/ISP for fathers must give consideration to how best to support the

student with carrying out his role as a father. This could include remote or flexible learning.

- e. Students will have a post-natal health check to ensure they are medically fit to return to education. If students are breast-feeding, enough time should be allowed for a feeding schedule to be established. Students should, under normal circumstances, be expected to return to classes between 6 – 18 weeks after giving birth.
    - School leaders are required to provide a safe space for breast-feeding mothers should there be a need for breast-pumping or breast-feeding while at the Educational Institution.
  - f. Once these criteria are met, a reintegration case conference (arranged by the designated staff member) will be held to review and revise the student's action plan/ISP. The plan should continue to be in place and reviewed until such time as the team believes that support for the student is no longer required.
3. The designated staff member continues to work with the student, in conjunction with partner agencies, to provide ongoing education regarding child safeguarding and healthy, safe relationships. This must include education about contraception as a means to reduce the incidence of additional pregnancies, as international research has shown that as many as 25% of teenage mothers have a second child within 24 months of their first baby.<sup>3</sup>

**National Policy for Serious Incident Recording and Reporting:  
A guidance document for schools and early childhood care and  
education centres.**

**Introduction:**

This guidance document serves to provide all schools, early childhood care and education centres ('centres'), their governing bodies, and the Department of Education Services (DES), with guidance for transparency, consistency and effectiveness in the implementation of the *National Policy for Serious Incident Recording & Reporting*. The document sets in place standards and procedures for the recording and reporting of all serious incidents in schools and centres.

**Purpose:**

This guidance document is intended to be utilized along with the *National Policy for Serious Incident Recording and Reporting* to support the DES, all schools, and centres (public and private), and their governing bodies in managing, recording and reporting of all serious incidents. The key phases for response to a serious incident or emergency will be outlined in this document.

School and centre leaders and staff are encouraged to familiarise themselves and have a clear understanding of the policy, (*National Policy for Serious Incident Recording and Reporting*) and this guidance document at the beginning of each academic year and updated as warranted prior to its use.

This guidance document will outline the five phases of response and action to be taken in the event of a serious incident in schools / centres or outside of schools. The five phases are:

1. Identify and Respond
2. Notifying parents and guardians / care givers
3. Investigate and Record
4. Report
5. Review, Analyze, Learn and Close

**Definition of a Serious Incident**

The Ministry of Education ascribes to the following definition of a serious incident. The serious incident is one that:

1. Is an event where there is risk or occurrence of direct or indirect serious impact of harm or injury\* that threatens the safety, health, or well-being of a student or staff on the school / centre grounds or outside of the school / centre.
2. It is a serious event that threatens the continuity of the school operating in its normal every daily fashion.
3. Any serious event that causes damage to the security or property of the school / centre, grounds or are associated functions related to the school / centre.

**Examples of a Serious Incident**

Some examples of serious incidents, but not limited to, are:

- Any incident requiring evacuation procedures, e.g. fire, explosions, gas leak, notification of a bomb on school grounds.
- Serious injury or death (including sporting, or play injury, suicide, and murder) of a student, staff member, or another member of the school community which requires ambulance services
- A significant incident occurs while a group of students is away on camp or excursion, e.g., serious injury, lost student(s) or staff.
- A major traffic incident that involves a group(s) of the school's students or staff.

- A person who produces a weapon with the likelihood of violence to students, staff, or school visitors.
- Destruction of part or whole of the school (e.g., fire)
- Students witnessing serious injury or death
- Unusual or unfavorable media attention

### Rating and Responsibilities of Incidents and Accidents:

Utilizing a traffic light system:

Green	The school / centre leader, any other senior leaders or temporary leader that has been delegated, or teaching staff, manages everyday bump, bruise requiring visit to nurse (if available)
Yellow	The school / centre leader, any other senior leaders or temporary leader that has been delegated, manages disruption or local non-threatening incident
Red	The school / centre leader manages serious threatening incident producing harm, injury, risk of disruption to school continuity or security

Figure 1

The school / centre leader, or delegated leader in his / her absence is the person responsible for managing, recording and reporting serious incidents as those outlined in the red zone in Figure 1 (above). The school / centre leader may delegate this responsibility to another staff member in his/her absence. However, it is recommended that this delegation be to another member on the school leadership team. It is very likely, the school / centre leader may not be at the exact location of the actual serious incident.

The school / centre *Policy for Serious Incident Recording and Reporting* and related procedures should be reviewed annually at a minimum to ensure accuracy and understanding. The following 5 phase system should always be implemented when responding to a serious incident. The overall management of creating protocols and managing the system is the senior leaderships' responsibility. The school / centre leader will determine the necessary support needed from outside agencies depending on the severity of the serious incident.

### Phases for Handling Serious Incidents:

#### Phase 1: Identifying and Responding to Serious Incident

When a serious incident is observed or identified by a student, staff member, leadership team member, family member or any other person associated with the school / centre, the immediate response is to ensure safety. Ways of ensuring safety may include:

- Assessing the safety of the situation / location (this may be dynamic)
- Remove students, staff or all other outside parties from sources of danger ( e.g. serious accident, contagious disease or threat of harm or injury) as much as possible from the risk to a designated 'safe' area
- If warranted, call 911 and begin administering necessary first aid or an emergency response
- Following the incident provide support services to students, staff, or outside parties that witnessed the event.

## **Phase 2: Notifying Parents / Guardians or Significant Others of the Serious Incident**

School / centre leaders are required to notify parents / guardians or significant other immediately or as soon as possible thereafter the serious incident. The notification preferably should be by telephone, by face-to face meeting, or in writing. The notification should provide the following:

- A notification confirming that the student or staff was involved in the serious incident and the nature of the event
- An explanation and description of the injury or exposure sustained by the student, staff and/or property damage
- An explanation of what steps were taken by the school / centre and the outcome at the conclusion of the serious incident (E.g. first aid administered, medical professional involved, ambulance called, class or students being placed in quarantine)
- Recommendations should also be given to the parents / guardians or significant other for what is suggested as their next steps if warranted, and with whom they should follow-up.

## **Phase 3: Investigate and Record**

Record incident on a recording template (see Appendix 2 for exemplar). If evidence is collected from the scene (i.e. photos), this should be preserved and accompany the report to the relevant bodies. The school / center leader is responsible for managing the collection of witness incident records and filling out the record of the event as well. If there are multiple witnesses to the serious incident, each party should fill out a separate record and the school / center leader should interview each witness to preserve the integrity of the record. This investigation may trigger what other services may be necessary to be contacted by the school / center leader e.g. RCIPS.

## **Phase 4: Reporting**

All serious incident records have the potential to be subpoenaed (ordered to appear in court), hence incidents should be reported to the school / centre governing body, who will in turn liaise with relevant Ministries and departments for follow-up if so required. Subsequently, it is recommended that the school / centre governing body, maintain a record of the serious incident for the duration of at least 6 years which is the statute of limitation within the Cayman Islands' Law. The Ministry of Education, the school / centre governing body, will also decide the course of action for the release of any information reported or recorded to the press or media.

## **Phase 5: Review, Analyze, Learn and Close**

The school / center leaders are to review and set in place procedures for follow-up care where necessary to support the students and families in the school / centre community. This may include counseling or contacting relevant services as needed. This judgement is left to the school / center leader's discretion. All incidents should be recorded and maintained to support analysis and future actions relative to serious incidents to best identify cause and effect as well as to better inform relevant needs for training, systems, and procedures where necessary to reduce the risk.

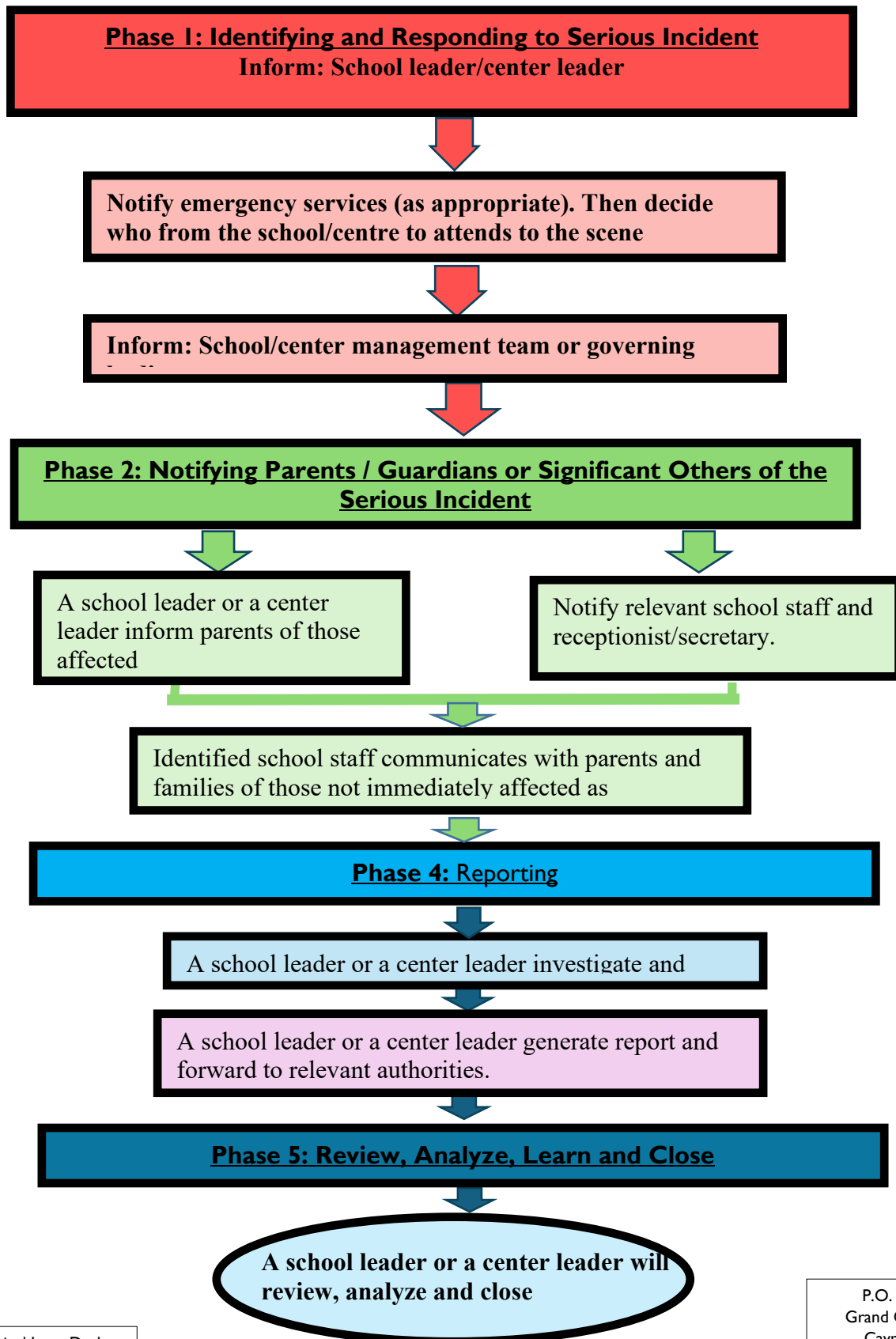
The school/center governing body, will make a decision on the 'closing' of a serious incident and ensure the storing of all records related to the serious incident.

<b>Serious Incident Checklist Step</b>	<b>Action</b>	<b>Person to action it if available</b>	<b>Date and Initial</b>
1	Inform: School leader/center leader	<b>All staff</b>	
2	Notify emergency services. Then decide who from the school/Centre to attends to the scene	<b>School leader/center leader or delegate</b>	
3	Inform: School/center management team or governing bodies	<b>School leader/center leader or delegate</b>	
4	Notify relevant school staff and reception/secretary.	<b>School leader/center leader or delegate</b>	
5	Reception/ other school staff responds to parents and families of those not immediately affected.	<b>All Staff (as needed)</b>	
6	Inform parents of those affected	<b>School leader/center leader or delegate</b>	
7	Investigate and record.	<b>School leader/center leader or delegate</b>	
8	Generate report and forward to relevant authorities.	<b>School leader/center leader or delegate</b>	
9	Review, analyze and close	<b>School leader/center leader or delegate</b>	



**Serious Incident Immediate Response Flowchart**  
(Within 24 hours depending on the appropriateness)

**Appendix 2**



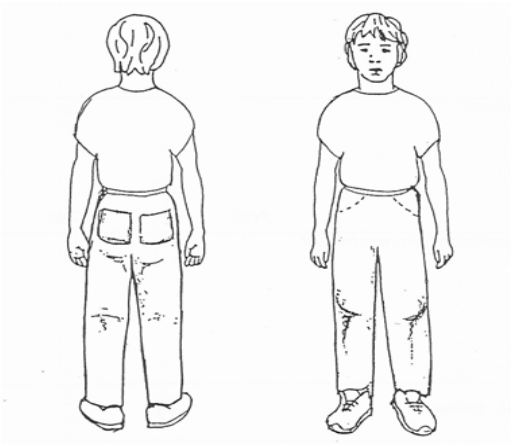
Principal Janet Durksen

Vice Principal Tessa  
Suckoo



Description of injuries (if applicable):

Identify any visible injuries:



Action taken:

Signatures of all adults involved and dates:

..... Signature	..... Dated:
..... Signature	..... Dated:
..... Signature	..... Dated:
..... School / Centre Leader Signature	..... Dated:

## FBCS Discipline Referral Form

*This form is to be completed by teachers to document student behavior. Please make a copy and put in the Deputy Director's box and send a copy home with the student.*

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Class/Location: \_\_\_\_\_

Time: \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

**Please check all that apply**

**Infractions:**

\_\_\_ Using Physical aggression

\_\_\_ Not following directions

\_\_\_ Lying or Cheating

\_\_\_ Talking out repeatedly

\_\_\_ Inappropriate Language

\_\_\_ Excessive Roughhousing

\_\_\_ Teasing Classmates/Name calling

\_\_\_ Disrespectful to teachers

\_\_\_ Bullying

\_\_\_ Threats/Harassment

\_\_\_ Theft

\_\_\_ Other \_\_\_\_\_

**Description of incident:**

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**Actions taken:**

\_\_\_ Spoke with student

\_\_\_ Called parents

\_\_\_ Sent to office

Consequence: (Assigned by Vice Principal/Principal) \_\_\_\_\_

Teacher's signature: \_\_\_\_\_

Deputy Director / Principal's signature:

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## **FIRST BAPTIST CHRISTIAN SCHOOL**

### **Emergency Procedures**

#### **Emergency Procedures**

The school office will provide teachers with a current Emergency Folder which contains the following items:

- Student role sheet
- Parent Contact information
- School Emergency Plan
- Parent Sign-out sheets

These red folders must be taken with every teacher during emergency drill, field trips, and in the event of an evacuation.

#### **Fire Evacuation**

Please follow the evacuation policies and procedures as below.

Fire drills are conducted monthly between September-June (twice within the first month of school). Teachers should review their fire/earthquake/tsunami evacuation procedures with their class early in the school year. Regular fire drills will be performed in accordance with Cayman Islands Fire Department recommendations.

#### **Upon Finding a Fire:**

- Check – Call - Care
- Check - Activate the alarm, check that exits are clear
- Call - Notify the office the location of the fire - office will call 911
- Care – Evacuate the students, staff, and all guests

#### **Upon hearing the alarm:**

- All staff, students, and guests evacuate the building to their nearest rally point
- Check that all students are out of the classroom
- Check that all exits are clear
- Do not take belongings or bags, etc.
- Provide assistance to special needs students
- Students proceed single file
- NO TALKING IS PERMITTED
- The teacher carries the Emergency Folder and leads the students to their designated safety area
- Lights should be turned off and doors and windows shut upon leaving the classroom.
- The teacher will check the roll and inform the principal if any child is missing.
- If a student is not in the classroom when the alarm goes off he/she must evacuate immediately by the nearest available escape route and report to the nearest assembly point

On arrival at the assembly area the students must stand in their class groups, single file, quietly while their names are checked off the register.

Teachers will report attendance to their FBCS Fire Marshall

Teachers and students will remain in their designated safety area until given the all-clear by the school fire officer.

### **General Procedures:**

- First Baptist Christian School or First Baptist Church administration staff will call 911 and notifying them of the alarm.

### **Teachers**

- Have students line up if the fire alarm sounds.
- Teachers and supply staff will walk behind classes to ensure all students have cleared the room.
- Students will cross their arms and put their hands on their own shoulders when walking (except down the stairs—use handrails on stairs).
- Shut doors behind you, but DO NOT LOCK DOORS.

### **Specific Evacuation Routes:**

#### **2<sup>nd</sup> Floor Main Building**

- Staffroom, Library, homeroom for Grade 6 should exit out the double doors near the bathrooms, turn right by the office, go down the stairs, through the covered drive on the South side of the building and to the last row of the parking lot.
- Homerooms for Grades 3, 4, 6, 7, and 8, Lab, and Vice Principal will go out the back doors and to the last row of the parking lot.
- Students and non-staff in School Office and Principal's office should exit down the South Stairs to last row or parking spaces (RALLY POINT # 1)
- FBC offices and Grade 5 homerooms should exit by turning LEFT when leaving your room and going down the North stairs to the parking lot and then to the sports field (RALLY POINT # 2).
- Be careful not to block emergency services vehicles.
- Kathy, Veronica, and Tessa will do final walk through and then exit via closest stairwell.

#### **1<sup>st</sup> Floor Main Building**

- Music Suite exit building through door near Pastor Dave's office and head to the Sports Field (RALLY POINT # 2).
- Sanctuary– Please exit through the three main “front doors” and walk with the Preschool group around the outside of the Preschool and FBCS playgrounds to the parking lot (RALLY POINT # 1).

## **Preschool**

- Rooms 110-114 exit via rear door, down ramp to the rear parking lot (RALLY POINT # 1).
- Cribs will be moved with babies in them as needed.
- Rooms 103-109 exit via front door.

## **Lounge Classroom and P.E. Office**

- Lounge Classroom and P.E. Office will exit through gym main doors, turn right and join the Preschool group from Rooms 103-109 as they head to Rally Point # 1

## **Gym and Kitchen**

- Gym and Kitchen– Exit side doors on the North Side of building and then proceed immediately to the Sports Field. Kitchen staff should exit through exterior kitchen door OR kitchen front door and out of North Gym doors (whichever is fastest), then proceed to Sports Field.

## **Dorms**

- Dorms – line up on sidewalk outside dorms and go to the field (RALLY POINT #2).

## **Notifications, Supervising and Return-to-Building Procedure**

- Report any missing students to FBCS administration immediately.
- If you are supervising any students when the alarm goes off, they are your responsibility until the ALL CLEAR is given.
- **Wait until the ALL CLEAR is given before returning to the building.**
- **Earthquake Evacuation**

Please follow the evacuation policies and procedures as below.

Earthquake drills are conducted twice a year, between September-June. Teachers should review their fire/earthquake evacuation procedures with their class early in the school year.

## **School Procedures During and After Earthquakes:**

- DUCK AND COVER until ordered to evacuate. Obey office and/or teacher's order to evacuate.
- Teacher or student picks up class Emergency Folder and First Aid Kit and LEAVES THE BUILDING with the children.
- Children should walk quietly, in a straight line, with hands covering head in case of falling debris.
- Students should leave their belongings in the classroom.
- Children line up at the designated emergency area (Fire evacuation sites).
- Teacher checks that all children are accounted for, administers first aid, and awaits administrative direction.

- Buildings are checked to see that all people are out and that there are no obvious gas or electrical malfunctions
- Notify parents via Telegram FBCS Broadcast Channel that students are safe and that pick up of students must only take place once the all-clear has been given.
- In the event of

#### **After Shock Alert:**

- After minor earthquakes, administrators and custodial staff assess damage/building safety.
- When the building is deemed safe, all students and staff are to assemble in designated rooms on the second floor of the main building to await the All-Clear from the C.I. Government
- After a major earthquake, if building is deemed unsafe, students remain outside in their designated evacuation sites until the all-clear is given and they are picked-up.
- STUDENTS WILL BE RELEASED ONLY TO ADULTS LISTED ON THE EMERGENCY CONTACTS, PREFERABLE AFTER THE ALL CLEAR IS GIVEN BY THE CAYMAN ISLANDS GOVERNMENT.
- Children not picked up will be cared for by school personnel on the school grounds or at a safe environment which will be posted.

#### **School Procedures during a Tsunami Warning or Watch:**

- Tsunami notification will be received from Hazard Management Cayman Islands
- Students and staff NOT on the second floor of the main building should leave their belongings in the classroom.
- Teachers will lead students to the second floor of the main building where they will all line in the hallways, away from any outside windows and doors.
- Notify parents via Telegram FBCS Broadcast Channel/APP/Email that students are safe and that pick up of students must only take place once the all-clear has been given.

#### **Student Dismissal Procedures:**

- It is advised that parents wait until the official All-Clear is given by the Cayman Islands Government via Radio Cayman prior to collecting students.
- Students will be released only to adults listed on the Emergency Contacts on file. Check-out must be made through the teacher at the designated evacuation site.
- Walk or bike to pick up your child; No cars, if possible. Streets, especially near the school, have to be kept clear for emergency vehicles.
- Children not picked up will be cared for by school personnel on the school grounds or at a safe environment which will be posted.

#### **Tsunami Evacuation Procedures**

Please follow the evacuation policies and procedures as below.

A tsunami drills is conducted once a year, between September-June. Teachers should review tsunami emergency procedures with their class early in the school year.



**School Procedures during a Tsunami Warning or Watch:**

- Tsunami notification will be received from Hazard Management Cayman Islands
- Students and staff NOT on the second floor of the main building should leave their belongings in the classroom.
- Teachers will lead students to the second floor of the main building.
- Notify parents via Telegram FBCS Broadcast Channel that students are safe and that pick up of students must only take place once the all-clear has been given.

**School Procedures During and After Earthquakes with the Expectation of Tsunamis:**

- DUCK AND COVER until ordered to evacuate. Obey office and/or teacher's order to evacuate.
- Teacher or student picks up class Emergency Folder and First Aid Kit and LEAVES THE BUILDING with the children.
- Children should walk quietly, in a straight line, with hands covering head in case of falling debris.
- Students should leave their belongings in the classroom.
- Children line up at the designated fire evacuation areas.
- Teacher checks that all children are accounted for, administers first aid, and awaits administrative direction.
- Buildings are checked to see that all people are out and that there are no obvious gas or electrical malfunctions
- When the tsunami notification is received from Hazard Management Cayman Islands via Radio Cayman, Teachers will lead students to the second floor of the main building, where they will line up in the hallways, away from any outside windows and doors.

**After Shock Alert:**

- After minor earthquakes, administrators and custodial staff assess damage/building safety.
- When the building is deemed safe, all students and staff are to assemble in designated rooms on the second floor of the main building to await the All-Clear from the C.I. Government
- After a major earthquake, if building is deemed unsafe, students remain outside in their designated evacuation sites until the all-clear is given and they are picked-up.
- STUDENTS WILL BE RELEASED ONLY TO ADULTS LISTED ON THE EMERGENCY CONTACTS, PREFERABLE AFTER THE ALL CLEAR IS GIVEN BY THE CAYMAN ISLANDS GOVERNMENT.
- Children not picked up will be cared for by school personnel on the school grounds or at a safe environment which will be posted.

**Student Dismissal Procedures:**

- It is advised that parents wait until the official All-Clear is given by the Cayman Islands Government via Radio Cayman prior to collecting students.
- Students will be released only to adults listed on the Emergency Contacts on file. Check-out must be made through the teacher at the designated evacuation site.
- Walk or bike to pick up your child; No cars, if possible. Streets, especially near the school, have to be kept clear for emergency vehicles.
- Children not picked up will be cared for by school personnel on the school grounds or at a safe environment which will be posted.

## **Flooding Evacuation Procedures**

Please follow the evacuation policies and procedures as below.

### **School Procedures during a Flood Warning or Watch:**

- Flood notification will be received from Hazard Management Cayman Islands
- Teachers, Staff, and Students NOT on the second floor of the main building should walk swiftly to the second floor of the main building where they will all line in the hallways, away from any outside windows and doors.
- Notify parents via Telegram FBCS Broadcast Channel that students are safe and that pick up of students must only take place once the all-clear has been given.

## **Hurricane Procedures**

### **Tropical Storm within 600 miles of Grand Cayman**

1. Notify all FBC/FBCS staff of existence of storm and that a meeting will be called within 24 hours if Grand Cayman remains in the strike zone
2. Secure all equipment/tools/etc on premises by storing inside a building/work shed (especially ladders and garbage cans)
3. Fill all vehicles with fuel and check oil levels/tire pressure/spare tires.
4. Locate all Hurricane shutters and book lift with Danny Soto or get long ladders to put up any necessary shutters
5. Test emergency lights and exit signs
6. Call Home Gas Limited to refill propane tank for Kitchen (949-7474)
7. If we have a functional main generator, arrange to fill it with Diesel
8. Purchase 20 gallons of gas for small generator and store in shed
9. Have gardeners cut down/remove any tree limbs/debris around facility
10. Meet with custodial staff to discuss situation
11. Meet with Financial Administrator to assess cash/cheques in hand and make necessary deposits/withdrawals to keep certain amount of cash on hand
12. Charge all cellphones (electricity and value if pay-as-you-go) including FBC phone. Also charge up FBC walkie-talkies
13. Review insurance policies and store in a water-proof container (preferably in a fire-proof filing cabinet)
14. Check FBCS First Aid Kit and re-stock if necessary. Secure items such as band-aids, etc in water-proof bags/containers
15. Ensure that all windows are "slammed shut."

### **Tropical Storm Watch / Warning**

1. If school is in session, Principal and Vice Principal will meet to discuss/effect closure plans.
2. Call meeting with Senior Pastor and maintenance staff to plan for closure and preparation.

3. Stockpile 200 gallons of bottled water from Flowers Bottled Water in storage room at back of gym
4. Move small portable generator from shed to second floor of FBC using elevator and store in Staff Room
5. Contact Ms. Lavern to determine amount of food/type of food in Kitchen & purchase (especially non-perishables) necessities to feed 50 people for 10 days
6. Check Radio Cayman for local weather updates, Weather.com or NOAA websites every hour and update staff as necessary
7. Clear all mail in FBC and FBCS post boxes and distribute
8. Inform ALL staff to remove personal items and valuables from FBC and FBCS (as our insurance does not cover their items).

### **Hurricane Watch**

1. Purchase 50 bags of ice (or as much as can fit in Kitchen Freezers)
2. Turn off propane tank
3. Put flashlights/lanterns with fresh batteries in key places/offices on second floor
4. Ensure that there is at least one battery-operated radio functional on-site
5. Finish preparation and allow employees sufficient time to personally prepare for the storm (battening their house, fueling up cars, etc)

### **Hurricane Warning**

1. Move all FBC vehicles to higher ground and disconnect/remove battery and store inside vehicle
2. Put up plywood in front of sanctuary and gym doors and foam with "Great Stuff" foam for a seal. Ensure that this is done to the door to electrical and phone rooms at back of gym.
3. Set a time to shut down main power--shut off all breakers on both the main panels and sub-panels. Coordinate with CUC's timed shut-down, if possible
4. Store water in sealed containers in all bathrooms on premises
5. Remove radio broadcast antenna from roof and store in Dave's office.
6. Put all electronics in garbage bags, especially in computer room, Dave's office and sound booth and all photocopiers
7. Store paper files in cabinets or in plastic containers
8. Back up all electronic files to DVD/jump drives and store off-site
9. Notify emergency services that facility is closed and report # of staff and family members remaining on-site.

### **Key Contact Numbers:**

National Hurricane Committee Operations Centre	949-6555
Emergency Information Hotline	946-3333
Emergency Services	911
Red Cross: Landline	949-6785
Red Cross: Cell #	916-3345
Dave Jorge	926-0461
Janet Durksen	926-1395

**Lockdown** is a protective situation within the school building(s)/campus that is put into place when there is perceived danger within the school building(s) or in the immediate vicinity. Lockdown procedures are put into place to keep students and staff safe from internal or external danger. The objective is to secure and contain our children in their rooms in case of a potentially dangerous scenario unfolding in or around the school.

The types of events that require lockdowns include situations such as the following:

- Unwanted Visitor on Site
- Active shooter
- Hostage situation
- Riots
- Police activity nearby
- National disasters

### **Lock-Down Procedure:**

Steps to implement lockout:

- **A text message in the WHAT'S APP EMERGENCY GROUP will be sent to all staff to alert them to a Lock Down situation**
- **School office will confirm with employees at the DORM and on 1<sup>st</sup> Floor, and notify Executive Pastor for First Baptist Church**
- **The school office will establish connection with Emergency response Services**
- Staff will pick up their cell phones and put them on silent, and use this device to keep in touch with Key School personnel including the Principal, Vice Principal & Executive Pastor
- If necessary, the principal, or supervising staff should direct students who are in the playground or field to immediately return to the nearest school building and classroom.
- The principal or supervising staff should ensure that all doors are secured and that students are accounted for and safe.
- Designated staff will lock all outward leading doors.

**Article XXXVIII. Teachers & Staff should do the following if a lockdown is ordered:**

- Lock all doors and windows immediately. If a door can't be locked, attempt to quickly block the door with heavy items.
- All students and staff remain in their classrooms or offices.

- Never open doors or windows unless ordered to do so by a safety or school official. Always ask for documentation from an official to confirm their identity.
- No one is permitted to leave and no one, including a parent, is allowed on campus.
- Turn off all lights and close the blinds or curtains.
- Instruct all students to stay low and away from the windows and doors.
- Keep students inside of the classroom.
- Silence televisions, cell phones and other electronics.
- Clear hallways, bathrooms and any area or room that cannot be thoroughly secured.
- Account for every student in the room.
- Assist those with special needs.
- Remain indoors and under lockdown until you receive an “all clear” from authorized personnel.

#### **Article XXXIX.**

#### **Article XL. Students should abide by the following rules during a school lockdown:**

- Alert a faculty member or staff if you know that someone is simply pulling a prank.
- Remain quiet, still, calm and alert.
- Follow all instructions.
- Only use cellular devices for emergencies or if instructed to do so.

#### **During a Lockdown parents should know:**

- Remain calm as school and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.
- Parents may be required to pick up children from school or another designated staging area, once it is determined to be safe to do so.
- Parents may be required to present identification.
- The reunification location will be given to parents over the phone, if possible, and will always be publicized to the media.
- Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff on the site.
- Parents will be notified in writing ahead of time when there are lockdown drills conducted

#### **LOCKDOWN SIGNAL: USE OF CELL PHONES**

The call to the school office may be initiated by **any member of staff** that has identified a threat. It is preferable if there is time, that the Principal, Vice Principal, or Executive Pastor is contacted first.

On this signal, the following actions should be taken:

#### **CLASSROOM STAFF**

- If you are outside with your class (such as a P.E. lesson), return to the gym or other part of the main building via the nearest door, locking it behind the last person if you can see no other students or staff in the area behind you.
- If you are inside, remain in your classroom in an orderly manner, locking all outside doors (unless you can see students or staff coming towards the building).
- Staff and students in the toilets and in the corridors should move to the nearest classroom (unless a disturbance is heard in which case it may be safer to stay put e.g. in the toilets).
- In each case, when locking/blocking a door (tables), do not lock out any staff or students you can see in the area coming towards you but remain by the door to lock/block it once everyone is in.
- Turn off all lights, and close the blinds or curtains, leaving the door blind/covering until last.
- Seat the students away from the windows and doors in a 'safe corner' and under the tables.
- Turn off the projector/interactive whiteboard & classroom lights, as well as any practical equipment that is in use (such as students PC's, etc)

#### **PRINCIPAL & ADMINISTRATION TEAM**

- Principal reporting to the Executive Pastor to take control of the response (Lockdown Manager). Other members of the Administration Team to take control if the Principal is not available.
- Call 911 to report incident. Office administration staff may also do this.
- Administration Team to remain in classrooms/offices (i.e. do not attempt to co-locate unless safe to do so), but, if safe, make contact with the Administration group using what's app group and/or email.

#### **OFFICE STAFF & ALL SUPPORT STAFF**

- Support Staff to follow the general instructions for Classroom Staff
- Office Staff to lock internal Reception & doors to the corridor
- Office Staff to close the reception window
- Stay near the telephone if possible, and take cell phone & remain out of sight under the desks
- Call 911 and report the incident

#### **DORMS**

- Follow the procedures above, remaining in your classroom.
- Do not attempt to come to the Main School Building.
- Lock your classroom doors

#### **MORNING/BREAK/LUNCHTIME PROCEDURE**

- Staff should direct students to the nearest classroom or gym/chapel. Students will also be made aware that this is the procedure (see 'Lockdown Action' classroom notices).
- If outside, staff should direct students to go inside by the nearest door.
- A member of office staff should remain by each of the external doors until all students and staff are inside, after which they should lock it and go to the nearest classroom or gym/chapel.

#### *Optional Discreet Communication*

- If it is safe to do so, and you have it with you, retrieve your mobile phone (set to silent).
- If it is safe to do so, switch on a laptop and log in to your staff email account.
- Once the Lockdown has been activated, communication may be possible via staff e-mail or what's app group and could be accessed via the computer or mobile phone.

#### **FIRE ALARM PROCEDURE**

- **If the fire alarm is activated whilst the school is in Lockdown**, and if there does not appear to be any immediate danger from smoke or flames, staff should make reasonable attempts to confirm the instruction to evacuate by accessing a confirmation email, and/or Emergency Services instructions on site.
- Staff should be aware that they may have to respond dynamically to the situation as it arises.

#### **ALL CLEAR**

- The Lockdown Manager (usually the Principal or a member of the Administration Team) will ascertain when the situation is safe and will instruct an 'all clear' what's app and/or email alert to be sent. If staff have not been able to access email, members of the Administration Team will also confirm the 'all clear' by walking around School – **if in doubt, remain in Lockdown**.
- Note: DO NOT interpret the Lockdown Alarm stopping as confirmation of the 'all clear'.
- **ALL CLEAR SIGNAL: Lockdown Alarm stops AND positive confirmation by what's app/email and/or members of the Administration Team walking around School.**
- After the All Clear, further instructions will be provided on actions for the remainder of the day.

#### **Missing Child Procedure**

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the signing in and out of students and visitors procedures to ensure the security of children is maintained at all times. In the unlikely event of a member of staff not being able to account for a child's whereabouts during the school day without a satisfactory explanation, the following actions will be taken:

#### **Missing Child Procedure - Children Who Go missing Throughout the School Day:**

##### **Stage 1:**

- As soon as it is noticed that a child is missing the Deputy Director of Student Life is notified.
- The Deputy Director of Student Life informs the Principal and Vice Principal
- A systematic search commences - All available staff to immediately check toilets, shared areas, rooms, and playground to ensure the child is not hiding or locked in anywhere
- One member of staff to immediately inform school office and the homeroom teacher and check whether the child has been signed out for an external appointment or has an internal appointment with a visiting professional. (School Nurse/Speech Therapist, etc)
- Staff will ensure that all other pupils are kept safe and closely supervised throughout incident.

**Stage 2:**

- After stage one is completed without resolution (no more than 10 minutes), Deputy Director of Student Life will contact the police and parents or guardians.
- The register is checked to make sure no other child has also gone astray.
- Administration will talk to the staff to find out when and where the child was last seen and records this.
- Upon arrival of emergency services, the school will support the police who will now lead the response to this incident.
- The Principal and Deputy Director will liaise with emergency services and parents or guardians.

**Stage 3:**

- A written record of the incident and any action taken should be made as soon after the incident as practicable and placed in the pupil's confidential record.
  - The Senior Management Team should conduct an internal investigation to establish how the situation occurred, how effective was the response, and whether action could be taken to ensure it does not happen again. This will be done in writing.
  - We will ensure that:
    - We make regular checks to ensure that if an incident of this sort does happen, we have all the necessary phone numbers at hand – correct, up to date, and kept together. - We will record the following information:
- What happened?
  - What systems are in place for preventing such occurrences?
  - What we did, at what time and in what order.
  - Who we informed and when.
  - We will cooperate fully in any investigation.
  - The last definite sighting of the child.
  - Any unusual behaviour of the missing child or other children.
  - How many children were on the premises?
  - How many adults were on the premises and who?
  - What steps have been taken and when, by whom.

**Dealing with People's Reactions:**

We accept that the child's parents or guardians will be frightened, distressed and angry. Policies will be shared with parents or guardians to aid in an understanding of working within a framework of mutual trust and understanding. We accept that in such circumstances powerful emotions are involved and people's behaviour can be unpredictable. Those who may seem quite calm about the incident at the time can later become angry, threaten legal action, or approach the local press.

We will be clear about the circumstances surrounding the incident and will respond sympathetically to questions without implications or admission of responsibility. Responses could include:

- How sorry you are that the incident has happened.
- That a full investigation is in hand.
- That the emergency services have been informed and will be investigating.



**Dealing with the Media:**

Distressed parents or guardians may contact the local press, or reporters may hear about the incident if the police are involved. The Principal will address the media and adults will be asked to refer all enquiries to her.

**When the Child is Found:**

We recognise that during the time a child is missing, however briefly, all involved; parents or guardians and others suffer great fear, guilt and distress. It is not always easy to control all these emotions when the child is found. We will accept that it is important to remember:

- That the child also might have been afraid and distressed and might now be in need of comfort.
- Remain calm, reassure the child and acknowledge it is not the child's fault.
- Ensure the child is not hurt.
- That the incident provides a good opportunity to talk to all the children to ensure that they understand that they must not leave the premises, and why.

**After the Incident:**

- We will review our current procedure.
- We will evaluate processes and make necessary adjustments to ensure future effectiveness.

**Mandated School Closure**

Should the need arise to close the school, teachers and staff will switch to virtual lessons.

- Parents will be notified swiftly, and online learning schedules emailed.
- Teachers in K-6<sup>th</sup> grade will lead lessons in math, language arts, and science during remote learning.
- Learning platforms such as SEESAW, Microsoft Teams, Go Formative, and Epic will be used.
- Teachers will explain these learning platforms at their virtual orientation.
- Teachers will use a combination of synchronous and asynchronous learning during remote learning to provide a range of options for all students.
- Policies for acceptable use have been developed and will be shared with parents and students.
- Specials will not be given during the first two weeks of school for those students in virtual learning.

**Epidemic/Pandemic Procedures****Influenza-Like Case Definition**

The Centers for Disease Control and Prevention defines an Influenza-like illness as having the following symptoms:

Fever of 101.5 degrees Fahrenheit or higher **AND ONE OF THE FOLLOWING:**

- Cough
- Sore Throat
- Headache
- Muscle Ache

A student with Influenza-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter the name of student on tracking log and report on the daily/weekly report form.

No student or staff member who is sick, has a fever or cough, is experiencing Covid-19 symptoms, is subject to contact tracing, or are awaiting a covid-19 test for themselves or someone in their household will be permitted to attend school. If a student tests positive for Covid-19 they must receive clearance from Public Health before being permitted to attend. Should a student or teacher test positive for Covid-19 we anticipate that the school would be closed to facilitate thorough cleaning, and then re-open when we are given approval from Public Health.

### **Action Steps for Pandemic/Epidemic Preparation**

The following is a list of important step-by-step actions schools should take before a pandemic disease outbreak. Outbreaks can have several cycles or waves so this list may need to be repeated.

#### **Prior to Outbreak/Preparedness and Planning Phase:**

- Review and update their comprehensive school safety plan.
- Work with local health officials and emergency preparedness officials. They may need to use schools to disseminate information to families.
- Decide the roles and responsibilities of school staff (including all ancillary staff) to prevent the spread of disease.
- Train staff in symptom recognition. Remember that a person who is infected may not show symptoms right away, and that children who are getting ill may show different behavior than usual, such as eating less or being irritable.
- Educate and improve the hygiene of students and staff. Use simple non-medical ways to reduce the spread of illness, i.e. by “cough and sneeze etiquette”, clean hands and clean work areas. Posters should be placed around the campus, along with hand sanitizing stations.
- For COVID-19, clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Decide to what extent you will encourage or require children and staff to stay home when they are mildly ill. Share the symptom checklist with parents and staff.
- Identify students who are most vulnerable to serious illness (immune compromised, chronic illness, etc.) and may have a greater risk of infections. Encourage those families to talk to their health care provider. Some parents may need to be more cautious in keeping their children out of school.

**Communication and Warning Actions:**

The timely distribution of crisis facts is among the most important things a school can do when responding to a threatening situation. Thus, the following suggestions are offered:

- In consultation with the Cayman Islands Health Officials and the Cayman Islands Ministry of Education, draft communication messages for school community members that provide updated information about the current pandemic/epidemic and how to remain healthy. All of these communications should include current information about actions schools are taking to help ensure safety and provide guidance that empowers caregivers to help students cope with this health crisis.
- Draft several communications and social media posts for (a) when the illness is confirmed in the community, (b) when a significant number of students are found ill, and (c) when schools need to close due to the illness.
- Identify multiple communication outlets (e.g., television, social media, email, letters home, voicemail) through which these messages might be shared.
- Share information for parents on how to talk to support their children regarding the pandemic/epidemic

**Public Health Actions:**

Promote daily preventive actions for all staff, students, and families. For example, schools should encourage students to engage in **health-promoting behaviors** that prevent illnesses:

- Wash hands multiple times a day for at least 20 seconds.
- Don't share food or drinks.
- Give elbow bumps instead of handshakes.
- Encourage students and school staff members to eat a balanced diet, get enough sleep, and exercise regularly to help them develop strong immune systems capable of fighting illness.

**Public health actions also include activities that help reduce the spread of infectious diseases. For example:**

- Know the symptoms of COVID-19 and ensure that information is made available to the school community in developmentally appropriate ways.
- Provide training about flu transmission and control measures. Train students to cover their mouths with a tissue when they sneeze or cough and throw out the tissue immediately, or to sneeze or cough into the bends of their elbows.
- Educate employees, visitors, and primary caregivers not to come to the school if they have flu symptoms. Reinforce for families to keep sick children home.
- Establish or reinforce procedures for how families let the school know if their child is sick. These procedures should include letting the school know why the student has been kept home so as to be able to track symptoms. If children are diagnosed with COVID-19, parents must let the school know so they can communicate with, and get guidance from, local health authorities.
- School health professionals might consider interviewing flu-like illness cases for pandemic risk factors and following CDC guidelines for health professionals regarding next steps.
- Begin to conduct active surveillance to identify influenza cases (example: review temperature logs, sick calls, hospitalizations, staff absences, unexplained deaths).

## **In the event of increased community spread and as mandated by the Public Health Department:**

### **Hygiene Protocols & Wearing of Masks**

Wearing of masks will be as per the guidance from the Public Health Department- at this time students age 6 and above will be required to wear masks while inside. Students will not wear masks outside where they can practice social distancing.

- Hygiene protocols must be adhered to, these include regular handwashing and hand sanitization
- Cleaning of high contact surfaces throughout the day
- Staff will model and demonstrate hand washing procedures for students
- Those entering the school will be required to sanitize their hands. (Preschool parents must remove their shoes as well.)
- Students will wash/sanitize hands before and after lunch & recess.

### **Cleaning:**

- Consider changing the air conditioning system filters; during the day, where possible, increase ventilation.
- Following each school day, the school should be thoroughly ventilated and cleaned. This can be done by opening all doors and windows or turning the air conditioning or heating systems up.
- Ensure that school administrators can control access to the buildings. Each school should have a plan to close certain entrances and exits, and to monitor others. To prepare for disease outbreaks, identify a main entrance and an indoor area where students and staff can be screened prior to moving to classrooms or other areas of the school.
- Routine environmental cleaning will be enhanced and will, include progressive cleaning throughout the day, to ensure that risks of transmission are reduced for high-touch services.
- Windows should be open where possible at times during the day to promote air flow.
- Hand sanitizers and tissue will be made available in all learning and office spaces.
- A deep clean of the facility is required whenever it is directly impacted by coronavirus (COVID-19). (Approval to re-open must be obtained from the Public Health Department.)
- Students will not be responsible to clean after a person other than themselves

### **Health and Well-Being**

School personnel should provide caregivers with information regarding how to address the stress that might be generated by COVID-19. In addition, to being told who to contact if they might want help addressing their child's anxiety about this virus. Specifically, youth should be provided with developmentally appropriate information that (a) helps them to accurately gauge the threat presented by this disease and (b) reduces their risk of getting sick. In addition, giving students concrete things they can do to keep themselves and others healthy will reduce stress. And finally, highlight the actions that adults are taking to ensure student safety.

- Children's health and well-being should be a first priority at the return to school
- Staff should be aware of any signs of trauma and anxiety
- Teachers will only share age appropriate Covid-19 information if a child asks
- Staff should not "overshare" about Covid-19 and should be mindful of how they present the information about hand washing, sanitizing, respiratory etiquette, etc

- Staff will follow the social-emotional curriculum of the Alex Panton Foundation for children
- Preschool parents are required to complete a daily health screening form for their child

### **Physical Distancing**

- The need for physical distancing and the wearing of masks will be as per the guidance from the Public Health Department. At this time children above age six are required to wear masks.
- All hallways will have markers on the floor to indicate directional pathways, and social distancing.
- Students in schools should be spaced out as much as possible and face forwards (exam style) rather than in a group (no group work)
- Where possible, classroom furniture should be rearranged to provide maximum space between tables.
- Seating arrangements should also be changed to maximize distance between students.
- Plan to use fixed seating plans for students, so that they always sit in the same position in class and/or exam style seating should also be considered where practical and appropriate.
- All staff members should adhere to the 3 feet distancing criteria with other adults, wherever possible. This includes coworkers and any other adult entering the school or ECCE centre/Nursery Class (until Public Health guidance changes).
- Staff should use separate offices where possible.
- Mixing of staff and students between rooms should be avoided where possible.

### **Access**

We ask that if possible one parent be designated to drop off and pick up the students. Parents are required to wear a mask at all times when on the grounds. Parents should limit multiple trips to the school during the day to drop off additional supplies as to minimize risk and exposure of all. Only parents, students, & teachers will be permitted inside the building and we ask parents of students in grades 2-6 to avoid fully escorting the child to the classroom door so that we can limit the number of persons in the elementary hallway daily.

A system for recording persons who enter the premises throughout the day is established. Information such as name, time of entry and exit, reason for entry and contact details will be collected. The need to collect this information should be clearly communicated to all stakeholders to ensure information is retained in case there is a need for contact tracing.

### **Group Events**

There will be no large whole school assemblies or chapels during this time. Chapel will be virtual for all students starting mid-September.

- Contact tracing registers will be in place.
- Each class will be listed and seating plans confirmed wherever possible.
- No inter-school sporting competitions

Parent conferences will be virtually conducted.

Student group work is suspended in person, and exam style seating is preferred to group clusters

### **Bubble Groups**

Students will be a part of a “Bubble Group” whom they will interact with on a daily basis so as to limit contact across the entire student body.

### **Arrival & Departure**

- Drop off and pick up times & locations are as follows:
- Preschool – Staggered arrival between 7:30-9:00 a.m.
- Kindergarten & Grade 1 can be dropped off in their classrooms from 7:30 a.m. to 8:00 a.m. & picked up after school from 2:45-3:00 p.m.
- Students in Grades 2 & 3 can be dropped off from 7:30-8:00 to go to their classrooms at the main building using the North entrance. Pick up is on the north side of the building in the breezeway from 2:45-3:00 p.m..
- Students in grades 4, 5, & 6 can be dropped off in the gym from 7:30-8:00 a.m. and will be escorted upstairs by their teachers using the stairwell on the south side of the building near the elevator. Pick up will be on the South Side from 2:45-3:00 p.m.

### **Taking of Temperature**

Students may be subject to daily temperature checks in order to keep everyone safe and healthy. Their temperature will be taken upon arrival and must be below 98.6 F or 37 C.

### **Library**

The librarian will take a selection of books to the classroom for students to choose and sign out a book. Returned books will be kept in a secure location for 72 hours before being re-shelved. Where possible books will be wiped down.

### **Food Hygiene & Water Stations**

Food hygiene guidelines from Public Health and Department of Environmental Health must be strictly adhered to. School leaders will make the necessary arrangements for meals which will observe the distancing protocols. Staff and students should spread out as much as possible when eating. Students will not be permitted to share food in the lunchroom. Students within one bubble group will eat together daily and will have assigned seats. Students will face the same direction at the lunch tables in order to maintain social distancing. Tables and seats will be sanitized between uses. Kindergarten & Grade 1 will eat at the DORMS, and grades 2-6 will eat in shifts in the gym with cleaning in between each group.

### **After-School Care**

After-school care groups will have limited space for the first term. We suggest that you apply early for your child to be in afterschool care as our spaces are limited and we are preventing the mixing of bubble groups.

### **Recess & Outdoor Play**

Outdoor play for students will be encouraged. Dedicated play areas will be given to each “Bubble Group” of students for a week’s time, and then rotated. Recess and break times will be staggered to

minimize contact between groups. Play areas will be sanitized after use. Hand sanitizing routines must be conducted before and after play.

### **Physical Education**

Physical Education will take place outdoors when possible for the 1<sup>st</sup> term. When this is not possible, PE will take place inside the gym. Equipment will be sanitized between the classes, and students will engage in activities that can be done by social distancing. All inter-school leagues are cancelled for the year.

### **Clubs**

There will be no after-school clubs.

### **Learning Scenarios K-8<sup>th</sup> Grade**

#### **In Person Learning**

- Teachers will lead lessons in proper hygiene to prevent the spread of Covid-19 with students.
- Students will remain in their classrooms for the majority of the day, and with the same core group/bubble group of students.
- Students are not allowed to share supplies or materials.
- Preschool students are not permitted to take work home.
- Specials will start for on-site students and take place in the regular classroom if possible, with cleaning of shared spaces between groups.

#### **Forced School Closure**

Should the need arise to close the school, teachers and staff will switch to virtual lessons.

- Parents will be notified swiftly and online learning schedules emailed.
- Teachers in K-8<sup>th</sup> grade will lead lessons in math, language arts, and science during remote learning.
- Learning platforms such as SEESAW, Microsoft Teams, Go Formative, and Epic will be used.
- Teachers will explain these learning platforms at their virtual orientation.
- Teachers will use a combination of synchronous and asynchronous learning during remote learning to provide a range of options for all students.
- Policies for acceptable use have been developed and will be shared with parents and students.
- Specials will not be given during the first two weeks of school for those students in virtual learning.



## **FBCS Complaints Policy**

**Approved on April 16, 2024**

**Article XLI. Review Date April 2027.**

### **Article XLII. SIGNATURES**

Student (via the Student Council) .....

*Article XLIII. Parent (via the PTF) .....*

Chair of School Governors .....

School Leader .....

Vice Principal SEND Coordinator .....





## FBCS Complaints Policy

### **Rationale:**

It is expected that institutions should have procedures in place to report and deal with complaints relating to the institution and the services the institution provides. This also means seeking to resolve any concerns or complaints promptly with all stakeholders in an amicable manner. This policy aims to outline the expected procedures for complaints against institutions in the Cayman Islands. It details the expected processes and requires institutions to have their own complaints policy in line with this national policy.

The aim is that initial concerns should be dealt with effectively at the institution level without the need for formal procedures where possible. However, if formal procedures are needed, this policy details how they should occur. Formal procedures should be initiated at the institutional level and then progress to the Ministry of Education as necessary.

The following flow chart highlights the complaints procedure for an institution.

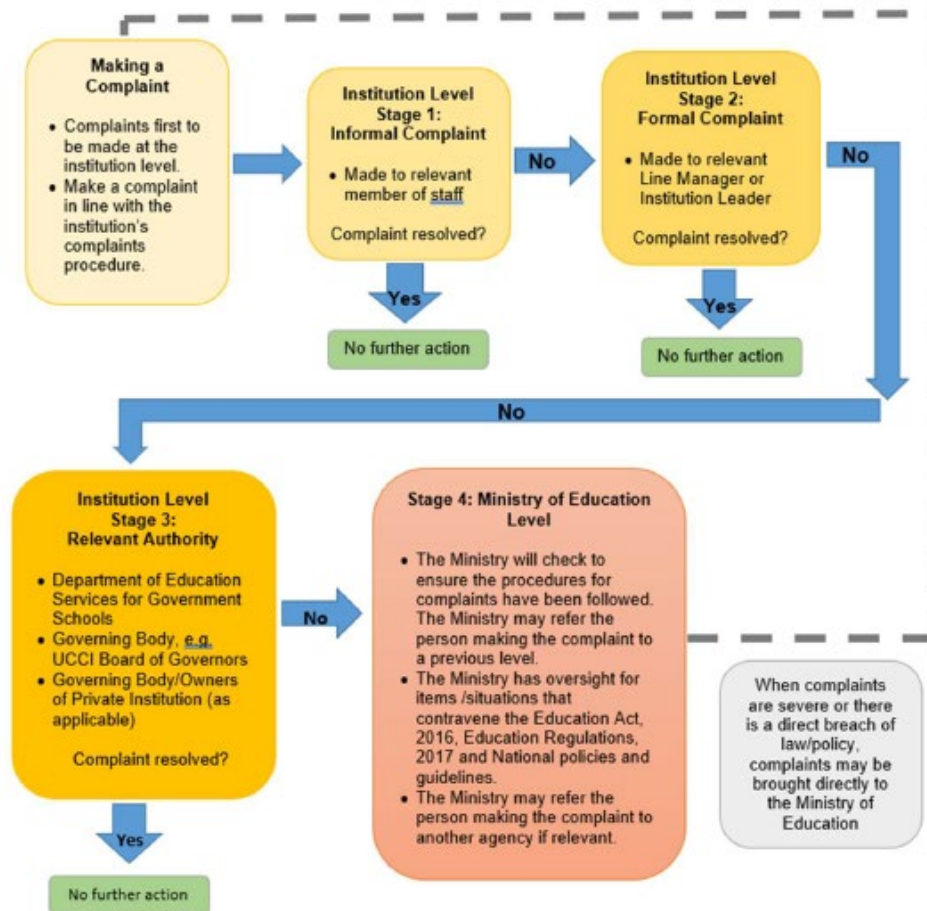
The expectations for complaint procedures are as follows:

1. All institutions shall have a complaints policy which will be in line with this national policy.
2. Complaints should follow a hierarchical process, beginning first with the institution and progressing to the next highest level of authority or responsibility, unless in exceptional circumstances.
3. Complaints should be dealt with in a fair and respectful manner within prescribed timelines as detailed in the policy.
4. The aim is to rectify the situations that have led to complaints as much as is reasonably possible.

Freedom of Information plays a paramount part in the National Complaints Policy. Information received in respect of complaints is treated as confidential. However, documents in the possession of the Ministry of Education are subject to the provisions of the Freedom of Information (FOI) Act (2021 Revision). Under some circumstances, material supplied by complainants and institutions may be released, subject to the deletion of exempt material, in response to a request made in accordance with the FOI Act.

The Ministry of Education is required to comply with the Data Protection Act (2021 Revision). Therefore, the Ministry will collect and store information that is voluntarily provided by complainants and institutions to enable processing of complaints. Any information provided by complainants and institutions will be stored on a database that will only be accessible to authorised personnel and is subject to privacy restrictions. The information will only be used for the purpose for which it was collected.

Flow Chart A: Complaints Procedure for Institutions



All stakeholders will play a part in the implementation of this policy.

The Ministry of Education will:

- ☐ Provide National policy expectations and supporting guidance documents.
- ☐ Provide a template to support the development of individual institution policies on dealing with complaints
- ☐ Collect data on complaints from institutions, as needed, to inform associated improvements to the policy and education system.
- ☐ Investigate, and resolve as much as possible, complaints that are received with fidelity and alacrity.

The FBCS School Ministry Team (SMT) will:

- ☐ Ensure that the FBCS policies are developed, implemented, and maintained.
- ☐ Establish monitoring procedures to ensure school policies are compliant with national policy expectations.
- ☐ Monitor the school's performance in relation to complaints and work with

school leadership teams to evaluate data to identify the priorities for improvement.

- ☐ Work collaboratively with other agencies and stakeholders to develop and maintain systems for supporting and maintaining good relationships with all members of the school community.
- ☐ Investigate and aim to resolve complaints arising from unresolved complaints in government institutions.

The Education Council will

- ☐ Review complaints received and conduct investigations as necessary in order to make informed decisions.
- ☐ Issue the relevant responses, which may be in the form of Notices, Suspensions or Cancellations of Registration depending on the findings of the investigations.

Institution leaders/relevant authority will:

- ☐ Develop and implement individual institution policies for dealing with complaints.
- ☐ Involve relevant stakeholders in the development of the individual institution policies.
- ☐ Obtain approval from the Ministry of Education prior to the implementation of the institution's policy.
- ☐ Publish the institution's policy for dealing with complaints for the community to access.
- ☐ Facilitate the effective implementation of the institution's policies for dealing with complaints.
- ☐ Monitor and review complaint procedures in their institutions.
- ☐ Develop a method to audit complaints and to use the data to inform associated improvement plans.
- ☐ Provide information and data requested by the Ministry as needed.
- ☐ Facilitate ongoing professional development on the subject matter.
- ☐ Be accountable to the Ministry of Education for standards in responding to complaints.

Institution staff will:

- ☐ Effectively implement and follow the institution's complaints policy
- ☐ Use the Ministry's supporting guidance to deal with complaints to ensure that they are dealt with effectively and consistently.
- ☐ Work with relevant clients and stakeholders and provide relevant information as requested to resolve complaints as quickly and effectively as possible.



## **ILLNESS POLICY**

### **POLICY STATEMENT**

First Baptist Christian School & Preschool prioritises the health and well-being of the children and staff in our centre. We believe a child needs to be fit and well to fully benefit from the learning experiences. We also believe that the wellness of our staff is reflected in their practice. In order to protect the well-being and health of all children and staff we encourage children and staff to rest and recover at home.

### **AIMS**

At First Baptist Christian School & Preschool we aim to provide children with an environment where:

- health is promoted
- emotional well-being is nurtured
- all are kept safe from harm

### **OBJECTIVES**

First Baptist Christian School & Preschool's objective of this illness policy is to ensure that our practices and decisions regarding illness are reasonable and fair.

During the time your child is with us there may be occasions when they will be affected by illness. This may mean that your child will be unable to attend First Baptist Christian School & Preschool. Time away from the First Baptist Christian School & Preschool will allow your child to recover and will also protect the health of the other children, families and staff members. We understand that this often places parents/ guardians under extra pressure. We are guided in our decisions regarding illness by Cayman Islands Public Health which require us to take appropriate action when a child is unwell.

### **COMMUNICATION**

First Baptist Christian School & Preschool asks parents/guardians to discuss concerns about your child's health and well-being at any time. If you are worried that your child may be unwell share this information with us as soon as you can. We all need to be vigilant and alert to any changes in behaviour or signs of illness and respond to the child's needs quickly.

At First Baptist Christian School & Preschool we believe that parents and our staff share the responsibility for creating a healthy early childhood centre environment, which will protect and nurture our children.

**PARENT/GUARDIAN RESPONSIBILITIES:**

- Provide the centre with up to date emergency contact numbers.
- Discuss concerns about children's health with staff at the centre.
- Let staff know if you have given medicine to your child during the night or prior to arriving at the centre.
- Provide written authority for any medication required while the child is at the centre, completing the required medication authorization form.
- Children should be collected within one hour if unwell.
- Allow your child time to recover before returning to First Baptist Christian School & Preschool
- If you are worried about your child's health, please seek advice from your child's doctor before bringing your child to the centre.
- Provide details of immunisations that your child has had at the time of enrolment

**FIRST BAPTIST CHRISTIAN SCHOOL & PRESCHOOL RESPONSIBILITIES:**

- Contact parent/guardian if there are concerns about a child's health and may ask for the child to be taken home.
- First aid will be administered where required.
- Children who are unwell will rest the sick bay away from other children until collected.
- Efforts will be made to ensure children are comfortable and emotionally supported.
- If we are concerned that a child may be unwell we will keep a record of the child's day detailing any changes in behaviour, symptoms, temperature recordings, food & drink consumption, and any authorised medication given.
- Provide authorised medication; document time, dosage, and time of administration.
- Medical help will be sought if a child becomes more ill.
- We may suggest that you consult your child's doctor.
- We will obtain up to date health information and advice from Public Health as needed

**GENERAL CONDITIONS indicating that a child should not attend First Baptist Christian School & Preschool**

- Illness prevents the child from participating comfortably in centre activities
- Illness results in a greater care need than First Baptist Christian School & Preschool can reasonably provide without compromising the health and safety of other children and/or staff
- Anyone requiring antibiotics should remain at home for the first 24 hours
- First Baptist Christian School & Preschool requests that children remain fever free for twenty four hours without medication before returning to our centre.
-

## SPECIFIC ILLNESSES/SYMPTOMS indicating that a child should not attend First Baptist Christian School & Preschool

The following guidelines on illness are provided by the Cayman Islands Health Services (HSA) as found in Appendix 1. First Baptist Christian School & Preschool requests that parents follow these guidelines.

- A child with **CHICKEN POX** should remain home until all lesions are crusted over, about 5-7 days.
- **CONJUNCTIVITIS** (PINK EYE) -
  - a) BACTERIAL – child should remain home from the time his/her eyes become red and draining until 24 hours after commencing antibiotics.
  - b) VIRAL- contagious for 5-7 days.
- **DIARRHEA AND/OR VOMITING** - child should be kept at home until he/she is symptom free for 24 hours.
- **TEMPERATURE** of 100-degree Fahrenheit or above- child should be kept home until he/she is symptom free for 24 hours.
- **THROAT INFECTION** - child should be kept home until 24 hours after commencing antibiotics.
- **EAR INFECTION** - child can be in school 24 hours after commencing antibiotics; and pain is not severe to prevent child from participate in activities.
- **PEDICULUS (HEAD LICE)** - child can be in school once treatment has started, however he/she should be excluded from activities likely to cause exposure to other children.
- **RINGWORM** - child can return to school once treatment has started, however should be excluded from activities likely to cause exposure to other children.
- **IMPETIGO** - Child should be kept home until treatment has started and all the lesions are crusted over.
- **COLD & FLU** - if symptoms are mild, child can be in school. The child should be kept home if he/she generally does not feel well, has a persistent cough, or is congested. Child should be kept home until fever has subsided for 24 hours.
- **COVID-19** – a child who has been exposed to COVID-19 needs to remain home and contact their medical professional.

## MEDICINE

When children require medication during the day, First Baptist Christian School & Preschool will accommodate this need for both prescription and non-prescription medication. These guidelines must be followed:

- Parent/guardian completes a permission to administer medication form prior to medication being kept at our centre and being given to the child. This form will be kept on the child's record.

First Baptist Christian School & Preschool Permission to Administer Medication Form is found in Appendix 2.

- When the prescribed dosage is three times per day, the first and last dosages will be administered at home, First Baptist Christian School & Preschool will only administer the midday dosage.
- Prescription medication is properly labelled by a pharmacy marked with the child's name.
- Non-prescription medication provided by the family is given following directions by the manufacture.
- All medications will be administered to the child by the assigned staff member. A record of all medicine (prescription and non-prescription) given to the child will be recorded on First Baptist Christian School & Preschool Medication Record Form found in Appendix 3.
- Medication will be stored out of reach of all children and refrigerated if required, and kept in the FBCS office.

#### **ISOLATION AREA/SICK BAY**

The First Baptist Christian School & Preschool isolation area is located in B106 in the preschool education wing.

A child who becomes sick while at First Baptist Christian School & Preschool will be cared for in the isolation area/sick bay. A staff member will remain with the child and keep the child comfortable. The child's parent/guardian will be called and asked to pick up the child as soon as possible. Once the child is collected by the parent/guardian the isolation area/sick bay will be sanitized. The illness will be noted in the illness log.

Appendix 1

**HSA Infectious Disease**

Appendix 2

**Medication Permission Form**

Appendix 3

**Medication Record Form**

# Additional Learning Support Needs Policy



Approved on April 16, 2024

Article XLIV. Review Date April 2027.

## Article XLV. SIGNATURES

Student (via the Student Council) .....

**Article XLVI. Parent (via the PTF) .....**

Chair of School Governors .....

School Leader .....

Vice Principal SEND Coordinator .....



## **ADDITIONAL LEARNING SUPPORT NEEDS POLICY**

### **Purpose:**

The Additional Learning Support Needs (ASLN) Policy is to provide the information that staff needs to:

- create and maintain an inclusive setting; include all children in teaching and learning opportunities
- provide support and guidance to all children
- understand expected standards in relation to the care and education for children with special education needs or children with suspected special education needs

In accordance with the Education Regulations, 2017, Section 51:

- (1) Early Childhood care and education centres shall ensure that reasonable accommodation is available so that every child who may have or has special education needs or disabilities enjoys rights, privileges, benefits and treatment on an equal basis with children without special education needs or disabilities.

Also, in accordance with the Education Law, 2016, and Education Regulations, 2017 this policy promotes the development of:

- a healthy, strong and well-adjusted child;
- a child who is able to communicate effectively;
- a child who values their culture and that of others;
- a critical thinker and an independent learner;
- a child who is self-respecting, respects others and the environment; and
- a resilient child.

Parents, practitioners, centre management, and the wider community at First Baptist Christian School have been informed of this special education needs policy, which states our expected standards in relation to care and education for children with Additional learning and support needs, or may be suspected to have special education needs.

### **Policy Statement:**

First Baptist Christian School is committed to inclusion for all children. Staff will use appropriate strategies to support and guide children to socialise and engage in all learning opportunities. At First Baptist Christian School in order to help all children succeed, we have a graduated approach that recognises there is a continuum of needs that brings increasing action and support for the additional needs a child may require. As far as possible, all children, including additional learning and support (ASLN) and special educational needs and disabilities (SEND), should have equal opportunities to participate in the full curriculum alongside their peers. By utilising the graduated approach First Baptist Christian School roles and responsibilities are transparent for all.

### **Legal Framework:**

At First Baptist Christian School we adhere to the requirements and responsibilities as set out in law, regulations and policies.

These include:

- United Nations Convention on the Rights of the Child, 1989;
- United Nations Convention on the Rights of the Child Persons with Disabilities, 2007;
- Education Law, 2016;
- Education Regulations, 2017;
- Disability (Solomon Webster) Law, 2016;
- Cayman Islands Disability Policy 2014 – 2033;
- Successful Schools & Achieving Students, Office of Education Standards (OES) 2, October 2020.

At First Baptist Christian School we adhere to the Cayman Islands Disability (Solomon Webster) Law, 2016. We do not discriminate against children with SEND and make 'reasonable accommodations' to prevent children with SEND being put at substantial disadvantage. This duty is also anticipatory – it requires thought to be given in advance to what children with SEND might require and what adjustments might be needed to be made to prevent their disadvantage.

According to the Cayman Islands Disability (Solomon Webster) Law, 2016:

"Discrimination" means any distinction, exclusion or restriction, on the basis of disability, which:

- a) has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all rights and freedoms in the political, economic, social, cultural, civil, or any other field; and,
- b) cannot be shown to be a proportionate means of achieving a legitimate aim;

According to the Education Regulations, 2017:

52. (1) Early childhood care and education centres shall ensure that "reasonable accommodation" is available so that every child who may have or has special education needs or disabilities enjoys rights, privileges, benefits and treatment on an equal basis with children without special education needs or disabilities.

According to the Education Law, 2016:

"Reasonable accommodation" means the necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden where needed in a particular case, to ensure to a person with a disability, the enjoyment or exercise, on an equal basis with persons who do not have disabilities, of privileges, interests, benefits and treatment, and the facilitation of such privileges, interests, benefits and treatment, by the provision of auxiliary aids and services, including:

- a) assistive devices;
- b) interpreters, technologies and effective methods of making aurally delivered and received materials available to a person with a disability;
- c) readers, taped audio visually recorded texts or other effective methods of making visually delivered and received materials available to a person with a disability; and
- d) physical modification to buildings and the built environment.

In this Law, "disproportionate or undue burden" includes:

- a) the nature of the benefit likely to accrue to, or the detriment likely to be suffered by, any person concerned;
- b) the effect of the relevant disability on a person concerned;
- c) the financial circumstances of the person concerned who is claiming a disproportionate or undue burden; or
- d) the estimated amount of expenditure or other allocation of resources required by the person concerned who is claiming a disproportionate or undue burden and whether it is reasonably proportionate to the benefit likely to accrue.

According to the Education Regulations, 2017:

52. (2) Provision at early childhood care and education centres shall comply with national policy and the Ministry's policy and guidelines for special education needs or disabilities for children under compulsory school age.

### **First Baptist Christian School Aims:**

#### **Vision**

First Baptist Christian School is committed to identifying, assessing and providing for all additional learning support needs, including those with special educational needs and disabilities.

We firmly believe that all children with additional learning support needs (ALSN), including special educational needs and disabilities (SEND) are entitled to an education which enables them to:

- achieve the best possible outcomes
- make a successful transition through each stage of their lives
- become confident individuals living fulfilling lives

#### **Objectives of the ALSN Policy**

The specific objectives of First Baptist Christian School's ALSN Policy aligned with the *Cayman Islands' Code of Practice for Additional Learning Support Needs in Education* (the 'Code of Practice') are as follows:

- to identify all children with additional learning support needs, including SEND, and to ensure that their needs are met;
- to ensure that all children with additional learning support needs, including SEND, have access to a balanced curriculum and are included in the activities of the centre;
- to ensure that all children with additional learning support needs, including SEND, make the best possible progress, as defined by the Office of Education Standards (OES) criteria;
- to ensure that parents/guardians are informed of their child's individual needs, the provision offered, and that there is effective communication between parents/guardians and the centre;
- to ensure that children are supported in expressing their views and are fully involved in decisions which affect their education, to the fullest extent possible; and to promote effective partnerships

**Facilities:**

First Baptist Christian School is located within a section of the First Baptist Church which is solely designated for education of students. We strive to accommodate all children's needs. At this time we have suitable sized classrooms, wide corridors, secure doors, designated play areas for the Early years, and an elevator. We engage in open dialogue with families and their children's service providers. We discuss the needs and will honestly state if we have the ability to accommodate specialist equipment and programmes to enable the child to attend our centre.

**Information Sharing:**

At First Baptist Christian School our facilities, staffing and practice accommodate children with special educational needs. We ask that the families share all information when making application for their child to attend First Baptist Christian School and during his/her time at our centre in order to help ensure that we can meet the needs of all children in our care.

In accordance with the Section 52 of the Education Regulations, 2017;

- (1) A system shall be in place for the regular exchange of information between parents and members of staff of the early childhood care and education centre regarding their children's learning and development.
- (2) The parent or legal guardian of a child enrolled at an early childhood care and education centre shall work in partnership with the early childhood care and education centre to support the child's holistic development.

**Identification:**

All staff at First Baptist Christian School continuously monitor children's progress and development. This is done through various methods of assessment and progress tracking considering all areas of development. When a child's progress gives cause for concern we will meet with the family and share our observations and assessments.

**Pathway:**

It is particularly important in early childhood that there is no delay in responding to developmental and learning needs and providing any necessary supports in a timely manner. Delays, especially in early childhood, can exacerbate difficulties and reduce the likelihood of ameliorating or remediating barriers to learning and subsequently affecting self-esteem, frustration in learning, and behavioral challenges. Early, appropriate action to address identified needs is critical to future progress, and improved outcomes are essential in helping the child prepare for their education journey. This occurs in collaboration with the child's family, which is and we work in partnership with parents to establish the support and actions to support the child's needs. There is a graduated response in three phases:

**Phase 1**

Teachers express concern to the SENCO after observing the child's behavior in class and on the playground, interaction with peers and with adults, standard of written and oral responses and analysis of initial standardized test results.

- There is consultation with the SENCO and recommendations are made for in-class intervention strategies.
- At this point a Response to Intervention ( Tier 2) is done with a LSP (Learning support plan) is developed for the student so that progress with the intervention can be tracked and documented.
- If intervention strategies have not improved the outcomes for the child within the first two quarters of the term, parents will be notified of the concerns and invited to attend a conference with the teacher and the SENCO. At this point a Response to Intervention ( Tier 3) is done with a LSP (Learning support plan) for the student so that the impact of the intervention can be tracked for progress. The child now enters Phase 2 action as recommended by the Cayman Islands Code of Practice. A child may be on a Tier 3 LSP until they are attaining grade level.

## **Phase 2**

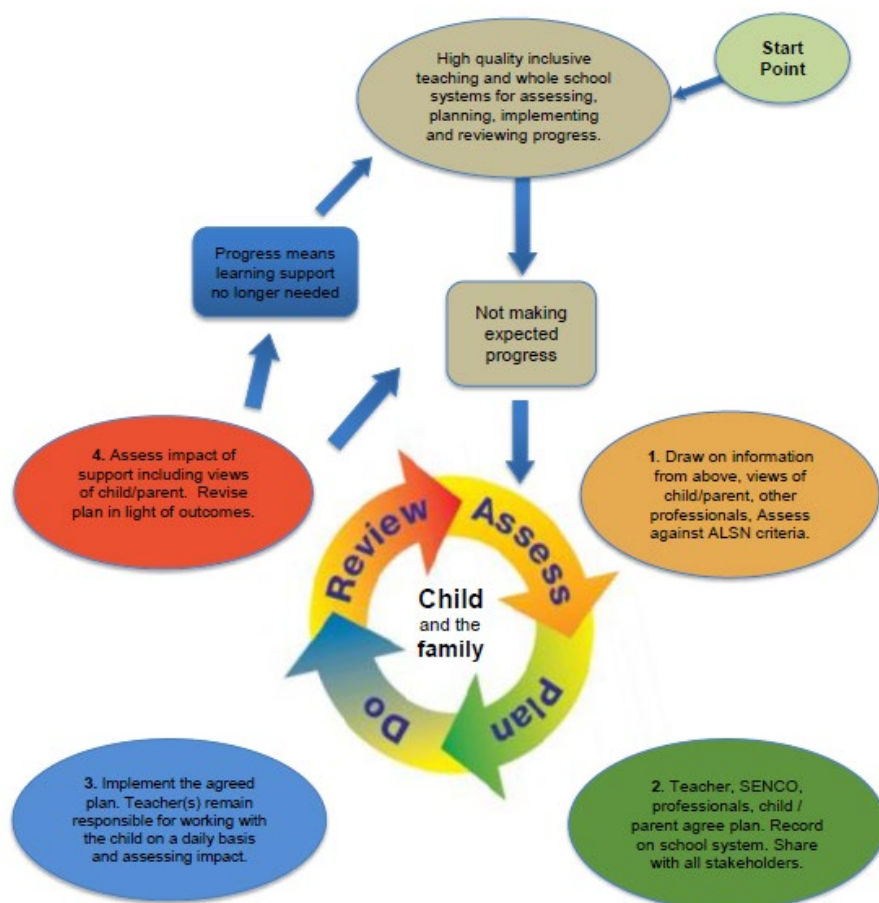
- If, despite the intervention in Tier 2, Phase 1, the child makes little or no progress in literacy or numeracy and continues to work at a significantly lower standard than is expected for his/her age, recommendations are made for intervention at the Tier 3, Phase 2 level. testing with a Literacy clinician to identify specific Literacy needs (applies to students in K -6). For the early years, advice is sought from the ECCE.
- The proposed interventions are recorded on the Response to Intervention (RTI) Tier 3 Learning Support plan (LSP).
- These plans are reviewed at least quarterly, and the child's progress is analyzed.
- If there are still significant concerns, a parent meeting will be held to make recommendations for the child to be referred to an educational psychologist for further testing (for students in grades K-6) or to the EIP for students in the Early years.

Extensive testing by an Ed. Psych may show that the child has one or more specific learning disabilities which would require the child move to Phase 3 where an SEND Learning support plan is used. For the Early years, students would receive intervention from the EIP (Early Intervention program).

## **Phase 3.**

Children who have a Tier 3 LSP and a SEND LSP are considered to be on the Additional Learning Support Needs, including Special Educational Needs Register for grades K-8 and Pre-school.

## The Graduated Approach



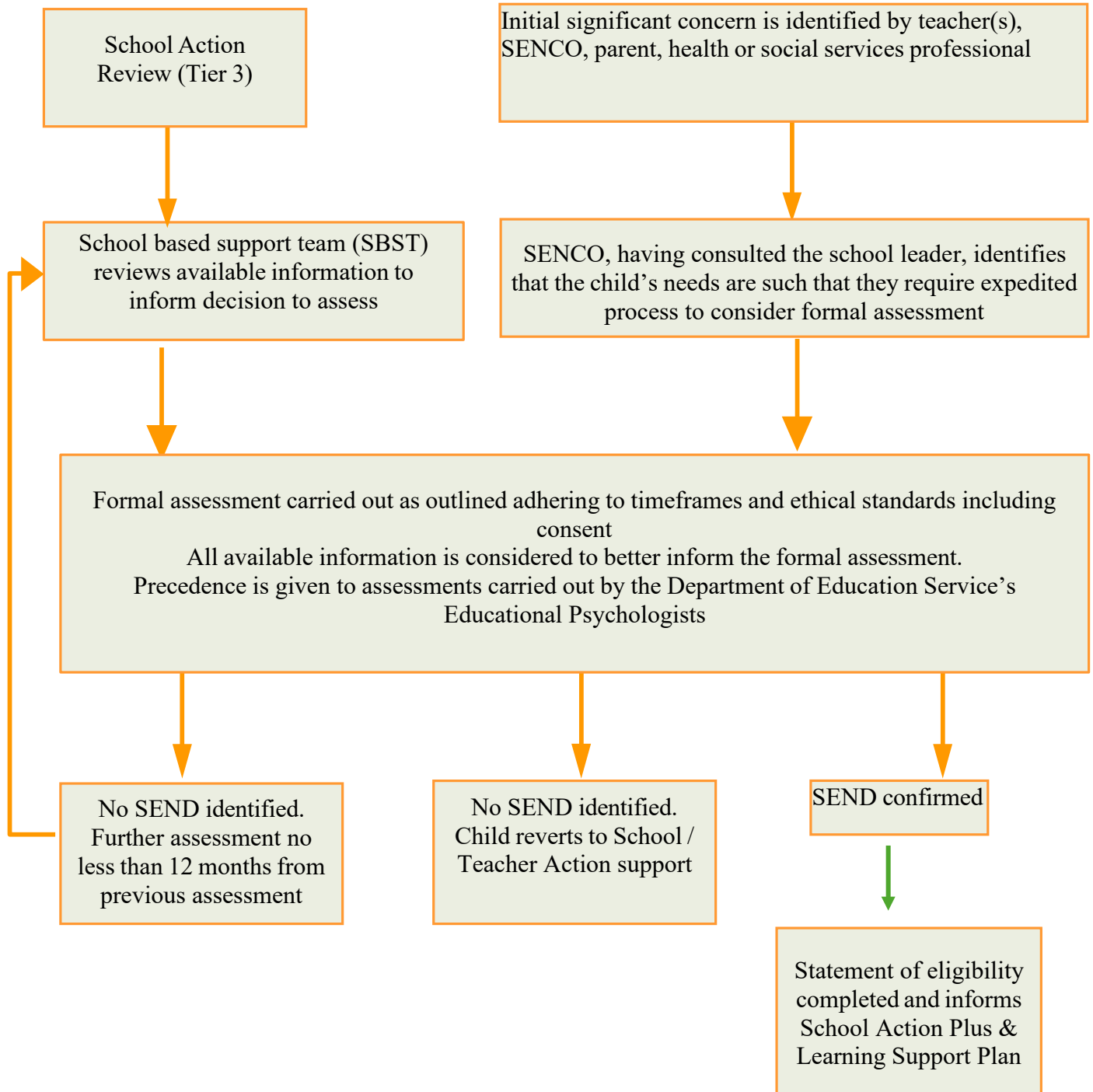
## School Action-Phase 2 (RTI Tier 3)

### Code of Practice for Additional Learning Support Needs

Please contact the school for the full Policy.

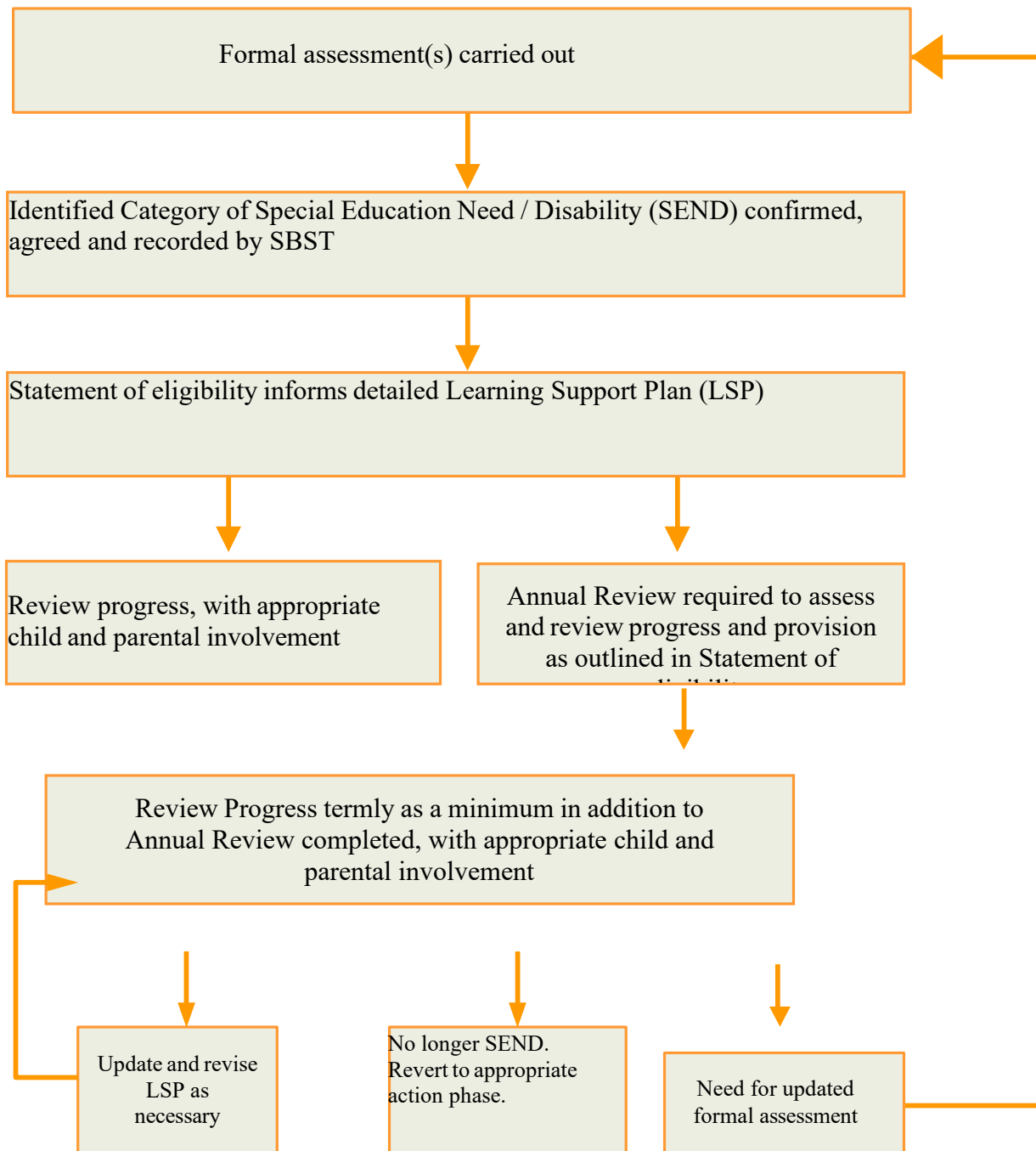
## Formal Assessment

### Code of Practice for Additional Learning Support Needs including



## School Action Plus- Phase 3 (SEND)

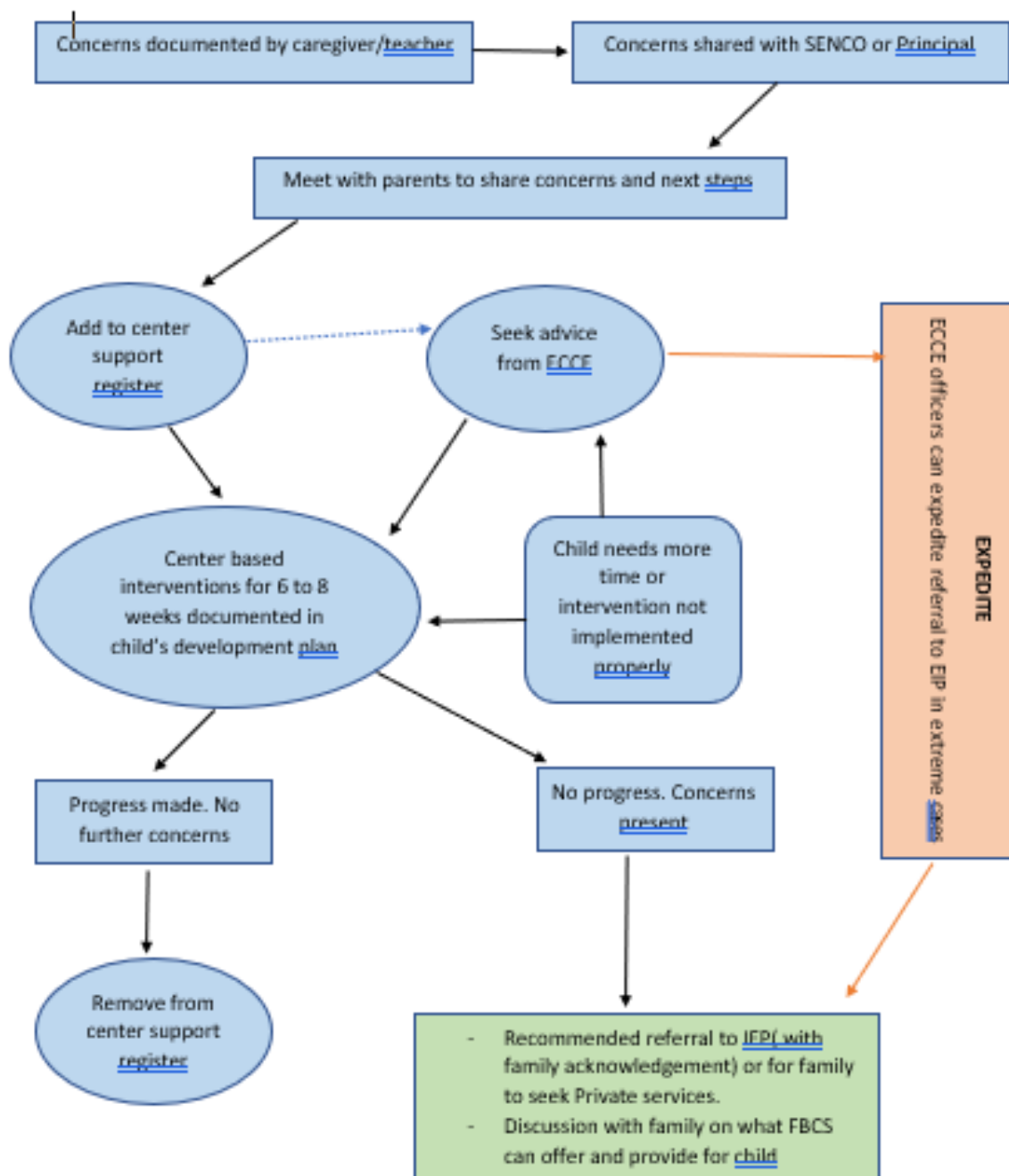
Code of Practice for Additional Learning Support Needs, including





## Pathway for ASLN and SEND students in the Pre-school.

### RTI-Tier 3: School action Phase 2



## **Roles and Responsibilities**

### **Introduction**

Provision for children in our centre who have additional learning support needs, including SEND, is a matter for the whole centre. The centre's Governing Body, the centre's leader, the Centre-Based Support Team (CBST), in particular the teacher(s) and SENCO/DL, and all other members of staff have important roles and responsibilities. FBCS is responsible for delivering services as per the child's Learning Support Plan (LSP) and, where applicable, the statement of eligibility, through "reasonable accommodation". At times of inspection by the Office of Education Standards, FBCS will be assessed for compliance in relation to the Code of Practice.

Crucially, the centre is responsible for ensuring that the child and the parents / guardians are at the centre of all decision-making processes, planning and provisions.

### **Centre Responsibilities**

In providing for additional learning support needs, including SEND responsibilities within the centre, the following should be considered:

- the centre leader, with the oversight and support from the responsible authority, determines the centre's policies and procedures, establishes appropriate staffing and resourcing arrangements and maintains overall responsibility of the centre's work;
- the centre leader has responsibility for the day-to-day management of all of the centre's work, including its additional learning support needs procedures and provision, and works closely with the SENCO/DL;
- the SENCO/DL, working closely with and supporting teachers and staff, should have responsibility for the day-to-day operation of the centre's Additional Learning Support Needs Policy and for coordinating additional learning support needs, including SEND provision;
- the Centre-Based Support Team (CBST) are the main decision-making team for children who have additional learning support needs, including SEND;
- teaching staff should be involved in the development of the centre's Additional Learning Support Needs Policy and all staff should be made familiar with the procedures pertaining to additional learning support needs;
- class teachers are primarily responsible and accountable for the learning, progress and development of the children in their class, including where children access support from teaching assistants or specialist staff;

### **The Special Educational Needs Coordinator (SENCO) / Designated Lead (DL)**

At FBCS, the role of the DL / SENCO must be undertaken by an experienced, qualified educator, who demonstrates strong pedagogical insight, and has a depth of knowledge and qualifications in the area of additional learning support needs, including SEND.

#### **At FBCS, the SENCO / DL is responsible for:**

- the day-to-day operation of the centre's policy for additional learning support needs, including SEND;
- responding to requests for support and advice from other teachers and support staff;
- ensuring the identification of additional learning support needs through standardised measures including, screening and assessment tools;
- coordination of provision, ensuring appropriate liaison with the various teachers / staff who teach children with additional learning support needs, including SEND;
- maintaining a register, with records of all children with additional learning support needs, including SEND;
- coordination of provision with the Centre-Based Support Team and Multi-disciplinary Teams as appropriate;
- close liaison with the parents/guardians of children with additional learning support needs, including SEND;
- identifying, brokering and providing in-service training requirements of the staff, and contributing as appropriate to their training needs;
- collaborating and supporting transitions of children with additional learning support needs, including SEND, entering from the Early Intervention Programme, and other early childhood care and education centres, and subsequent transitions to other provisions and through to compulsory education;
- **ensuring that parents/guardians are closely involved throughout, and that their insights inform any action taken by the centre; and**
- liaising with external agencies as required.

### **Class Teachers/ Lead Educators**

Class teacher(s)/lead educator(s) are primarily responsible and accountable for the learning, progress and development of all children in his/her class, including those who access support from assistant teachers, specialist staff or external providers.

**High-quality classroom-based teaching, differentiated for individual children, as necessary and appropriate, is the first step in responding to children who have additional learning support needs, including SEND. Additional intervention and support cannot compensate for a lack of good quality classroom teaching.**

**Additionally, the class teacher(s)/lead educator(s) are primarily responsible for ensuring that Learning Support Plans (LSPs) are implemented with the support of the SENCO / DL and all other identified staff including external providers as appropriate and agreed.**

### **The Centre-Based Support Team (CBST)**

FBCS will maintain a Centre-Based Support Team (CBST) as required by the Code of Practice. The CBST is the decision-making body in relation to the identification, assessment and provision for children with additional learning support needs, including SEND.







The composition of the CBST at FBCS include the following based on staffing.

- **the Special Educational Needs Coordinator / Designated Lead (SENCO / DL) who leads the coordination of services for children who have or may have additional learning support needs, including SEND;**
- **a member of staff from the centre's senior management team;**
- **class teacher(s): individuals who provide documentation of the child's barriers to learning, as well as their strengths;**
- **RTI (response to intervention) support teacher**

Although not part of the CBST, parents/guardians' perspectives and insights are integral to supporting the roles and responsibilities of the CBST. Parents/Guardians should be fully informed with regard to all decisions and changes to levels of support, and provide consent, as necessary.

### **Multi-Disciplinary Teams (MDT)**

At times additional external support from other professionals may be required to ensure that the needs of children with SEND are met. These professionals may provide additional support to the CBST, and along with the CBST should be considered to be a Multi-Disciplinary Team (MDT). This team will consist of professionals who are not directly centre based, including, but not limited to:

-  Medical doctors
-  Clinical psychologists
-  Clinical psychiatrists
-  Private clinicians and therapists
-  Social workers
-  Other external professionals and providers

Parents/guardians involvement, perspectives and insights are integral to supporting the roles and responsibilities of the MDT. Parents/guardians should be fully informed with regard to all decisions and changes to levels of support, be involved as required, and provide consent, as necessary.

### **Parents/Guardians**

Partnerships with parents/guardians are crucial in promoting a culture of cooperation between parents, FBCS, and other stakeholders. At our centre all professionals actively seek to work with parents/guardians in a meaningful way and value the contributions that they make. We believe that the work of professionals can be much more effective when parents/guardians are involved and account is taken of their wishes, feelings and perspectives on their child's development. This is especially true when a child has additional learning support needs, including SEND.

At FBCS all parents/guardians of children with additional learning support needs, including SEND will be treated as partners within the process to best identify and meet the children's needs. To ensure effective communications with parents/guardians, our staff and other involved professionals will:

- acknowledge and draw on parents'/guardians' knowledge and expertise in relation to their child;
- focus on the child's strengths as well as areas of additional learning support needs. Including SEND;
- be aware of the parents'/guardians' feelings and the challenges which they may be experiencing; ensure that parents/guardians understand procedures for seeking information and advice, are aware of how to access support and are given any documents to be discussed in advance of meetings;
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- respect the differing needs that parents/guardians themselves may have, such as disability or communication barriers, poor educational experiences, cultural differences; and
- recognise the need for flexibility in the timing and structure of meetings.

At FBCS we believe that parent's/guardians should be fully involved in the responses to and support for their child, understand the purpose of any interventions, and be fully informed at all times. We encourage parents/guardians to:

- communicate regularly with the centre and alert them to any concerns that they might have about their child's learning or provision;
- share information;
- attend meetings as required;
- fulfil their obligations to ensure that their child receives full time education suitable to their age, ability, aptitude and any additional learning support need, including SEND.

### **Involving the Child**

The Code of Practice highlights the importance of children in centres participating in all decisions about their education. This is in line with Articles 12 & 13 of the United Nations Convention on the Rights of the Child (UNCROC), which states that, 'Children who are capable of forming views, have a right to receive and make known information, to express an opinion (in a medium of their choice), and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.' The signing and ratification of the UNCROC by the United Kingdom signals that the Cayman Islands are bound by a broad set of values regarding children, and in particular the expressing of their views, having a say in all matters which affect them, presenting their insights, and to be supported to do so in the most meaningful and appropriate manner.

At FBCS the child will, where possible, according to age, maturity and capability, participate in all decision-making processes. This includes the setting of learning targets, contributing to Learning Support Plans (LSPs), discussions about choices, contributing to assessment of their needs, and outlined review and transition processes. We believe children are more likely to respond positively to intervention and support programmes if they understand the rationale for them and are given some personal responsibility for their own progress. Such positive involvement can also enhance self-image and confidence. In particular, the centre will consider how best to:

- involve the child in decision-making processes which affect their own assessment, provision and progress;
- determine the child's levels of participation, taking into account approaches to assessment and intervention which are suitable for their age, ability, past experiences and prior learning;
- record the child's views in identifying their difficulties, setting goals, agreeing a strategy for developing, monitoring and reviewing progress;
- and involve the child in formulating, implementing and reviewing their own LSP.

### **Article XLVII. *Involving Specialists***

Parents/guardians may seek services for their child from service providers. This may include private service providers, or the Early Intervention Programme operated by the Cayman Islands Department of Education Services. At First Baptist Christian School we strive to provide a safe, comfortable location for sessions to occur at our centre. With the parents/guardians consent it is expected that strategies will be shared and perhaps modelled with our staff to ensure consistency for the child.

### **Article XLVIII. *Transition***

Steps will be taken when a child is transferring from or to First Baptist Christian School to ensure the best outcomes for the child.

When transitioning into First Baptist Christian School:

- discuss with parent(s)/guardian(s) needs of the child which will include a review information regarding strengths and support on registration form;
- request, set up and hold/attend a transition meeting with family, child's support services and possibly previous Early Childhood Centre; OR share DIP or IEP with school.
- if feasible and possible, have staff member visit child in current setting;
- prepare environment for child based on child's needs (may include, but not limited to, a visual schedule, quiet corner, sensory box, etc.), and;
- invite child for an orientation visit(s).

When transitioning from First Baptist Christian School:

- discuss with parent(s)/guardian(s) needs of the child to consider when selecting a new Early Childhood Centre or moving on to the next phase of education;
- request, set up and hold/attend a transition meeting with the family, incoming setting and support services;
- invite the incoming setting to observe the child at your centre with parent/guardian permission;
- use methods to help the child with the transition such as Social Stories on saying Good Bye to your centre/staff/friends, and;
- remain positive and enthusiastic with the child and parent(s) and guardians(s) on the upcoming change to their next educational setting.

## **Arrangements for ALSN/SEND**

### **Curriculum Access**

Arrangements will be in place for providing all individuals with support and full access to a broad and balanced curriculum that follows the Virginia State Standards for all subjects except for Social Studies which follows the Cayman Islands framework. In the Early Years, there is a mix of the Virginia State standards and the Cayman Islands Early Years curriculum.

FBSC ensures that children have access to and make progress across the curriculum through the RTI (Response to Intervention) program.

The program is aligned to the phase action of the Cayman Islands Code of Practice document and gives access to frequency and targeted intervention in the core subjects of Literacy and Numeracy.

All lessons are designed around best practice of differentiation and effective use of grouping and centres to encourage peer tutoring.

### **Ensuring Effective Inclusion**

All children whether they have additional learning support needs or not should be 'included' in the full life of the centre. We actively seek to identify and remove the barriers to learning and participation that can hinder or exclude a child with additional learning support needs, including SEND. We ensure that children are included in a positive and proactive way. They should also approach inclusion as part of their overall improvement strategy. Inclusion in our centre is about engendering a sense of community,

belonging and meaningful participation, and encouraging collaboration to best support children with additional learning support needs, including SEND.

We aim to achieve inclusion by having:

- an inclusive ethos;
- a broad and balanced curriculum for all children;
- systems for early identification of barriers to learning and participation; and
- high expectations and suitable targets for all children.

### **Links**

FBCS will develop partnerships with local schools such as Montessori By the Sea, and St. Ignatius Catholic School who are in our region. In addition FBCS will partner with Early Intervention Program (EIP) and the Special Needs Foundation (SNF) to provide training and strategies for staff. In addition FBCS will provide a bank of resources for teachers and students through designated lead for ALSN.

### **Training**

All staff at the centre will have ongoing access to a range of training opportunities. FBCS utilises outside agencies and online providers like the Intentional IEP to delivering training on a variety of topics related to ALSN / SEND. Some of these form part of the training programme and others are open to staff through the Ministry of Education training opportunities.

Our staff have the opportunity to attend specific training days, some of which relate to children with ALSN / SEND. Staff may also attend courses leading to specialist qualifications which enable more effective and achieve the best outcomes.

Within our centre expertise is also shared through discussions at staff meetings where information regarding ALSN / SEND is also exchanged.

### **Article XLIX. Complaints**

Where anyone (child, parents/guardians, staff member or visitor) has a concern, this will be dealt with through our usual complaints procedure



## First Baptist Christian School Pregnant & Parenting Students Policy

**Policy Name: Pregnant and Parenting Students in Compulsory School**

**Approved in:**

**Reviewed in:**

**Next Review in: June 2026**

**Cross References: As per MOE**

This policy should be cross-referenced with the following:

Cayman Islands Constitution Bill of Rights, Non-Discrimination Section 16 (1) (2) United Nations Convention on the Rights of the Child, Articles 1, 2, and 28

The Gender Equality Act, 2011 Education Act, 2016 Education Regulations, 2017

### Introduction:

Internationally, gender-based discrimination in education is recognised as both a cause and a consequence of deep-rooted disparities in society. Globally, factors such as pregnancy, gender-based violence, harmful practices (such as early marriage), and discriminatory education laws, policies, and practices still prevent millions of girls from enrolling, completing and benefitting from education. (UNESCO)

The Cayman Islands Constitution Bill of Rights, Section 20, provides that every child in the Cayman Islands has the right to a primary and secondary school education. That provision must be in accordance with Section 16 for Non-Discrimination. Government “shall not treat any person in a discriminatory manner . . . on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, age, mental or physical disability, property, birth or other status.”

Additionally, the Cayman Islands has been a signatory to the United Nations Convention on the Rights of the Child (UNCRC) since 1994, meaning that the Cayman Islands has promised to protect children’s rights. Article 2 of the UNCRC indicates that “the rights set out in the UNCRC apply to every child (everyone under the age of 18, as per Article 1) whatever their race, colour, gender, language, religion, ethnicity, disability or any other status”, which includes pregnancy, moreover no child shall be treated unfairly for any reason. Article 4 provides a mandatory obligation on the Cayman Islands Government to do all that it can to ensure that every child can enjoy the rights of the UNCRC. Education is an express right pursuant to Article 28, providing the right to education on the basis of equal opportunity therefore, a child cannot be deprived of their right to education based on their status of being pregnant or parenting.

The Education Act, 2016 recognises the duty to promote education in accordance with the rights afforded by the UNCRC and further to provide inclusive education on an equal basis.

The Education Regulations 2017, further provide the power to regulate educational institutions in accordance with Ministry policies, to ensure fair and even handed application of policies

Lastly, The Gender Equality Act, 2011, prohibits any Cayman Islands educational authority providing facilities for training for employment to discriminate on the grounds of:

- a) Sex, marital status or pregnancy; or
- b) Any characteristic based on gender which pertains generally or is generally imputed to persons of a particular sex or marital status or pregnant state.

**For the purposes of The Gender Equality Act, 2011, an “educational authority” means a body of persons administering an “educational institution”. The Education Act, 2016, defines an educational institution (EI) as a school, or an institution that provides part-time or full-time –**

- (i) early childhood care and education;
- (ii) compulsory education;
- (iii) post-compulsory education and training;
- (iv) technical and vocational education and training;
- (v) education to prepare for the award of any degree, qualification or certification; or
- (vi) education provision for persons with special education needs and disabilities;

## **Aims:**

This policy defines the expectations and administrative procedures regarding levels of educational support and services for students at FBCS in the Cayman Islands who are/may become pregnant and who are/may become mothers or fathers.

The spirit and intent of this policy is to ensure that the quality of education afforded to pregnant students and expecting fathers of compulsory school age is not compromised during the term of the pregnancy, nor after child-birth.

The response a student receives from school on disclosing a pregnancy may have a significant impact upon how confident she feels in being able to continue to access education; the student should be provided with support and information needed in a sensitive and appropriate manner.

It is the aim of this policy to ensure that the pregnant or school-age mother/father is kept in learning while also developing effective parenting skills. This means:

1. keeping the student engaged as long as reasonably practicable in his/her current educational programme,
2. providing educational support even if the student may not be able to attend school for a period of time,
3. regularly reviewing and monitoring students’ academic progress,
4. working with school officials to identify a suitable time to reintegrate students back into a school setting after giving birth.
5. assessing and supporting the needs of the student in his/her role as a mother/father (e.g. parenting education, financial plan, etc.).

## Policy statement

Students of compulsory school age shall not be excluded, nor treated less favourably, because she becomes pregnant or has recently had a baby; nor should compulsory age students who become fathers. Pregnant and parenting students of compulsory school age shall not be pressured by staff and administrators of Educational Institutions (EIs) to leave the EI. Students of compulsory school age who are pregnant and those students who are parents, both mothers and fathers, are entitled to the same level of educational opportunity as other students. To achieve this, schools must:

1. recognise and preserve the rights of students who may become pregnant so that they may continue their education in the most inclusive environment, remaining with their peers, to the maximum extent possible, until such time that it may no longer be physically, medically or emotionally possible for the student;
2. develop flexible pathways for continued learning by implementing individual service plans;
3. broker additional services (e.g. counselling, financial support, parenting education, family planning, etc.) for these students by coordinating with external agencies;
4. recognise and preserve the rights of students who are parents in order for them to resume their education following childbirth in the most inclusive environment, with their peers, based on an individualised plan.

## ROLES AND RESPONSIBILITIES:

### The Ministry of Education will

Develop educational policy

Ensure that programmes and services reflected in this policy are subject to regular review

### FBCS SMT will

Provide support to enable FBCS to meet policy requirements

Support FBCS in providing as needed access to additional educational services (e.g. school counselling) for school-age students who face barriers to learning because of their pregnancy and child-rearing responsibilities

Ensure that the FBCS Admin develop an action plan/Individual Service Plan (ISP) for identified student(s) at FBCS to ensure educational and pastoral support needs are met

### FBCS principal will designate a staff member<sup>1</sup> to<sup>2</sup>

- Create an action plan/Individual Service Plan (ISP) to ensure educational and pastoral support needs are met
- Track and maintain contact with pregnant and parenting students
- Complete a risk assessment with the student including safety in lessons and unstructured time (see Appendix 1 Guidance)

- A student may wish to keep the pregnancy confidential for as long as possible, key staff including first aiders should be briefed appropriately and know where to access emergency information should the need arise
- Ensure adherence to anti-bullying policies, with an awareness that students who are pregnant/parenting may be susceptible to bullying/isolation
- Manage attendance/absence (see Appendix 2 Guidance)
- Promote awareness of the range of education pathways and the support available
- Coordinate with community agencies to support pregnant and parenting students
- Monitor and review provision and practice in their schools
- Ensure provision of age appropriate child safeguarding and relationship education (including education about contraception as a means to reduce the incidence of pregnancy) and relevant life skills in regard to responsible relationships.
- Oversee the implementation and monitoring of this policy.

*NB: Ideally, this role would sit with a School Counsellor or Pastoral Staff member who is able to build rapport with both the child and the family*

### **School staff will:**

Effectively collaborate with the principal in regard to the implementation of the policy

### **ADMINISTRATIVE PROCEDURES:**

Each school will identify a member of staff who will oversee the implementation and monitoring of the policy as per the “Roles and Responsibilities” section above. When receiving a report of suspected pregnancy:

- a) A referral must be submitted to the Multi-Agency Safeguarding Hub (MASH), following the Educational Institution’s Child Abuse and Neglect Reporting procedures.
- b) The designated staff member will make contact with the student and encourage her/him to tell her/his parent or guardian if that has not yet occurred. This information must be treated in strictest confidence with other staff members and should be shared only on a confidential and need-to-know basis.
- c) The student must be adequately supported with informing her/his families and this will be done in consultation with the MASH to ensure that any potential issues around Child Sexual Abuse and Exploitation are addressed appropriately by the relevant agencies.

Section 49.02      The School Principal is informed.

Section 49.03      The designated staff member will arrange a case conference to develop an action plan/ISP for the pregnant student and father to be.

Relevant representatives from the school, parents, and the student should participate in the conference. Additional participants based on the needs of the child may be: Health Services Authority personnel, DCFS Social Worker, and a Family Support Unit Police Officer (if the matter is under police investigation). The action plan/ ISP should detail the student's current social service, health, and learning needs.

Objectives should establish outcomes of proposed interventions on behalf of the student and clearly cite the agency responsible for supporting those outcomes. The action plan/ISP will detail which areas of educational provision will be continued during the pregnancy, maternity leave and immediately following the birth – this may include distance learning (see Appendix 3 Guidance). It also will include an educational reintegration plan, including plans for childcare and for the provision of additional services which would provide the student with an opportunity to catch up on missed instruction.

The action plan/ISP for fathers must give consideration to how best to support the student with carrying out his role as a father. This could include remote or flexible learning.

The designated staff member schedules monthly review dates for the plan so that participants can monitor progress and revise the plan as necessary.

More regular reviews may be necessary, particularly around the student's third trimester where significant changes may occur on a weekly basis.

The designated staff member ensures provision of support for the student and referral to external agencies should the student lose the baby.

1. There should be flexibility around when students return to formal education after giving birth. The process to be followed, overseen by the designated staff member, should include:

Students will have a post-natal health check to ensure they are medically fit to return to education. If students are breast-feeding, enough time should be allowed for a feeding schedule to be established. Students should, under normal circumstances, be expected to return to classes between 6 – 18 weeks after giving birth.

2. School leaders are required to provide a safe space for breast-feeding mothers should there be a need for breast-pumping or breast-feeding while at the Educational Institution.

Once these criteria are met, a reintegration case conference (arranged by the designated staff member) will be held to review and revise the student's action plan/ISP. The plan should continue to be in place and reviewed until such time as the team believes that support for the student is no longer required.

3. The designated staff member continues to work with the student, in conjunction with partner agencies, to provide ongoing education regarding child safeguarding and healthy, safe relationships. This must include education about contraception as a means to reduce the incidence of additional pregnancies, as international research has shown that as many as 25% of teenage mothers have a second child within 24 months of their first baby.<sup>3</sup>

## **FBCS INTERNET USE POLICY/AGREEMENT**

### **All students will:**

Use the computers/iPads/devices responsibly and with care, and follow the rules set out by the teachers and the school.

Ensure that the computers and other equipment remain in the same state they were found in

Use the computers/ICT for educational purposes only.

Protect personal passwords and keep them confidential at all times.

Check with the teacher before attempting to install or run any program on the computers.

Report problems with the computers, software or any other equipment to the teacher as soon as the problem arises.

Check with the teacher before printing any documents.

### **Guidelines to prevent Loss of Privileges**

1. Do not use a computer to harm another person or their work.
2. Do not damage the computer or the network in any way.
3. Do not interfere with network operation by installing illegal software, shareware or freeware.
4. Do not violate copyright law.
5. Do not view, send or display offensive messages or pictures.
6. Do not share your password with another person.
7. Do not waste limited resources such as file size or printing capacity.
8. Do not trespass in another's folders, work or files.
9. Notify an adult immediately if you encounter materials that violate the rules of appropriate use.
10. Do not use your device to play games during class.
11. Do not use the device for recording, photography, or videography.
12. Inappropriate uses of technology including but not limited to:

- Cyberbullying

- Playing games, or watching videos during instructional time

- Recording audio or video during instructional time

- Using social media to post or share images without permission of students or staff

- Posting or sharing inappropriate images, videos, or messages

- Attempting to access teacher devices or accounts

- Bypassing school filters to access otherwise blocked sites

### **Policy Violations and Misuse of Resources**

Violations may be incidental or willful/malicious. It is possible for students to misjudge or accidentally violate a policy. In the event that this violation was of an accidental nature and FBCS is aware of the student's unintended violation, the student may be reprimanded taking into account the severity of the violation and the accidental nature of the act. Intentional violations of the student IT policies will result in immediate restriction in the use of computer resources; while further action may be taken upon the completion on an investigation into the matter including detention,

withdrawal, or suspension. Additionally, the following is a guideline for loss of device privileges. Any matter of a more serious nature will result in immediate loss of privileges for the term.

- 1<sup>st</sup> violation for low level matter such as playing games in class – lose device for the day
- 2<sup>nd</sup> violation for low level matter -lose device privileges for the week
- 3<sup>rd</sup> violation -lose device privileges for the term

Other consequences for violations may include restricted access to ICT resources, payment for damaged equipment up to the full cost for replacement and any other appropriate consequence as outlined in the school's discipline policy.

### **User Commitment**

All students must read, accept and agree to this policy relating to the computing resources; and further accept to abide by the User Code of Conduct as set forth in this document.

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**Student-Parent Handbook Agreement 2025-2026**

I have read and agree to abide by the Student-Parent Handbook. I have also discussed this information with my child(ren). Further, I agree to cooperate with the staff and administration in solving school-related problems in a Biblical manner and assisting their student(s) to learn and advance in the educational process.

Mother's Name\_\_\_\_\_ Father's Name\_\_\_\_\_

\_\_\_\_\_  
**Mother's Signature**

or

\_\_\_\_\_  
**Father's Signature**

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**1<sup>st</sup> Student's Name:**\_\_\_\_\_ **2<sup>nd</sup> Student's Name**\_\_\_\_\_

**3<sup>rd</sup> Student's Name**\_\_\_\_\_