



Policy Name: National School Discipline and Student Behaviour Policy	
Policy Code:	ED 2
Approved in:	September 2010
Next Review in:	September 2015
Cross References:	
This policy should be cross-referenced with the following:	
<ul style="list-style-type: none"> • Handbook for Evaluation of Educational Provision - ESAU 	

INTRODUCTION:

The National Policy (The National Policy) defines the expectations of The Ministry on how Government schools should develop, implement, monitor and evaluate policies on discipline and student behaviour. These expectations reflect international best practice and are based on standards agreed by the Ministry. The National Policy must be fundamental to the behaviour protocols of all schools so that there is consistency in provision and practice.

The Ministry requires all schools to develop their own policies on discipline and student behaviour and in so doing reflect the National Policy, expectations and standards.

It is the intention of the Ministry to ensure consistent, effective provision and practice, which will be regularly monitored and evaluated in order to raise the standards of student behaviour

AIMS:

To:

- Emphasize that school discipline and student behaviour are essential foundations for a creative and effective learning and teaching environment, in which all members of the school community can thrive and feel respected, safe and secure.
- Specify the expectations for discipline and student behaviour in schools across the Cayman Islands.

POLICY STATEMENT:

All students have a right to

- Be taught in environments that are safe, conducive to learning and free from disruption.
- Expect appropriate action from school staff according to the school's disciplinary procedure.



All schools have a responsibility to

- Ensure the whole school community is consulted on the principles of the school's behaviour policy.
- Establish and clearly communicate measures to ensure good order, respect and discipline.
- Ensure that staff members are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- Support, praise and as appropriate reward students' good behaviour.
- Apply sanctions fairly, consistently, proportionately and reasonably – taking account of Special Educational Needs and the additional needs of vulnerable children, as well as offering support as appropriate.
- Ensure student safety and well-being, including preventing bullying and dealing effectively with associated complaints.

ROLES AND RESPONSIBILITIES:

The Ministry of Education will

- Establish educational policy and supporting guidance documents.
- Set national targets for improvement.
- Develop a framework for individual school audits on behaviour and to use the data to develop associated improvement plans.
- Design and develop targeted behaviour training for DES staff.
- Support the implementation and maintenance of individual school policies on behaviour.

The Education Standards and Assessment Unit will

- Evaluate the effectiveness of school discipline, using the criteria set out in the *Handbook for the Evaluation of Educational Provision*.
- Make recommendations for improvement.
- Provide accurate and timely information to the Ministry on the effectiveness and quality of school discipline in order to inform policy decisions.

The Department of Education Services (School Improvement Officers) will

- Provide required support to enable schools to meet improvement targets.



- Support school leadership teams in evaluating behaviour statistics so that priorities for improvement can be identified.
- Work collaboratively with other agencies and stakeholders to develop and maintain appropriate systems for supporting school discipline and student behaviour.

School leaders will

- Facilitate the development of their individual school's discipline and student behaviour policy.
- Ensure the effective implementation of the school discipline and student behaviour policy and all other national educational policies.
- Monitor and review provision and practice in their schools.
- Facilitate ongoing professional development as needed.
- Be accountable to the Ministry of Education for students' standards of behaviour and achievement.

School staff will

- Effectively implement the school's discipline and student behaviour policy.
- Use the *Handbook for Evaluation of Educational Provision* and the Ministry's supporting guidance documents to assist their planning and practice.

SCHOOL POLICIES ON DISCIPLINE AND STUDENT BEHAVIOUR:

The School Policy on Discipline and Student Behaviour must:

- Be based on the National Policy and the Ministry's supporting guidance documents.
- Be developed collaboratively in partnership with key stakeholders.
- Take into account the indicators of good practice within the ESAU Handbook and the Ministry's supporting guidance documents.
- Be approved by The Ministry, The Department of Education Services / School Improvement Officers in consultation with the Education Standards and Assessment Unit before implementation.

The School Policy on Discipline and Student Behaviour must reflect the Ministry's supporting guidance documents and include:



- The principles of the school.
- The rights and responsibilities of the school, students and parents in ensuring an orderly climate for learning.
- A school code of conduct.
- An outline of rewards and sanctions and the associated operational procedures.
- Protocols surrounding detentions.
- Protocols for the confiscation of items.
- Expectations for student behaviour off the school site.
- How to deal with abuse and intimidation of staff outside of school.
- How the needs of individual students are taken into account.
- Procedures for the consultation, monitoring and evaluation of their policy.

The provision and practice in all schools must be closely and regularly monitored.

Schools will be held accountable for raising standards of behaviour and achievement