

FBCS Student-Parent Handbook *2021-2022*



**First Baptist Christian School
P.O. Box 10275 APO
Grand Cayman – KY1-1103
Tel: (345) 945-7906
e-mail: fbc@fbc.edu.ky
Web: www.fbc.edu.ky**

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General Information

Admissions

Admission to FBCS is decided by an admission's committee. All decisions are made on complete application packets only, which are available from the school office.

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 for approval.

Our School Secretary will send your child's transcript to the requesting school for a fee of \$25.

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 and Grade 1 students at the 'dorms'.

Grade 2-6 students are to be dropped at the gym.

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)

Daily Drop in fee: \$5.00 per 15 minutes or \$50.00 from 3:00 -5:30 p.m. (FBCS students only)

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. Since this is for the child's safety, there are no exceptions to this rule.

Birthday Celebrations/ Invitations

Unless all classmates are invited to your child's birthday party, invitations must be distributed outside of the school. 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.

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 Children Law (2012 Revision) **PLEASE ASK THE SCHOOL OFFICE FOR A COPY OF THIS POLICY.**

All school staff now are mandated by law to report evidence of child abuse. This means that school-based volunteers as well as school staff must be trained to know the indications/signs of abuse. Staff and volunteers must undertake the *Darkness to Light* training and the school must have a copy of their certificate on file. They must all be in possession of an up-to-date police clearance certificate.

Church Membership

It is not compulsory that the families of our students be members of First Baptist Church. However, we do encourage all students and their families to regularly attend a local Christian church of their choice. If you do not have a current church family, we'd love to have you visit and get to know us better.

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.

If you wish to learn more about the Baptist faith or joining First Baptist Church, please contact our Church office and sign up for the Membership Information Class. This class provides all the information required to learn about First Baptist Church.

Confidentiality Policy

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

At First Baptist Christian School we believe that confidentiality is important. The appropriate sharing of information between school staff, administration parents and other educational professionals is essential to ensuring our students' well-being, safety, and education. However, we will respect confidentiality by following these guidelines:

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 a better 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.

Confidentiality with student counselling information

Trust must be established to enable students, staff, administrators and parents to seek help both within and outside the school.

Students, parents, administrators and staff need to know the boundaries of confidentiality in order to feel safe and comfortable in discussing private matters.

Everyone in the school community needs to understand that no one can offer absolute confidentiality at all times. Confidentiality must be broken when the safety of another is at risk, and therefore any information that indicates that a child is in a situation involving serious issues, including, but not limited to abuse, health issues, sexual activities, pregnancy, illegal drugs or alcohol, or criminal activities will be reported to the Head of School by the staff member. That person will decide the most appropriate means of resolving the situation.

Abuse and criminal activities will be reported to the appropriate authorities.

Confidentiality within the School Community

All information shared at staff meetings or private, closed-door meetings at school are considered confidential unless stated otherwise.

Teachers and staff members may not share negative information regarding another teacher's classroom, including, but not limited to, classroom management, classroom organization, quality of teaching, teaching style, discipline style. Teachers and staff members may share exemplary practices with others.

The appropriate sharing of information should always be done in a secure location. Confidential information should never be shared in a public place or in a manner that could be intercepted by others.

Substitutes, student interns, volunteers, visitors and others who are not regular employees of the school are required to follow our confidentiality policy.

Confidentiality with parents

Parents will have access to the files and records of their own children but will not have access to any information about any other child.

If information is to be shared with a large group of parents, it will be given only through official school publications or meetings at the direction of the senior administrator.

Teachers do not discuss or speculate about school matters with parents unless expressly directed by the administration.

If parents request or discuss confidential information to which they do not have disclosure rights, teachers will report them to the administration.

Need to Know Categories

Parents

Parents have the right to know:

- Educational information about their child(ren).
- Counseling information about their child(ren) if it involves issues including, but not limited to abuse, health issues, sexual activities, pregnancy, illegal drugs or alcohol, or criminal activities. Guardians forfeit their need to know rights regarding counseling information if they are involved in the abuse, other criminal acts or are exhibiting traits of mental instability.

Teachers and Staff

Teachers and staff members have a right to know:

- About students in their class(es) as it relates to their education.
- A student's medical/health information when under their supervision.
- About matters relating to their employment.

School Administrators

School administrators have the right to know:

- Information about all students at the school when it is related to their interactions with students or formal reporting of information, for example, The Office of Education Standards, Government Reports or Accreditation.
- All staff members' employment information in order to fulfill their duties as administrators, for example, checking references or police reports.

Support Staff

The school secretary / administrative assistant has the right to know:

- Financial records, custody information, medical/health information as it relates directly to their duties.

The School Ministry Team (SMT) and FBC Leadership

The School Ministry Team and FBC Leadership have the right to know:

- Any information regarding the school, its employees and students if it is directly related to fulfilling their duties as overseers of the school ministry.

Volunteers

Volunteers, although unpaid, have the right to know medical information (life-threatening allergies or serious medical conditions) and emotional conditions that might affect their supervision and safe-guarding of a child.

Data Protection

FBCS will seek legal assistance to develop a full privacy policy to ensure that we are compliant with local and international data protection laws.

FBCS utilizes Podio for applications which is fully compliant with the international 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.

Donations

FBCS gratefully accepts donations but we ask you to please check with the school prior to donating specific items as these must be 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 roll 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 even 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 school ministry team 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 school administration.

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.

If you are asked by the school to help by driving students, we ask that you submit a copy of a valid driver’s license and proof of insurance to our school office.

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 (PK2-7).
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.

Note: This procedure applies to FBCS School Ministry Team members who are acting in their capacity as parents and not as representatives of the Student Ministry Team. This procedure applies to all staff members who are acting in their capacity as parents and not as representatives of the school.

Health and Safety

First Aid

If an injury occurs at school, limited first aid will be administered. If the injury is more serious, the school office will contact the parents.

Medication

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

If your child must take medication prescribed by a doctor during school hours, you must complete a *Medication Authorization Form*. (See page 41) 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 8:00 a.m.
- Students should be on their way to class by 7:55 a.m.
- Students should be in class ready for instruction at 8:00 a.m.
- Students will be marked tardy after 8:10 a.m. (please see tardiness section)
- School ends at 2:45 p.m.
- 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 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:

Gum is not allowed at school.

Students are prohibited from purchasing sodas from the vending machine. As a school, we encourage the consumption of juice, water and milk rather than soda.

Parent Visits

Parents may visit the classroom to observe the educational process at FBCS as desired. To do so, parents must call the school office to co-ordinate their visit and sign in at the office to confirm that they have arrived on campus. Observation must be time limited, purpose clarified, and approved by administration.

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.

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 5th of the month which will be posted to your account on the 6th of the month.

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

School Ministry Team

As FBCS is a ministry of First Baptist Church, the School Ministry Team members are required to be members of First Baptist Church.

Parents are asked not to contact members of the School Ministry Team with problems directly. If you have any concerns you would like to voice, contact your child's teacher first. If a problem persists, please contact the Elementary Principal. Please see the grievance policy.

School Pictures

Class and individual student photos are taken in September or October each year. Parents will be notified of the dates and will receive special instructions for ordering photos. Please follow the instructions carefully and submit your order and payment within required deadline.

Student Drop-off

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

Kindergarten – Grade 1: Parents must drop their children at the ‘dorms’ where Kindergarten and Grade 1 are located.

Grades 2-7 should be dropped at the gym.

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 faculty members.

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 persons who are authorized to pick up your child.

Students must be picked up after school between 2:45 p.m. and 3:00 p.m. Please drive your car no more than 5 miles per hour through the pick area and **do not park in the pick-up area for any reason.** If you need to come inside the building, please park in a marked parking space. If you pick up your child *after* 3:00 p.m., please collect your child from the After-school Care program. You will be charged an hourly rate as listed in the After- School Care section. Please park in a designated parking spot, not in the pick-up area.

Children cannot decide on any given day to visit friends or go home with another family unless you have notified the school office in writing one day in advance and have given permission for your child to go with an authorized person. **(See form to be signed on page 40)**

Text Books and School Supplies

Teachers are responsible for assigning textbooks to children. Your child’s books will all be assigned the same number to help locate missing books, if necessary. The school keeps records of assigned books. Please emphasize to your child the importance of caring for all books, especially those that belong to the school.

At the end of the school year, all textbooks MUST be returned to your child's teacher. If your child is missing a textbook and it is not returned, you will be charged for that book to be replaced.

Elementary school children can keep their books in their desk. To minimize extra weight in their backpacks, children need only carry books they need for homework.

School supply lists vary with each grade. Please check with your child's teacher or the school office for a list of school supplies you need to purchase. Supply lists for the following year will be sent with students' final report cards.

Visitors and Volunteers

All visitors and volunteers at the school must sign in at the office, sign the confidentiality agreement in order to volunteer in classrooms.

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. Visitors are reminded to exercise discernment about what matters are appropriately discussed in a public setting in the presence of students.

Regular volunteers will be required to participate in volunteer 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

Academic Honesty

While it is tempting for students, in a wide range of ways, to claim credit where it is not earned, it is imperative to maintain high standards of academic honesty. In the course of an evaluation exercise, students must not obtain or attempt to obtain information from another student or other unauthorized source or give or attempt to give information to another student. Academic dishonesty is considered a serious matter and will be dealt with accordingly.

Academic or academic-related misconduct includes, but is not limited to:

- Unauthorized collaboration or use of external information during tests or quizzes
- Plagiarizing or representing another's ideas as one's own
- Falsely obtaining, distributing, using or receiving testing materials
- Falsifying academic records
- Defacing or tampering with library materials
- Engaging in any conduct which is intended to or is reasonably likely to confer an unfair advantage concerning an academic matter.

The term plagiarism includes, but is not limited to:

- The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- It also includes the unacknowledged use of materials prepared by another person

In keeping with its mission, First Baptist Christian School seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the FBCS community. Academic honesty includes adherence to guidelines established by FBCS.

Curriculum

The curriculum at FBCS is based on the North American system, specifically the Virginia State Standards, and allows our students to seamlessly and successfully integrate into the continuing school system. We place special value on teaching our children Christian principles and live them every day by practicing kindness and respect. Our school family is diverse with students from all around the world, as well as many local students from the Cayman Islands. We promote Cayman culture through specials days and events, as well as teaching the Cayman Islands Social Studies Curriculum.

STAR Reading and Mathematics assessments are used each term to track student progress. These computer-based tests, providing immediate feedback on the abilities of each student.

Numeracy: Every year we cover the following areas in our math/numeracy curriculum:

- Number Sense
- Measurement and Geometry
- Patterns, Functions and Algebra

- Computation and Estimation
- Probability and Statistics

As these form the foundation of all math and numeracy, we build on these concepts every year.

Language arts for Grades K-3 is a combination of whole language and phonics. Novels are carefully selected and used in conjunction with the reading series. Grammar and spelling are taught both as integrated and individual subjects.

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.

Kindergarten - Kindergarten is an integral part of the total educational program at First Baptist Christian School. The Kindergarten program is designed to encourage and support children's social, emotional, physical, and cognitive development. Children are involved in daily learning experiences with Bible, language arts, mathematics, social studies, science/cooking, physical education, Spanish, music, and technology.

A key focus is placed on early literacy skills such as knowing the letter sounds and how to blend and segment these sounds to read and write. Numeracy skills such as counting, patterning, estimating and number stories are also highly emphasized. Small and large group activities provide children with opportunities to develop a positive self-image and the social and cognitive skills necessary for later learning.

Bible Class & Chapel - All students attend our weekly chapel service on Mondays at 8:10 a.m. and Bible classes are an integral part of the curriculum. Our teaching program will allow children to grow and develop as Jesus did: in "wisdom and stature, and in favor with God and man" (Luke 2:52).

Technology Class - Our 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 7, gradually increasing students' knowledge and language abilities in speaking and writing the Spanish language.

Music Program - Music is provided for students from K- Grade 7. 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.

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

We consider homework to be an essential part of the FBCS curriculum, and the educational process in general. Homework is a valuable extension of in-class learning activities. Its intention is to reinforce concepts learned in the classroom and extend students' mastery of various skills as well as develop responsibility, independent work habits, and self motivation.

Homework also allows for parental involvement in their child's educational experience. FBCS recognizes the importance of home/school collaboration and the parent as the primary educator.

Students are responsible each day for writing homework assignments in their planner. Teachers will post homework to RenWeb also. Each teacher assigns the necessary daily homework. The duration of homework will usually increase per grade level.

The following is a basic guide to the amount of homework expected at each grade level per day:

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, 6, 7	25-30 minutes	35-40 minutes	60-70 minutes

We believe that teachers should be responsible for:

- Communicating their homework procedures clearly to students and parents at the beginning of each school year.
- Assigning homework that is purposeful and meaningful to the child.
- Using homework to encourage each student to use his/her initiative.
- Assigning homework that is consistent with the ability of the child.
- Assisting students in making up work missed due to excused absences by assigning homework to the student prior to their departure.

- Providing advance warning of tests and major assignments on RenWeb or in the newsletter.
- Correcting homework daily and providing feedback to help students improve.

We believe that students should be responsible for:

- Recording homework assignments and turning in assignments when they are due.
 - Advising parents what homework has been assigned and when it is due.
 - Making up assignments that are missed due to absences or neglect.
 - Learning directions for each assignment before leaving school and telling the teacher if they do not understand the directions.
 - Completing assignments to the best of their ability.
- **We believe that parents should be responsible for:**
 - Arranging a quiet, comfortable, well-lit place for their child to study and work on homework assignments.
 - Providing encouragement, support, and suggestions when their child is working on homework (but refusing to do the assignment for him/her).
 - Communicating with the teacher when questions arise about an assignment or what is expected of the student.
 - Rousing their child's interest in various subjects through exposure to a variety of reading materials, visiting special places, and enjoying hobbies and new learning experiences.
 - Remembering to praise both effort and finished product, being mindful that the greatest reward is parent approval and the child's own self satisfaction.
 - Expecting their children to do their absolute best.

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 (**see Page 31**) 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

The FBCS school year will consist of four grading periods. Report cards will be distributed each quarter. Please watch the weekly R.O.A.R. communication newsletter for updates and information on grading periods and grade reports.

We distribute the first report card of the year to the parents at the parent/teacher conference at the end of Quarter One. This conference is mandatory to discuss the progress of students with their parents. All report cards are sent home via email.

We recommend that you:

- Review the report card and take the time to discuss it with your child, giving praise for good marks and encouragement where help might be required.
- Contact your child's teacher if you want to discuss the report card.

Your child will not receive a Report Card if any school bills are outstanding.

Testing

All students who are applying for enrollment will be given an admission screening.

Every child at FBCS takes the computerized Star Reading and Star Mathematics tests in September, March and again in June.

Students in grades 1-7 take the Terra Nova Standardized Tests in April/May of each year to assess competency. The test is conducted in the classroom over a one-week period.

Tutoring / Lessons

Education

We offer tutoring to children who need extra attention in any subject at an additional cost outside of school hours.

If your child requires a tutor, contact the Elementary Principal, and she will help arrange tutoring for your child with a suitable staff member.

Music

We offer musical tutoring/lessons to children. Please contact the school office if you are interested in musical tutoring for your child.



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

There is one mandatory parent-teacher conference during the year. This occurs towards the end of the first quarter. You will receive your child's first quarter report card at this conference. If you do not attend this conference, you will have to make arrangements to pick up your child's report card. Your child's teacher will advise you of the time and place for your meeting.

Other meetings between parents and teachers can occur during the school year to discuss a child's performance, behavior and progress. Please call the school office if you want to set up a meeting with a teacher, principal or Head of School.

Communication from teachers

Our teachers communicate on an as-needed basis by telephone, written notes or by e-mail. Information can include your child's school performance or behavior, upcoming field trips, guest speakers, class parties and so on.

Notes are sent home in your child's homework folder or backpack. Your child's teacher will work with you to ensure you are receiving this information.

Check your child's backpack and homework folder each day for teachers' notes and communications.



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 ½ 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 term 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 in order for the absence to be excused.

Tardiness

- Students are expected to arrive at school and be in class by 8:00 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 parent 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.

FBCS School Policies & Supporting Documents

(January 14, 2021)

First Baptist Christian School

Physical Intervention Policy



Policy on Physical Intervention

First Baptist Christian School

Approved and adopted - Date: January 14, 2021

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

Review Date: June 30, 2023

SIGNATURES

Student (via the Student Council)

Parent (via the PTF)

Chair of School Governors

School Leader

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1. Introduction
2. Definition of 'physical intervention'
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5. Who may use physical intervention
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7. Acceptable forms of physical intervention
8. Action as a result of self-defense or in an emergency
9. Developing a risk assessment and management plan
10. Recording events and actions
11. Guidance for training staff
12. Complaints

I. 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.

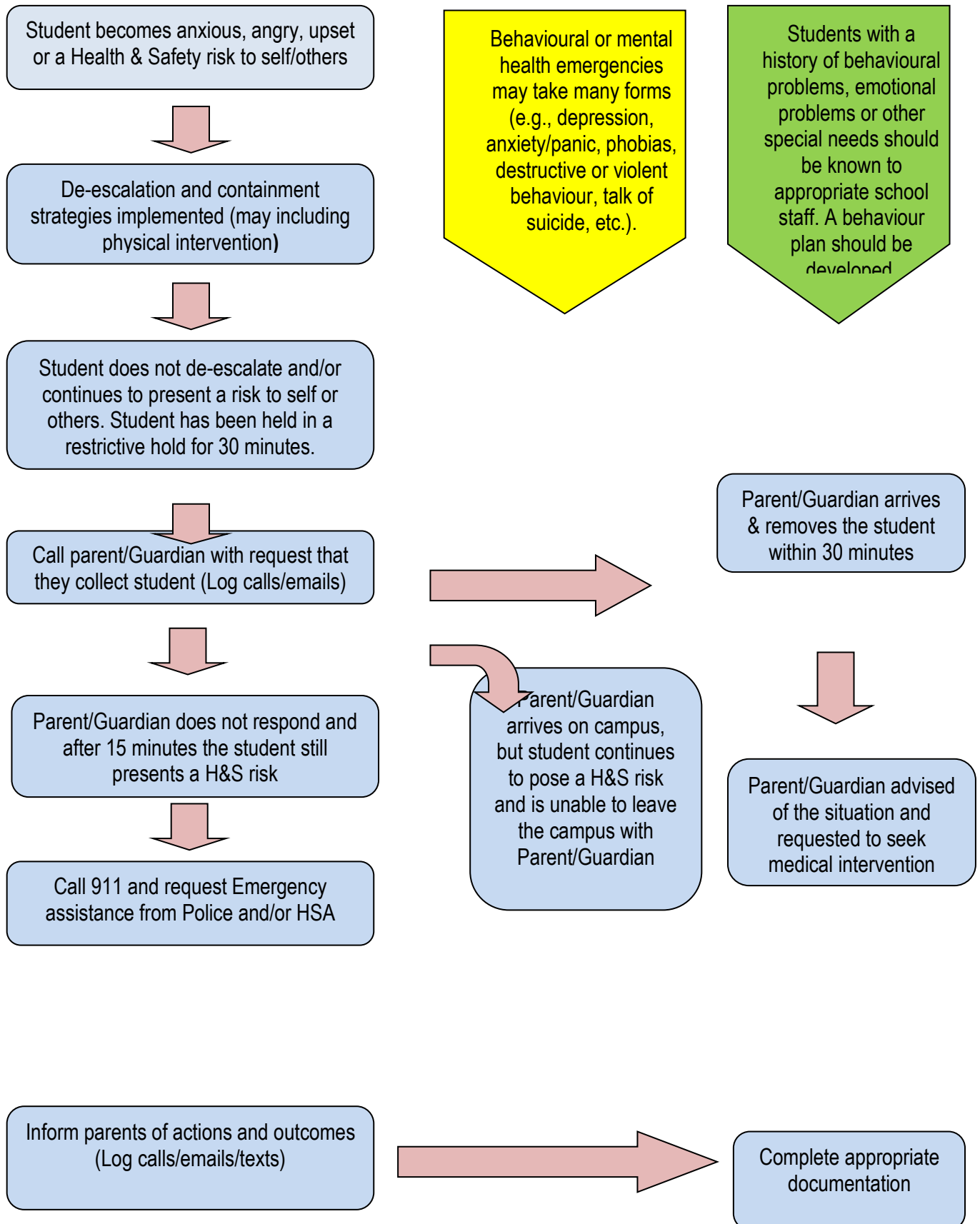
11. Guidance and training for staff

- 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

Young person's name:		Date of birth:	
Class:		Teacher:	
Date of Incident:		Time of Incident: Duration [mins]:	
Reported by:		Location:	
Staff involved			
Others present			
Assault on Young Person		Injury to Adult	
Serious assault/police involvement		Accidental	
Actual Bodily Harm		Deliberate assault by student	
Damage to Property		Absconding	
Accidental		Within the grounds	
Intentional		Off premises	
Sexualised Behaviour		Substance Abuse	
Describe:		Describe:	
Threatening Behaviour		Staff	Students
Verbal abuse towards			
Physically threatening behaviour towards			
De-escalation Strategies Attempted			
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	

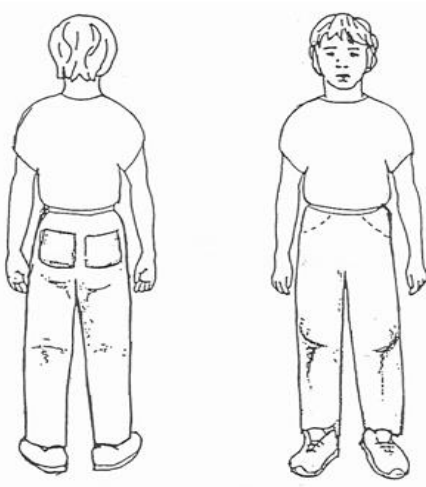
Description of Physical Intervention Used

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

Breathing monitored by:

Ground Technique used	Time applied for:
<input type="checkbox"/> Front ground position 1 o with leg support	

- Front ground position 2
 - o 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:
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Staff Comments:

Student debrief taken place	Date	Time.....	Those present:
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Student comments:

Post incident meeting taken place:	Date	Time.....	Those present:
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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
Person Completing Form:		
Other Staff:		
Other Staff:		
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	
Behaviour Exhibited					
This document must be used to identify the level of workplace violence risk a students' behaviour poses to staff. Consider the consequences and likelihood 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.					
Behaviour Consequences					
	1 –Insignificant Dealt with by staff effectively.	2 –Minor Some assistance required to deal with behaviour.	3 –Moderate Regular assistance required to deal with behaviour.	4 –Major Extensive support/assistance required on a daily basis.	5 –Extreme Severe behaviour demonstrated towards staff and others that require a restrictive physical intervention.
MEASURES 	Behaviour Plan may be in Place	Behaviour Plan in Place	<ul style="list-style-type: none"> • Behaviour Plan in Place • Possible Safe Intervention Plan 	<ul style="list-style-type: none"> • Behaviour Plan in Place • Safe Intervention Plan in Place • Possible Emergency Response Plan 	<ul style="list-style-type: none"> • Behaviour Plan in Place • Safe Intervention Plan In Place • Emergency Response Plan in place • (Student monitored by SMT).
LIKELIHOOD					
A	Almost certain to occur in most circumstances	HIGH (H)	HIGH (H)	EXTREEME (X)	EXTREEME (X)
B	Likely to occur frequently	MODERATE (M)	HIGH (H)	HIGH (H)	EXTREEME (X)
C	Possible and likely to occur at some time	LOW (L)	MODERATE (M)	HIGH (H)	EXTREEME (X)
D	Unlikely to occur but could happen	LOW (L)	LOW (L)	MODERATE (M)	HIGH (H)
E	May occur but only in rare and exceptional circumstances	LOW (L)	LOW (L)	MODERATE (M)	HIGH (H)
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	STAFF Training			
EXTREEME	Safe Intervention, Emergency Response and Behaviour Plan in place. Monitor/Revise student plans accordingly <ul style="list-style-type: none"> • Act immediately to mitigate the risks and protect staff and students health and safety. Follow policies and procedures and notify the Police if required. 	<ul style="list-style-type: none"> • Emergency Response Team trained in safe handling Level 2 techniques 			
HIGH	Safe Intervention and Behaviour Plan in place. Monitor/Revise student plans accordingly <ul style="list-style-type: none"> • Develop Emergency Response Plan if required • 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. 	<ul style="list-style-type: none"> • Emergency Response Team trained in safe handling Level 1 techniques. • Safe handling training required for staff 			
MODERATE	Behaviour Plan in place. Monitor/Log Behaviour, adjust Behaviour Plan as required. <ul style="list-style-type: none"> • Develop Safe Intervention Plan if required • Take all reasonable steps to mitigate risks. 	<ul style="list-style-type: none"> • Safe handling training required for staff 			
LOW	Monitor/Log behaviour. Develop Behaviour Plan if behaviour persist <ul style="list-style-type: none"> • Take all reasonable steps to mitigate risks. 	<ul style="list-style-type: none"> • Safe handling training required for staff 			
Date completed/assessed		Completed by			
Review Date		New Assessment No.			

Triggers/reasons given for behaviour			
<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
Flash points/high risk situations			
<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		
Adults to whom behaviour is most likely to be exhibited			
<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		
Peers to whom behaviour is most likely to be exhibited			
<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)	
Proactive Intervention			
<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	
<input type="checkbox"/> extra TA support in class		<input type="checkbox"/> individual timetable (1–1 or Part Time)	

Risk Assessment and Management Plan (Child)

<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:	
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		

Student name:		Plan issue no:		Date	
Proactive Intervention					
1.					
2.					
3.					
Developing Intervention					
1.					
2.					
3.					
Reactive Intervention					
1.					
2.					

Debrief Preferences

- 1.
- 2.

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

Review Date: ___/___/___

Closure / Re-issue Date:	
Signature:	
Date:	

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.

	Date
Child	
Parent / Guardian	
Other (Specify)	



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

Student name:		Plan issue no:		Date	
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:	
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:

Documentation

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

I declare that

1. I have read and understood all of these policies
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.

SignedDate.....

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

NAME PERSON COMPLETING REPORT _____ INCIDENT LEVEL _____	
Job Title _____ Date: _____	
NATURE OF INCIDENT	
Was the incident? <input type="checkbox"/> Intentional <input type="checkbox"/> Unintentional (accidental, due to SEN, etc)	
Type of incident:	
Bullying <input type="checkbox"/> Damage (includes damage to school or personal property) <input type="checkbox"/>	
Dangerous behaviour <input type="checkbox"/>	
Drug and alcohol related <input type="checkbox"/> Persistent defiance <input type="checkbox"/> Persistent disruptive behaviour <input type="checkbox"/>	
Physical assault against adult <input type="checkbox"/> Physical assault against student <input type="checkbox"/>	
Possession of dangerous implement/weapon <input type="checkbox"/> Sexual misconduct <input type="checkbox"/> Theft <input type="checkbox"/>	
Verbal abuse / threatening behaviour to student <input type="checkbox"/> Verbal abuse / threatening behaviour to adult <input type="checkbox"/>	
DETAILS OF PERSON INVOLVED(perpetrator)	
First Name: _____ 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 _____	
DETAILS OF PERSON INVOLVED (Victim) one person per form	
Name: _____ Age: _____ Class: _____	
DID THE INCIDENT INVOLVE NON-RESTRICTIVE PHYSICAL INTERVENTION? Yes <input type="checkbox"/> No <input type="checkbox"/>	
DID THE INCIDENT INVOLVE RESTRICTIVE PHYSICAL INTERVENTION? Yes <input type="checkbox"/> No <input type="checkbox"/>	

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)*

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

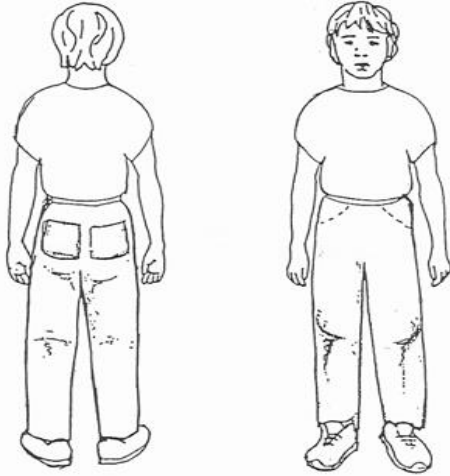
Other (please specify) _____

Type of treatment Hospital Doctor First Aid Rest None

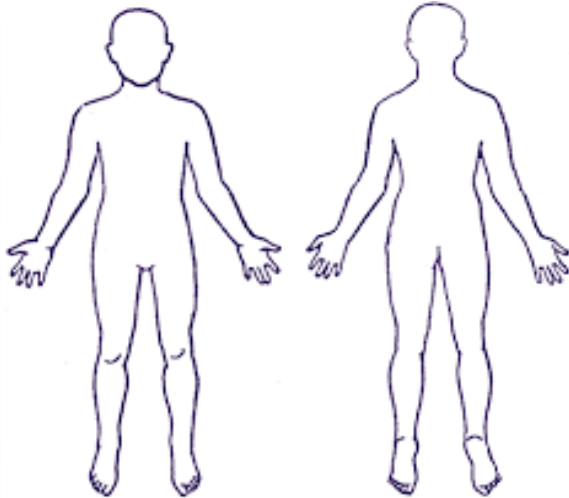
Details of treatment

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

STUDENT



ADULT



WITNESS(ES) Name: _____

Address: _____ PO Box : _____

Tel No: _____

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

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

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"/>	No
Is training or re-training required?		Yes		No
Have the control measures / procedures been effectively communicated to staff?		Yes		No

Staff investigating the incident:

Name _____ Signature: _____ Position: _____ Time _____

THE PRINCIPAL MUST SIGN HERE TO INDICATE THAT THEY ARE AWARE OF THE INCIDENT ABOVE.

Principal's Name: _____ Signature: _____

Date: _____ Time _____

Searching, Screening and Confiscation



FBCS Policy on Searching, Screening and Confiscation

Policy on Searching, Screening and Confiscation

Approved and adopted - Date: January 14, 2021

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

Review Date June 30, 2023

SIGNATURES

Student (via the Student Council)

Parent (via the PTF)

SMT Chairperson **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
Tessa Suckoo	Dir. Student Life				

Name of Principal: Janet Durksen Date: _____

Signature of Principal: _____

FBCS School Behaviour Policy



FBCS Behavior Policy

First Baptist Christian School

Approved and adopted - Date: January 14, 2021

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

Review Date: June 30, 2023

SIGNATURES

Student (via the Student Council)

Parent (via the PTF)

SMT Chairman

School leader

Contents

1. Introduction
2. Policy statement
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4. Student code of conduct
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8. Home school agreement
9. Student conduct and behaviour outside of the school
10. Behaviour on the school bus
11. Gang related activity
12. Cell phones and other electronic equipment
13. Classroom rules
14. The use of reasonable force
15. Bullying
16. Behaviour of parents/guardians and other visitors to school
17. School property

2. 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.

3. 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.*

4. 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.

5. 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.

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.

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

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.

5. Tiered Levels of rewards and sanctions

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.

Table 1: Tiered Rewards

TIER	OPTION		
1	<p><i>Tier 1 Rewards. Teachers/staff use the following rewards to recognise and reinforce positive behaviour, effort and achievement/success in and around the classroom.</i></p>		
	<table border="1"> <tr> <td> <ul style="list-style-type: none"> • Verbal praise • Display students work • Tokens such as prizes, etc. • Class group rewards </td> <td> <ul style="list-style-type: none"> • Post card, letter and/or certificate to parents • Classroom privileges • Homework pass </td> <td> <ul style="list-style-type: none"> • Text, email, phone call to parents. • Classroom responsibilities • Preferred activity time </td> </tr> </table>	<ul style="list-style-type: none"> • Verbal praise • Display students work • Tokens such as prizes, etc. • Class group rewards 	<ul style="list-style-type: none"> • Post card, letter and/or certificate to parents • Classroom privileges • Homework pass
<ul style="list-style-type: none"> • Verbal praise • Display students work • Tokens such as prizes, etc. • Class group rewards 	<ul style="list-style-type: none"> • Post card, letter and/or certificate to parents • Classroom privileges • Homework pass 	<ul style="list-style-type: none"> • Text, email, phone call to parents. • Classroom responsibilities • Preferred activity time 	
2	<p><i>Tier 2 Rewards. Appropriate when students have made extra effort and or behaved in a way which requires extra recognition. Tier two rewards may also be cumulative as a result of a pre-agreed number of tier 1 rewards. Tier 2 rewards are generally recognised through academy activities.</i></p>		
	<table border="1"> <tr> <td> <ul style="list-style-type: none"> • Student of the month awards/certificates • Lunch with the principal </td> <td> <ul style="list-style-type: none"> • Reports home • Dress down day (excluding those who have not met requirements) </td> <td> <ul style="list-style-type: none"> • Weekly/monthly assembly recognition </td> </tr> </table>	<ul style="list-style-type: none"> • Student of the month awards/certificates • Lunch with the principal 	<ul style="list-style-type: none"> • Reports home • Dress down day (excluding those who have not met requirements)
<ul style="list-style-type: none"> • Student of the month awards/certificates • Lunch with the principal 	<ul style="list-style-type: none"> • Reports home • Dress down day (excluding those who have not met requirements) 	<ul style="list-style-type: none"> • Weekly/monthly assembly recognition 	
3	<p><i>Tier 3 Rewards. Appropriate when students have made an exceptional contribution to the school, have achieved something outstanding or need recognition for services to the wider community. Tier 3 rewards may also be cumulative as a result of a pre-agreed number of tier 2 rewards. Tier 3 rewards are generally recognised through whole school celebrations or national press releases.</i></p>		
	<table border="1"> <tr> <td> <ul style="list-style-type: none"> • School display board • National Press report • Termly/yearly prizes for high achievers • Honor Roll or Principal’s Honor Roll </td> <td> <ul style="list-style-type: none"> • Principal letters, reports home • Movie or games day </td> <td> <ul style="list-style-type: none"> • Termly/monthly assembly recognition • School trips/parties for groups of students • Dress down passes • Whole school awards for attendance, most improved, effort and conduct </td> </tr> </table>	<ul style="list-style-type: none"> • School display board • National Press report • Termly/yearly prizes for high achievers • Honor Roll or Principal’s Honor Roll 	<ul style="list-style-type: none"> • Principal letters, reports home • Movie or games day
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Table 2: Tiered Behaviours and Sanctions

Level 1	Responsibility: <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>		
MINOR or MAJOR Offence	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.		
Action Taken	<ul style="list-style-type: none"> Letter of apology Loss of privileges Restorative approach Contact parent 	<ul style="list-style-type: none"> Teacher conference with student Reflection Paper In-class time-out Seat change Behaviour Report 	<ul style="list-style-type: none"> Reinforcement of appropriate behaviours Daily report (teacher) Teacher detention
2	Responsibility: <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>		
MAJOR Offence	All Tier 1 MINOR offences that become MAJOR due to intensity or frequency or have not been resolved: Leaving School without permission, Threatening behavior to student, Prejudicial remarks/comments. Selling goods. Deliberate damage to property. Excessive rough-housing, conflict, aggression.		
Action Taken	<ul style="list-style-type: none"> All of tier 1 sanctions Referral to Deputy or Vice Principal Daily report 	<ul style="list-style-type: none"> Teacher conference with student and/or parent Peer mediation 	<ul style="list-style-type: none"> Parent conference Confiscation of prohibited items Student/Parent contract School detention.
3	Responsibility: <i>Teacher to intervene with student and inform and/or refer on to Vice Principal or Principal in writing using behavior form.</i>		
MAJOR Offence	Tier 1 and 2 offences are repeated, are of a more serious nature or have not been resolved. 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.		
Action Taken	<ul style="list-style-type: none"> All of tier 1 and 2 sanctions Mandatory referral to Vice Principal or Principal 	<ul style="list-style-type: none"> Community Service Withdrawal Restricted activity Parent/guardian notification required Behaviour contract 	<ul style="list-style-type: none"> In-school suspension Exclusion/Suspension (1-3 days) School Leaders detention
4	Responsibility: <i>School Principal with support from School Management Team</i>		
Offence	Tier 3 offences have been repeated or have not been resolved. 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.		
Action Taken	<ul style="list-style-type: none"> Parent/guardian notification required 	<ul style="list-style-type: none"> Move to another school 	<ul style="list-style-type: none"> Expulsion (to be considered only in the most extreme cases)

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 misbehaviour 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

Out of School Behaviour

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. Behaviour or activity jeopardizing the safe operation of the school bus or putting the safety of others on the bus is prohibited. The school bus operator will report promptly and in writing to the Principal Mrs. Durksen the conduct requiring disciplinary action. 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.

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

- 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.
- 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 and other electronic devices are **not permitted**. Any cell phone or other electronic device that is found in school will be confiscated and returned at the end of the school day. Repeated offences may result in the phone being returned to the parent at the end of the week or term. The refusal to hand over a phone or any other electronic equipment will be considered a serious breach of the School Behaviour Policy and will result in sanctions being taken.

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

In exceptional circumstances, the School Leader may make an arrangement with a parent/ carer for a student to bring a cell phone to school and leave it with a designated adult. Any of the following will be considered as a serious breach of the Student Code of Conduct and may result in Police action:

- Photographing or filming staff or other students without their knowledge or permission.
- Photographing or filming in toilets, swimming pools and changing rooms and similar areas.
- Bullying, harassing or intimidating staff or students by the use of text, email or 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 learn to develop self-discipline and good work habits, to resolve conflicts peacefully, and to think independently.

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

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

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

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

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

November 2020



First Baptist Christian School

Approved and adopted - Date: January 14, 2021

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

Review Date: June 30, 2023

SIGNATURES

**Student
(via the Student Council)**

***Deputy Director of Student Life & Anti-bullying***

SMT Chairman

School Leader.....

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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.

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.

2. Roles and responsibilities

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

The anti –bullying coordinator in our school is Tessa Suckoo

Their responsibilities include:

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

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.
- 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.

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.

4. What does bullying look like?

Bullying can include:

- Name calling, Taunting, Teasing, Mocking
- Making offensive comments.
- Physical assault.
- Taking or damaging belongings.
- Cyberbullying-inappropriatetext messaging and e-mailing, sending offensive images by phone/via the internet.
- Gossiping & spreading 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
- Tardiness
- Becomes withdrawn, anxious, or lacking confidence.
- Becomes aggressive/abusive/disruptive or unreasonable.
- Threatens/attempts suicide or self-harm
- Threatens or attempts to run away.

- Cries themselves to sleep at night/nightmares.
- Feels ill in the morning.
- Performance in school begins to drop.
- Comes home with clothes torn, property damaged or 'missing'.
- Asks for money or starts stealing money.
- Unexplained cuts or bruises.
- Comes home 'starving'.
- Is bullying others.
- Is frightened to say what is wrong.
- Afraid to use the internet or cell phone.
- Becomes nervous or jumpy when a cyber-message is received.
- Gives unlikely 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/supportive behaviour by all staff.
- Undertaking learning at school which develops empathy and emotional intelligence.
- Ensuring that all incidents are treated seriously and dealt with immediately.
- Expect all staff will report incidents of bullying that have been witnessed.
- Implementing a clearly understood and accessible protocol for students, staff and parents to raise concerns on bullying.
- Undertaking a bullying survey 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.

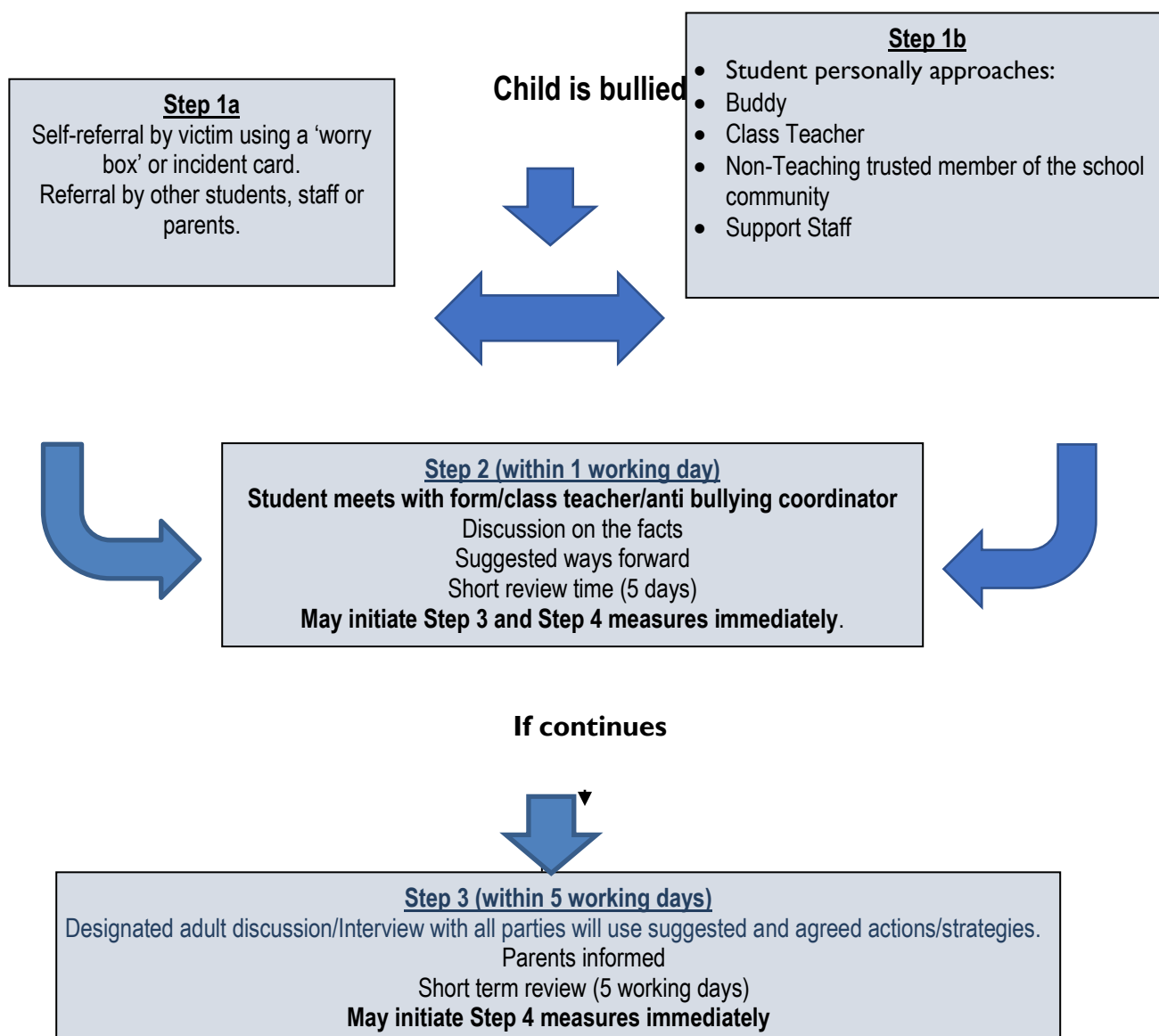
11. Pathways of help – (see next page)

PROCEDURES AT FBCS FOR REPORTING BULLYING

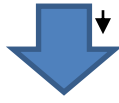
(All schools are to record all aspects of bullying incidents separately within their own recording systems)

PATHWAYS OF HELP

(All schools will have their own referral procedures)



If continues



Step 4 (within 10 working days)

Senior member of staff (with anti-bullying responsibility) directs to a variety of help strategies delivered by 'trained' personnel:

- Outside counselling
- Anger management training & self help
- External Agencies

If continues



Step 5

Options may include:]

- Intervention by RCIPS
- Child Protection referral made

Anti -Bullying Links

<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.doe.mass.edu/bullying/#4>

<http://www.clemson.edu/olweus/>

PROCEDURES FOR RECORDING BULLYING INCIDENTS IN RENWEB

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

HUMAN DIGNITY POLICY

FBCS intends to provide its staff and students with a safe Spirit-filled environment that is free from offensive kinds of behavior. Conduct, whether intentional or unintentional, that subjects another person to unwanted attention, comments or actions because of race, national origin age, physical characteristics or disability is not permitted. All persons are expected to treat others with respect.

- No harassment of others by teachers, administrators, support staff, students or other persons at school or school events is condoned or allowed.
- Any person who believes he/she has been subjected to harassment should report it immediately to the head of school, director or one of the assistant directors.
- Reports of harassment and subsequent investigation will be handled discreetly.
- Any person who is determined to have violated this policy will be subject to disciplinary action, including the possibility of employment termination (staff members) or expulsion (students).
- Sexual harassment includes:
 - Making inappropriate sexual advances
 - Engaging in improper physical contact
 - Making improper physical comments
 - Writing a note, electronically or by hand, with content that may be construed as sexual
 - Using words (written or spoken), pictures, objects, gestures or actions relating to sexual activity to create a sexually intimidating, hostile or offensive learning or work environment
 - Any form of ridicule of others. Persons engaging in this misbehavior will be disciplined.
- All students and school employees are expected to conduct themselves with respect for the dignity of others.

INTERNET POLICY

The computer lab is available for use by all teachers when regular computer classes are not scheduled in the mornings. No student should be in the computer lab unattended. There are also laptop carts and iPads that should be utilized by every class.

FBCS is pleased to offer students access to a computer network and internet. To gain access to the internet all students must obtain parental permission as verified by signatures on the *Internet Use Form*.

Access to the internet will enable students to explore a vast amount of information. Families should be aware that some material accessible via the internet might contain items that are defamatory, inaccurate or potentially offensive. FBCS has installed filtering software to block inappropriate websites.

What is expected?

Students are required to sign the internet use policy, agreeing to engage in appropriate behavior on the school network and refrain from attempting to circumnavigate the filtering software.

Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on the school playground. Communications on the network are often public in nature.

General school rules for behavior and communications apply and students must comply with the school standards and specific rules set out below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. Students are advised never to access, keep or send anything that they would not want their parents or teachers to see.

What are the rules?

Privacy:

Network storage areas may be treated like school lockers. Network administrators may review communications to maintain system integrity that will ensure that students are using the system responsibly.

Storage capacity:

Users are expected to remain within allocated disk space and delete photos or other material which takes up excessive storage space.

Illegal copying:

Students should never download or install any commercial software, shareware or freeware onto network drives or computers unless they have permission from the network administrator. Students should not copy other people's work or intrude into other people's files.

Inappropriate materials or language:

No profane, abusive or inappropriate language should be used to communicate, nor should materials be accessed which are not in line with the rules of school behavior. If students should encounter inappropriate material by accident they should report it to their teacher immediately.

Guidelines to prevent loss of network privileges at school:

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 the operation of the network 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 by accident you encounter materials that violate the rules of appropriate use.
10. Be prepared to be held accountable for your actions and for the loss of privileges if the rules of appropriate use are violated.

School Uniform and Hair Policy

Boys and girls are both expected to wear the FBCS uniform and to wear it correctly. They are expected to wear the PE uniform on days when their class is scheduled for PE.

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.

Boys:

- Khaki shorts or pants and the FBCS uniform shirt. Shorts and pants may be purchased locally or overseas
- Pants/shorts must be plain (no 'cargo' shorts/pants) and must not be oversized and must be worn at the waist.
- Black belts must be worn at all times. Belts are optional for Kindergarten and Grade 1.

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

Students are not allowed to have cell phones at school

School Activities & Calendar

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 Monday morning from 8:10– 8:40 a.m. and as announced for PK3 and PK4. We use the time to pray, sing praise songs, read Bible verses and to learn a scriptural lesson. We encourage our children to come expectantly, looking for God and asking him to help them grow in the Christian life. We encourage parents to attend as many days of chapel as they can.

Clubs

In our effort to provide opportunities for growth for the whole child, we offer several 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.
- Make your check payable in the required amount to the FBCS and submit it to the school office.

FIRST BAPTIST CHRISTIAN SCHOOL | 2021-2022 CALENDAR

23-27 Staff In-service

30 School Starts - all [online](#)

AUGUST '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

28 **NO SCHOOL**
Mid-term Break

SEPTEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MARCH '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-4 **NO SCHOOL**
Mid-term Break

7 Holiday - Ash Wednesday

9 1/2 Day Diaxia 12pm
w/ASC - Staff
Professional Dev. Day

18-22 **NO SCHOOL**
Mid-term Break

25 **NO SCHOOL** - Staff
Professional Dev. Day

OCTOBER '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

6 3rd Quarter Ends

14 1/2 Day - Diaxia 12pm
w/ASC
Buster Break begins

15-22 **NO SCHOOL**
Buster Break

10 1st Quarter Ends

15 Holiday - **NO SCHOOL**
Remembrance Day

NOVEMBER '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18 HOLIDAY - **NO SCHOOL**
Discovery Day

1 1/2 Day Parent Conf.
w/ASC - Diaxia 12pm

17 1/2 Day Christmas Break
Diaxia 12 pm - w/ASC

20-31 **NO SCHOOL**
Christmas Break (class)

DECEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

13 HOLIDAY - **NO SCHOOL**
Queen's Birthday

24 Last [Day](#) (1/2 Day)
DIXIE AT 12PM
NO ASC

3 School re-opens

21 1/2 Day Diaxia 12pm
w/ASC - Staff
Professional Dev. Day

24 Holiday - **NO SCHOOL**
Herb's Day

25 2nd Quarter Ends

JANUARY '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JULY '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Mar 2021_JD_FBCS 6-7th



MISSION STATEMENT & STATEMENT OF FAITH

Mission 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.

Statement of Faith- First Baptist Church, Grand Cayman

1. The **Holy Bible** is the divinely inspired record of God's revelation of Himself to the world. It is a perfect treasure of divine instruction. It has God for its author, salvation for its end, and truth, without any mixture of error, for its content.
2 Timothy 3:16; Psalm 119:33-40
2. **God** is one, the only living and true God. He is an intelligent, spiritual and personal being, the Creator, Redeemer, Preserver and Ruler of the universe. God is infinite in holiness and all other perfection. To Him we owe the highest love, reverence and obedience. God reveals Himself to us as a **Trinity**: Father, Son and Holy Spirit – three distinct persons but without division of nature, essence or being. God is all-powerful, all loving and all-wise.
Matthew 28:19; Romans 1:4; 2 Corinthians 13:14; Galatians 4:6
3. **God the Father** is the head of the Trinity. He is the one to whom we owe an infinite debt because of our sin, and to whom Jesus taught his disciples to pray. He sent His Son Jesus to earth to live and die and rise again to save His people from their sins. He is the one who gives glory to His Son, and who sent the Holy Spirit to help us.
Matthew 6:9; John 4:34; 14:26
4. **Jesus Christ** (God the Son) is the eternal son of God. In his incarnation, he was born of the virgin Mary and identified himself completely with mankind yet without sin. He died, was raised bodily from the grave by the power of God and makes available by grace the gift of eternal life to all who come to him through faith.
Philippians 2:5-11; Hebrews 4:14-15
5. The **Holy Spirit** (God the Spirit) exalts Christ, convicts of sin, of righteousness and of judgement, and effects regeneration as he calls persons to the Savior. He continues a sanctifying work in the believer producing holiness of life and power of service.
John 14:26; 16:8; Galatians 5:22-23
6. **All people have sinned** and consequently must be regenerated by the working of God's grace through the agency of the Holy Spirit. We are made in the image of God and loved by him, and thus every person possesses dignity and worth and is worthy of respect and Christian love.
Genesis 1:27; 9:6; Romans 3:23
7. **Salvation** involves the redemption of the whole person and is offered freely to all who accept Jesus Christ as Lord and Savior, who by his own blood obtained eternal redemption for the believer. Justification is by faith. Regeneration is a work of God's grace whereby the Holy Spirit makes a believer a new creature in Jesus Christ.
John 1:12; 6:63; 2 Corinthians 15:17-18
8. **The church** is a local body of baptized believers who are associated by covenant in the faith and fellowship of the gospel, observing the two ordinances of believers' baptism by immersion and the Lord's Supper.
Matthew 28:19; 1 Corinthians 1:2; 12:13

9. **The second coming of Christ** could happen at any time and is the hope of his church, giving a sense of urgency in preaching the gospel to all people.

Matthew 24:30 & 36; 1 Thessalonians 4:16-17; 2 Peter 3:9-11

10. **God is the source of all blessings**, temporal and spiritual; all that we have and are we owe to Him. Christians have a binding stewardship in their possessions. They are called to serve Him with their time, talents and material possessions and should recognize all these as entrusted to them to use for the glory of God and for helping others.

Psalm 84:11; Matthew 25:14-30; James 1:17

11. Every Christian is under obligation to **work for the improvement of society** and the establishment of righteousness, realizing that all means and methods can be truly and permanently helpful only when they are rooted in the regeneration of the individual by the saving grace of God in Jesus Christ. The Christian should oppose in the Spirit of Christ every evil, and should work to provide for the orphaned, the needy, the aged, the helpless and the sick. Every Christian should also seek to bring industry, government, and society as a whole under the influence of Christian principles through our example and witness.

Isaiah 1:17; James 1:27'

12. Statement on Final Authority on Matters of Faith and Conduct

The statement of faith does not exhaust the extent of our beliefs at First Baptist Christian School. The Bible itself, as the inspired, inerrant, and infallible Word of God that speaks with final authority concerning the truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of FBCS's faith, doctrine, practice, policy, and discipline, the Elders of First Baptist Church are the organization's interpretive body on the Bible's meaning and application under the authority of the membership.

Student-Parent Handbook Agreement 2021-2022

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

1st Student's Name: _____ 2nd Student's Name _____

3rd Student's Name _____

FORMS TO COMPLETE

CHILD PROTECTION – if you want to volunteer at the school complete below and submit police clearance to the school office

Safe Environment Policy and Code of Conduct Statement and Agreement

I understand that as a person working with and /or providing services to children at FBCS, 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 (Signature) _____ Date _____

PERSONS AUTHORIZED TO PICK UP MY CHILD / CHILDREN FROM SCHOOL

Name of child /children:

_____ : Grade _____ : Grade _____

_____ : Grade _____

Name of persons /s authorized to pick up my child/ children:

_____ Relationship: _____

_____ Relationship: _____

Signed _____ Date: _____

AUTHORIZATION FOR ADMINISTERING MEDICATION

Name of student: _____ Grade: _____

Name of medication: _____

Taken for _____ (reason)

Dosage to be given: _____ Frequency of dosage: _____

How long is student expected to be on this medication? _____

Parent's name: _____ Parent's signature: _____

Date: _____

NOTE: MEDICATION MUST BE IN ITS ORIGINAL CONTAINER/ PACKET.

SPECIAL ACTIVITY PERMISSION AND WAIVER

(PLEASE PRINT IN BLANKS AND SIGN BELOW)

I, _____ hereby grant permission for my child(ren), _____

to participate in field trips, competitions, and other off-campus activities/events throughout the school year running from **August 30, 2021 – June 30, 2022**. I give further permission for First Baptist Christian School to provide or arrange for my child's transportation to and from such activities/events, and I agree to release and hold harmless First Baptist Christian School, its employees, its volunteers, and its board of directors from any and all liability, damages, and/or claims arising from my child's participation in and/or transportation to and from First Baptist Christian School activities/events.

(Signature - Parent/Legal Guardian)

PERMISSION FOR USE OF PHOTOS/VIDEOS

(PLEASE PRINT IN BLANKS AND SIGN BELOW)

I, _____ hereby grant permission for my child(ren), _____

To be included in photos and/or feature First Baptist Christian School and/or its students during the school year running from **August 30, 2021 to June 30, 2022**, and I agree to release and hold harmless First Baptist Christian School, its employees, its volunteers, and its board of directors from any and all liability, damages, and/or claims arising from my child's inclusion in such photos/videos.

Signature of parent/legal guardian _____ Date _____

FBCS INTERNET USE POLICY/AGREEMENT

All students will:

- Use the computers/ipads 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
- 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 the operation of the network 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 by accident you encounter materials that violate the rules of appropriate use.

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. Willful 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.

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.

Student Name: _____ Student Signature: _____

Parent Signature: _____ Date: _____