



MINISTRY OF  
EDUCATION, EMPLOYMENT  
& GENDER AFFAIRS  
CAYMAN ISLANDS GOVERNMENT

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# **CAYMAN ISLANDS**

## **BEHAVIOUR AND EDUCATION SUPPORT (BEST) TEAM**

### **HANDBOOK**

#### **2013 – 2014**

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# 1.0 Background

On the instigation of the Honourable Attorney General a report was commissioned in June 2006 (on the Predisposing Factors to Criminality in the Cayman Islands (Ms Yolande C. Forde Consultant Criminologist)).

In April 2010, a retreat was held with various government entities including the Ministry of Education, Employment and Gender Affairs; the Ministry of Health, Sports, Youth and Culture; the Ministry of Home and Community Affairs; the Royal Cayman Islands Police Services and many community stakeholders involved with youth. The retreat provided two important opportunities: **(1) collaborate and share information on challenges each agency encountered with at risk youth and their families, and (2) develop strategies preventing and/or intervening with young people and their families who are identified as being at risk.**

As an outcome of the Predisposing Factors to Criminality report and the Government and stake holders retreat; the Ministry of Education, Employment & Gender Affairs (MEGA) began a consultative process which resulted in the Behaviour and Education Support Team (BEST) model to address the prevention of criminality in at risk youth through coordinated inter-agency planning and intervention. In September 2011, the BEST model was implemented in all government schools on Grand Cayman.

Its specific aims was to add coherency to the identification of children and families “at risk” within schools. Its recommendations included:

- Inter-agency communication and commitment to a process that includes case conference meetings, resource planning and agreed interventions
- Flexible systems that are fit for purpose
- Mutual Planning between BEST team members  
Shared ownership of problems and the creation of a collaborative problem solving environment
- A vision for the future development of support within schools shared by the BEST team
- Synchronization of services and timely interventions
- Sharing of and smarter use of resources

This new framework of collaborative working should result in more appropriate interventions with at risk children and their families. There is considerable evidence that working in this way as partners, building strengths, demonstrating empathy and respect and providing families with support will result in reducing the risk of delinquency and also of achieving better outcomes for children and young people.

## 2.0 The BEST Handbook

### 2.1 Introduction

This handbook has been designed for use by The Ministry of Education, Employment and Gender Affairs (MEGA), The Department of Education Services (DES), Department of Children and Family Services (DCFS), Department of Counseling Services (DCS), Royal Cayman Islands Police Services (RCIPS), Department of Counseling Services, Health Services Authority (HSA) and community stakeholders requested to work with young people and their families who are identified as needing the services of BEST.

BEST consists of the following: Programme Coordinator, Liaison Officer-At Risk Youth, Programme Manager, At-Risk Youth, Behaviour/Inclusion Specialist, Learning Mentors, School Counselor, Mental Health/Family Therapist, Educational Psychologist, Community Police Officers, Social Worker, Youth Worker, Health Services representative, Principal, Special Education Needs Coordinators (SENCO) and other professionals from supporting agencies. It offers schools advice and guidance on managing challenging behaviour and reducing suspensions, sharing good practice and providing high quality feedback on student behaviour.

Experience has shown that interventions are most likely to be successful when expectations, roles and responsibilities are clearly outlined as explained in this handbook.

The starting point is to acknowledge that students at risk of developing social, emotional and behavioural difficulties (SEBD) face challenges that can have a significant impact on everyone involved.

The DES offers a range of provision and services to meet the needs of students with SEBD. An important role of DES/MEGA is to empower the schools, students and their families to address their challenges and find solutions to meet their needs. The BEST Model is one of the services allocated through the Ministry of Education, Employment and Gender Affairs and DES who will meet regularly to:

- Consider referrals from schools.
- Consider what interventions have been implemented to date.
- Discuss how the needs of schools and students can best be met.
- Identify an appropriate response, which could include whole school training, multi-agency input, support for school staff, resources and/or support to individual students.

Any intervention will be planned jointly with the school and recorded on a partnership plan which clearly sets out:

- The respective commitments of the team and other stakeholders.
- The success criteria by which the work will be evaluated.

Progress of the intervention will be reviewed through school based discussions and service casework supervision and will conclude with suggestions for the school to continue the planned approaches.

It is possible that demand will exceed the amount of professional time currently available. **In these circumstances BEST will give priority to the most vulnerable children, such as those on the Special Education Needs Register, At Risk Register and students in DCFS care. However, this does not preclude recommendations for appropriate interventions by all parties or recommendations for appropriate interventions by other agencies.**

## 2.2 Mission Statement

BEST is committed to working with at risk children and their families as partners, building their strengths, demonstrating empathy and respect and providing families with support to address the challenges to their successful participation.

## 2.3 Inclusion Policy

BEST promotes a culture of inclusion for all children by:

- Contributing to the strategic development of inclusion policy and practice with regard to students at risk of juvenile delinquency and those with SEBD.
- Working with schools in developing policies and approaches that will maximize their capacity to meet the needs of students who are at risk of developing SEBD and to share collective responsibility for promoting inclusion and reducing suspensions.
- Working directly with school staff to develop knowledge, understanding and skills so that they develop increased confidence and ability in managing students who are at risk of developing SEBD.
- Facilitating individual-focused intervention for those students who display severe and complex SEBD so that, wherever possible, students have equal opportunities within an educational context to a relevant curriculum. This will include a focus on working with those students who will find the transition to secondary school particularly difficult.

## 2.4 The work of BEST

### 2.4.1 Working with schools:

- BEST will look at whole school behaviour issues and provide observations with constructive feedback.
- Professional development can be tailored to meet individual school needs and could include:
- Audit of behaviour in school.

- Review of existing behaviour policy.
- Facilitation of whole school staff discussion to arrive at a commonly agreed policy. This may arise out of individual casework, whole class or group work or may be requested via the referral form for additional behaviour services.

#### **2.4.2 Working with partner agencies**

- Contributing to multi-agency planning.
- Contributing to a common assessment and helping to achieve engagement from external agencies. In some cases this may lead to wider support for the family or the school.
- Appendix 1: Service Agreement between the Department of Children and Family Services and Department of Education Services.
- Appendix 2: Service Agreement between the Department of Counseling Services and Department of Education Services.
- Appendix 3: MOU between the Ministry of Education, Employment and Gender Affairs and the Royal Cayman Islands Police Department Services.

#### **2.4.3 Working with staff:**

- Working alongside Counselor, SENCO, Teacher, Learning Mentor, Behaviour Specialist and Teaching Assistant to support students with SEBD.
- Working with Senior Management Team (SMT) to provide individually tailored programmes.
- Working alongside teachers to ensure that the learning needs of the student are catered for by means of differentiation.

#### **2.4.4 Working with parents:**

- Engaging parents in the education process, including the setting and achieving of targets in co-operation with school.
- Parent support groups to include:
  - ✓ Understanding behavior.
  - ✓ Recognizing, acknowledging and encouraging appropriate behavior.
  - ✓ Changing difficult behavior.
  - ✓ Establishing appropriate routines.
  - ✓ Informing and supporting referrals to other agencies.

#### **2.4.5 Working with groups:**

BEST will offer advice and guidance to staff in schools which may include:

- Modeling of specific activities.
- Advice and support in planning a suitable package of resources to meet individual or group needs facilitating work on, for example, self-esteem building, emotional literacy and circle time, parenting programmes, bullying programme, restorative justice programme etc.
- Support or supervision for teaching staff until they feel skilled sufficiently to adopt new approaches or strategies, for example circle of friends, peer mentoring, restorative justice etc.
- The establishment of small groups working with Teacher or Learning Mentors to work on the development of specific skills with the aim of equipping school staff to work with other such groups.

#### **2.4.6 Working with students:**

- Discussion with students to attempt to get their perspective.
- Observation of students at different times of the school day, including lunchtime or breaks.
- Collation of existing information about the child and liaison with other professionals/agencies including the Educational Psychology, Mental Health Service, Counseling Services, DCFS and Truancy Officers
- Written report to school, including interpretation of behaviour, strategies for classroom management, recommendations regarding work with student, suggested targets and strategies for a student and family support plan (SFSP).

- Integration/reintegration plans to help in the construction of individually tailored plans. This requires the behaviour specialist teacher to liaise with all parties so that progress is built upon success and reactive strategies are in place to cater for problems that may occur.

## **2.5 Criteria for access to BEST (Individual casework and group work)**

The target population for the referral of individual students to BEST would have some/all of the following characteristics:

- Have evidence from school of purposeful targeted intervention. Guidance on documentation is available on the referral form. In exceptional circumstances the service will try to respond in a proactive way without the evidence.
- Have documented evidence that the child's behaviour may lead to fixed term suspensions.
- Concerns about student's social and emotional development.
- The student's behaviour and/or emotional difficulties and/or social relationships are impeding his/her access to the curriculum.
- The school has indicated that it will co-operate fully in developing and putting into place measures designed to support the child.

## **2.6 Guidance on Effective Joint Working - Individual casework**

### **2.6.1 The Intervention Process:**

It is the aim of BEST to provide the necessary support to students and to schools. We value a collaborative, team approach and therefore ask schools to:

- Inform parents of the purpose of our involvement and gain their agreement.
- Share information with stake holders involved in supporting the student/family.
- Inform the Best Coordinator if the student is absent from school on the days the Behaviour Specialist, Educational Psychologist or any stake holder involved is scheduled to be in school.
- Provide opportunities to meet key staff during the school day.
- Provide space to meet with parents privately/confidentially.
- Collect and complete relevant information, including behaviour checklists, reports and records, behaviour support plans , Statutory Assessment Tests, other intervention strategies/support which have been put in, which may be useful for assessment.
- Inform the BEST team of any safety issues that support staff should be aware of either in school, the community or when making risk assessments prior to home visits
- Inform the Best team of any change in circumstances which may affect the behaviour of the student.
- Review and evaluate our intervention after an agreed period, normally 12 weeks.

**Access to the team will be through the At Risk Co-coordinator using the referral form available. There will be additional stakeholders invited to BEST meetings on an as needed basis.**

## **2.7 Evaluation:**

At the end of each school term the schools and stake holders are required to evaluate the work with BEST to further improve the quality of service to the students and their families. Evaluation forms will be provided to each school and stakeholder agency by the Programme Coordinator and Liaison Officer-At Risk Youth.

Should you wish to discuss any aspect of the BEST resources, please contact:

Programme Coordinator and Liaison Officer-At Risk Youth  
Ministry of Education, Employment and Gender Affairs  
[michael.myles@gov.ky](mailto:michael.myles@gov.ky) Cell 244-3150 or 925-2012

## **2.8 Referral Forms For Additional Services For Primary Behaviour Management**

A key principle in the establishment of Integrated BEST Team is that schools and local services cooperate fully and intervene at an early stage to offer support to prevent further difficulties. Support to parents, early intervention and prevention are important themes in DES's commitment to the principle of inclusion. **Tuancy and poor behaviour in school are often symptoms of deeper underlying problems.** Working in partnership with government schools is part of the continuum of preventative and supportive work undertaken to address these underlying issues and improve behaviour. Above all it is our aim to increase the capacity of schools to manage severe and challenging behaviour.

DES is able to offer a range of provision to meet the needs of students with challenging behaviour who have behavioural, emotional and social difficulties and empower schools and families to address and meet their needs. The BEST team meets regularly to consider referral from schools, discuss how the needs of schools and children can best be met and to identify an appropriate response. This could include:

- whole school input
- support for school staff
- whole class and group work
- multi-agency work and resources
- support to individual children and their families

The purpose of these forms is to provide the BEST team with sufficient information about the school's and student's needs, interventions to date and how DES/MEGA can best respond to meet these needs. **For individual children to be considered, they need to be on the schools Special Education Needs (SEN) and At Risk Registers. The school has to demonstrate that purposeful intervention has taken place prior to referral. It is an expectation that for whole class/group work the needs of some of these children are being addressed through the SEN Code of Practice.**

Good practice involves working in partnership with children and families. **For requests for individual work it is an expectation that parents will have been involved in the discussion about their child's needs and this referral to the team.** Parents should be aware that they could have a copy of the completed form. Once outside agencies are involved in a student's education and social plans, parents should be made aware that the student has met the Special Needs Code of Practice, indicating a higher level of need.

Please complete the appropriate form for the type of intervention you are requesting:

Form A	Student and Family Referral Form (Student and/or family requires additional services from partner agencies)
Form B	School/ Group / Class Support Plan (School/class/group requires additional resources from partner agencies)
Form C	Pledge of Confidentiality Form (BEST team members to sign prior to participating in team meeting)
Form D	Multi-Agency Release of Confidentiality Form (Parents sign document providing consent to advocate for additional resources)
Form E	Meeting/Agenda Minutes Form (School representative completes and sends to team members)
Form F	Drugs Found at School Form (School representative completes and sends to RCIPS representative) Form not included in handbook but will be made available to all schools
Form G	RCIPS Incident Report Form (RCIPS officer completes form when responding to or investigating an incident at the school. Copy must be submitted to principal or delegate) Form not included in handbook but will be made available to all schools and RCIPS representatives



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# REFERRAL FORM FOR ADDITIONAL SERVICES FOR BEHAVIOUR MANAGEMENT

## Form A

# STUDENT AND FAMILY

# REFERRAL FORM

**REFERRAL FORM FOR ADDITIONAL SERVICES FOR BEHAVIOUR  
MANAGEMENT**

*(To be completed by school/stakeholder)*

Form A-Student and Family Referral Form

General Information

Student #

Date of referral

School Information

School	<input type="text"/>
Telephone Number	<input type="text"/>
Principal	<input type="text"/>
Lead Behaviour Professional	<input type="text"/>
SENCO	<input type="text"/>

Information about the Student

Name

Gender

Date of Birth

Year Group

Is the child in the correct year group?

Nationality

First Language parent/child

Current Address

Current attendance %

IEP Phas

Current IEP/BSP attached

Previous IEP/BSP attached

Does she / he have a social worker?

Name of Social Worker

Is she / he on the At Risk Register?

Is she/he under any court orders?

Details.

**Parents details**

Name

Relationship

Address

Telephone

Name

Relationship

Address

Telephone

**Guardian details (if different)**

**Siblings**

Name	Date of Birth	School
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Outside agencies involved**

For example: Mental Health, DCFS, Cub Scout

Agency	Contact name / Designation	Tel No.	Current/Previous involvement
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**The Student**

**Concerns / date of onset**

--

**Has this student been prioritized for Educational Psychologist Evaluation?**

Y/N
-----

**Teacher assessment of student's attainment**

Subject	Current Level	Level for Previous Year
Reading and Writing		
Speaking and Listening		
Maths		

**Suspension history**

Permanent / fixed term	Date	Duration	Reason

**Strategies already implemented**

Please provide brief details of any strategies already implemented with this child and the outcomes of this work. Include Individual Provision Map.

Strategies	Length of intervention	Outcome/impact

**Anticipated outcomes; please relate to the student's needs**

What do you hope to be the outcome of the intervention (e.g. developing skills in co-operation, social interaction etc)?

**How do you consider school and the DES can work together to meet the needs of this student?** Input could include multi-agency input, support to school staff, resources and/or individual assessment of student's functioning in school.

**Views of the Student**

**Parental support and agreement for the referral**

Y / N

**Views of the Parents / Guardians**

--

**Has the completed form been shown to / discussed with parents/carers?**

Y / N

**Please attach:**

- Current and previous IEP's/BSP's
- Previous suspension forms
- Any information from outside agencies
- Minutes from meetings
- Any other relevant information
- Provision Mapping
- Student tracking information

Any intervention is the joint responsibility of all professionals involved and the school will ensure the sustainability of the input longer term.

<b>Form Completed by</b>	
<b>Position in school</b>	
<b>Date</b>	

**Please return to**  
**Programme Coordinator, Liaison Officer-At Risk Youth**



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# REFERRAL FORM FOR ADDITIONAL SERVICES FOR BEHAVIOUR MANAGEMENT

## FORM A

### STUDENT AND FAMILY

### REFERRAL FORM

### EXAMPLE

# REFERRAL FORM FOR ADDITIONAL SERVICES FOR BEHAVIOUR MANAGEMENT

(To be completed by school)

Form A: Student and Family Referral-Example

## General Information

UPN no.  Date of referral

## School Information

School	Fictitious Primary School
Telephone Number	764523
Head Teacher	Christine Appleton
Lead Behaviour Professional	John Brown
SENCO	Sarah Blackshaw

## Information about the Student

Name  Gender

Date of Birth  Year Group

Is the student in the correct year group?

Nationality  **First Language parent/child**

Current Address

Current attendance  Code of Practice level

Current IEP/BSP attached

**Previous IEP/BSP attached**

Does she / he have a social worker?

Name of Social Worker

Is she / he on the At Risk Register?

Is she/he under any court orders?

Details

**Parents details**

Name

Relationship

Address

Telephone  
Home 768943  
Mobile 916 2222  
Work

Name

Relationship

Address

Telephone  
Home 846135  
Mobile 8619531  
Work 347962

**Carer details (if different)**

**Siblings**

Name	Date of Birth	School
Samantha Young	6.6.01 (Yr2)	.....Primary
John Young	2.4.98 (Yr6)	..... Primary

### Outside agencies involved

For example: Health, Social Care, EWO, CAMHS etc.

Agency	Contact name / Designation	Tel No.	Current/Previous involvement
School Truancy officer	Mr Wright	712 0000	Involvement when Jason was in YR1
Health	Amanda Knight, School Nurse	623 9752	Involvement when Jason was in Nursery

### The Student

#### Concerns / date of onset

Jason presents as a socially / emotionally immature little boy; he finds it difficult to meet the expectations of a Yr3 class and frequently disrupts teaching and learning. His concentration is poor and he finds it difficult to settle to tasks; he produces very little work without 1-1 adult support. He will call out, swear, leave his seat, interfere with / hurt peers and, on occasions, adults. **Jason's behaviour began to deteriorate in October 2011.**

Jason finds it difficult to make relationships with both peers and adults; he finds it particularly difficult when less familiar adults are in the classroom (neither does he cope well with changes in routine). He does not have friends and is often involved in skirmishes on the playground.

Jason is often tired and this impacts on his behaviour in the afternoons. There is a noticeable deterioration in his behaviour immediately before and after his week-ends with dad. School has no contact with dad; however, mum is supportive but admits that Jason's behaviour can be very difficult at home.

Has this child been prioritized for Educational Psychologist Evaluation?

Y / N

#### Teacher assessment of student's attainment

Subject	Current Level	Level for Previous Year
Reading and Writing	1b	1c
Speaking and Listening	P6	P6
Maths	2c	1a

#### Suspension history

Permanent / fixed term	Date	Duration	Reason
Fixed term	4 July '10	1 day	Bit TA, cursed at Principal

### Strategies already implemented

Please provide brief details of any strategies already implemented with this child and the outcomes of this work. Include Individual Provision Map.

Strategies	Length of intervention	Outcome/impact
IEP started in Yr2	1 term	2/3 targets met: <ul style="list-style-type: none"> <li>- calling out less often</li> <li>- now staying in his seat during registration</li> </ul> However, while there are fewer incidents of hurting peers / adults, there are incidents still every week.

### Anticipated outcomes; please relate to the student's needs

What do you hope to be the outcome of the intervention (e.g. developing skills in co-operation, social interaction etc)?

- To improve Jason's social skills, especially his ability to play co-operatively with his peers.
- To develop trusting relationships with known adults to enable him to communicate his needs.
- To function successfully in the classroom by following classroom routines.
- To establish a support network for the family.

**How do you consider school and the LA can work together to meet the needs of this child?** Input could include multi-agency input, support to school staff, resources and/or individual assessment of child's functioning in school.

- Observations / assessment of Jason's needs.
- Support in developing a Behaviour Support Plan
- Strategies to help staff manage Jason's behaviour.
- Support for non-teaching staff
- Support with setting up a Circle of Friends
- Multi-Agency input?

Jason likes school. He struggles with his work and would like to improve his reading and writing. He doesn't have anyone to play with at playtimes and would like help in making friends. He sometimes finds it hard to follow school rules and this gets him in trouble. He wants to 'get it right' but isn't always sure how!

**Parental support and agreement for the referral**

Y / N

**Views of the Parents / Guardians**

Mrs Young acknowledges Jason's difficulties in school and would welcome further support. She reports that Jason's behaviour at home has never been easy to manage but became increasingly difficult when dad left the family home last year. She feels that there is a marked deterioration in Jason's behaviour around the time of his fortnightly visits to dad. Jason is very demanding of mum's time and is rarely asleep before midnight and up again by 6.00am. Jason has few friends in the neighbourhood and sometimes gets involved with a group of older boys who are very boisterous; mum is very concerned about this but feels at a loss as to what to do.

**Has the completed form been shown to / discussed with parents/guardians?**

Y / N

**Please attach:**

- Current and previous IEP/BSP
- Previous suspension forms
- Any information from outside agencies
- Minutes from meetings
- Any other relevant information
- Provision Mapping
- Student tracking information

Any intervention is the joint responsibility of all professionals involved and the school will ensure the sustainability of the input longer term.

<b>Form Completed by</b>	Christine Appleton
<b>Position in school</b>	Principal
<b>Date</b>	12.01.11

**Please return to**

**Programme Coordinator, Liaison Officer-At Risk Youth**



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# REFERRAL FORM FOR ADDITIONAL SERVICES FOR BEHAVIOUR MANAGEMENT

## FORM B

# SCHOOL/ GROUP/CLASS

## SUPPORT

## PLAN

# REFERRAL FORM FOR ADDITIONAL SERVICES FOR BEHAVIOUR MANAGEMENT

(To be completed by School/Stakeholder)

Form B: School/ Group / Class Support Plan

Start date of plan

## School Information

School	
Principal	
Telephone Number	
Lead Behaviour Professional	
SENCO	

## Nature of Support

## Anticipated outcomes; please relate to the group/class needs

What do you hope to be the outcome of the intervention (for example; developing skills in co-operation, social interaction etc)? Include plans for sustainability.

**How is the DES/MEGA/OTHER AGENCIES supporting this plan?** Input could include support from EBD specialist, counsellor and or DCFS staff.

--

**Strategies implemented**

Please provide brief details of the strategies implemented with this school/group/class and the outcomes of this work.

Strategies	Length of intervention	Outcome/impact

<b>Form Completed by</b>	
<b>Position in school</b>	
<b>Date of report/update</b>	

Please return to  
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# **REFERRAL FORM FOR ADDITIONAL SERVICES FOR BEHAVIOUR MANAGEMENT**

## **FORM B**

### **SCHOOL/ GROUP/CLASS**

### **SUPPORT**

### **PLAN-EXAMPLE**

# REFERRAL FORM FOR ADDITIONAL SERVICES FOR BEHAVIOUR MANAGEMENT

(To be completed by school/Stakeholder)

Form B: School/ Group / Class Support  
Plan-Example

Start date of Plan January 8, 2012

## School Information

School	<b>Fictitious Primary School</b>
Principal	<b>Christine Appleton</b>
Telephone Number	<b>764523</b>
Lead Behaviour Professional	<b>John Brown</b>
SENCO	<b>Sarah Blackshaw</b>

## Nature of Support

The school made a referral in connection with a Year 6 group of girls who were identified as causing significant disruption at the beginning of each session; this is generally as a result of playgroup arguments.

### Behaviours described were:

- bullying younger students
- making and breaking friendships within the group. This causes divisions within the class and this in turn impacts on teaching and learning

It was felt at the Fictitious School BEST team meeting (08.09.11) that support would be needed in order to intervene with this group of girls and as a result the following plan was agreed.

## Anticipated outcomes:

- the group will be aware of the negative effect that their behaviour has on others.
- individuals will have the capacity to make the right choices and be better placed to cope with negative peer pressure.
- individuals will develop better social skills
- individuals will raise their own self esteem.

## How is the DES/MEGA/OTHER AGENCIES supporting this plan?

**Mrs. D (DES Behaviour Specialist) will prepare and deliver a short 6 week Emotional Literacy Programme.**  
**Mr. P (DCFS) will deliver an afterschool programme with this group to enhance their social skills through music therapy.**

### Strategies implemented

Strategies	Length of intervention	Outcome/impact/ with date
<p>School counsellor to work with Mrs. D in delivering an Emotional Literacy Programme based on the SEAL Material</p> <p>Mr P will deliver a Music Therapy session with this group of students( parental permission was obtained)</p>	<p>6 weeks starting on January 8, 2012. Sessions will take place on Wednesdays at 2.05pm.</p> <p>Programme will be delivered from the January 10, 2012 and will take place on Thursdays from 3.15 -4pm</p>	<p><b>February 12, 2012- update.</b>            Individuals within the group are noticeably more aware of the feelings of others and are making efforts to positively interact with their peers.</p> <p>There has been no serious incident with this group of students over the past two weeks.</p> <p>Students are really enthusiastic about the music therapy programme and are keen to share their experiences.</p> <p>The group performed a musical piece at a weekly assembly and received applause/positive feedback from staff and peers.</p> <p>A strategic policy has also been implemented by staff to reinforce any (including minor) positive actions that are witnessed by individuals within the group.</p>

<b>Form Completed by</b>	Sarah Blackshaw
<b>Position in school</b>	<b>SENCO</b>
<b>Date of report/update.</b>	<b>January 8, 2012</b>

Please return to  
**Programme Coordinator, Liaison Officer-At Risk Youth**



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# **FORM C**

## **PLEDGE OF CONFIDENTIALITY**

### **FORM**

**(BEST Team Members Only)**

(To be completed by team members)

Form C: Pledge of Confidentiality

**PLEDGE OF CONFIDENTIALITY  
(BEST Team Members Only)**

As a representative of the Behavior and Education Support Team (BEST), I hereby pledge that I shall safeguard and trust as CONFIDENTIAL any and all information (whether acquired through verbal communications, written records or observations) regarding any client, relative or friend of a client with whom I may have associated with in my contact through BEST.

I have read and understood the Pledge of Confidentiality.

\_\_\_\_\_  
Agency Name (Please Print)

\_\_\_\_\_  
Representative Name (Please Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date



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**FORM D**

**MULTI-AGENCY**

**RELEASE OF  
CONFIDENTIALITY**

**FORM**

(To be completed by client)

Form D: Multi-Agency Release of Confidentiality

## MULTI-AGENCY RELEASE OF CONFIDENTIALITY

The Behavior and Education Support Team (BEST) exists to address chronic client issues presented across disciplines. There will be meetings on a weekly/monthly basis to create a Multidisciplinary Team Action Plan. The Ministry of Education, Employment and Gender Affairs will take responsibility for actioning steps to resolve issues that a student may face that may prevent them from having their your needs met.

Members of the BEST Team may include but not limited to:

- Program Coordinator, Liaison Officer-At Risk Youth
- Principal or designate
- Truancy Officer
- School Counselor
- Educational Psychologist
- Learning Mentor
- Teaching and Learning Coordinator
- Learning Behavior Specialist
- SENCO
- Family Support Unit representative
- Youth Department representative
- Social Worker
- RCIP-Community Police Officer
- Cayman Counseling Services representative (Clients referred will have to sign an additional release of information)
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

I do hereby authorize the above agencies and their representatives to release information to each other through case consultations, case management discussions, written notes, or letters etc. for the purpose of providing me with community resources and services for my physical, emotional, spiritual and mental health. The information, which may be exchanged, includes, but not limited to drug/alcohol use and treatments, employment status, psychiatric and mental health diagnoses and treatment, physical health diagnoses and treatment and personal finance.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Client or representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date



MINISTRY OF  
EDUCATION, EMPLOYMENT  
& GENDER AFFAIRS  
CAYMAN ISLANDS GOVERNMENT

# FORM E

## Meeting Agenda/Minutes

# FORM

(To be completed by School)

<b>Area/School Team:</b>		<h1>Behaviour and Educational Support Team (BEST)</h1> <h2>Meeting Agenda/Minutes</h2>	
<b>Meeting Date:</b>			
<b>Time:</b>			
<b>Location:</b>			
<b>Meeting Chair:</b>		Scribe:	
<b>Persons Present:</b>			
<b>Apologies:</b>			
<b>Meeting Agenda Points:</b>	1.		
	2.		
	3.		
	4.		
	5.		
	AOB.		
<b>Time</b>	<b>Agenda Item</b>	<b>Main points of the discuss</b>	<b>Action points</b> <i>To include references to Student Case Plans. (SCP), referral forms and designated interventions (who, what and when)</i>



MINISTRY OF  
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# **FORM E**

## **Meeting Agenda/Minutes**

### **FORM**

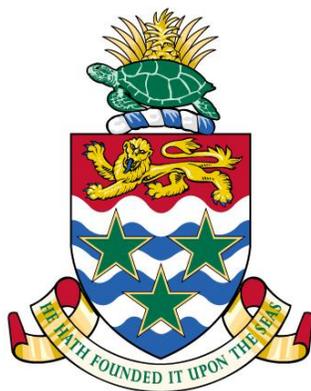
### **EXAMPLE**

(To be completed by School)

Form E-Meeting Agenda/Minutes-Example			
<b>Area/School Team:</b>	Far End Primary School (FEPS)	<h1 style="text-align: center;">Behaviour and Educational Support Team (BEST)</h1> <h2 style="text-align: center;">Meeting Agenda/Minutes</h2>	
<b>Meeting Date:</b>	January 12, 2012		
<b>Time:</b>	3.30		
<b>Location:</b>	FEPS Library		
<b>Meeting Chair:</b>	Mr Day	Scribe:	Mrs. Rice (School EO)
<b>Persons Present:</b>	Miss Price (Social Worker), Mr Day (SENCO), Mrs. Ball (Ed Psych), Mr Phil (EBD Specialist)		
<b>Apologies:</b>	Mrs. Night (Form Tutor)		
<b>Meeting Agenda Points:</b>	1. Matters Arising		
	2. <i>Discuss/ Review current Student Case Plans</i>		
	3. <i>Discuss/ Review current group/classroom based interventions.</i>		
	4. <i>Discuss student referrals</i>		
	5. <i>Discuss referrals for group/classroom interventions.</i>		
	6. <i>Discuss planned case conferences</i>		
	7. <i>Discuss any emergency cases</i>		
	8. <i>AOB</i>		
Time	Agenda Item	Main points of the discuss	Action points <i>To include references to Student Case Plans. (SCP), referral forms and designated interventions (who, what and when)</i>
3.30	1	We discussed the progress on arranging a media event on the early breakfast club intervention	Mr Day has contacted Cayman Compass. The group agreed on <b>Monday 20<sup>th</sup> January 2012</b> as the day that the reporter will visit the Breakfast Club.
3.40	2	Reviewed the case plans for Mark Sanders, Jane Four and Niki Wright	Mr Phil will update the individual SCP's and forward them on to the group.
4.00	3	Mr Day reported on the year 5 Emotional Literacy Sessions. Mrs Price reported on the progress of the student aggression group.	Mr Day will update the Emotional Literacy Intervention Progress Report. Mrs. Price will update the Student Aggression Progress report.

4.15	4	Discussed the referral on Jason Black	Mr Day will set up a case conference to initiate the SCP
4.30	5	Miss Price discussed the referral for staff training in the physical management of students.	Mrs Price will contact the Ministry for support from the PD Officer. Submit a report by <b>22<sup>nd</sup> January 2012.</b>
4.45	6	There were no emergency cases reported	
4.50	7	No other business items were raised.	

Minutes completed by Mr Day and circulated by email on 12<sup>th</sup> January 2012



## **Cayman Islands Government**

**A Service Agreement (SA) between the Cayman Islands Department of Education Services, Training and Employment (DES) and the Cayman Islands Department of Children and Family Services (DCFS) PARTIES**

## **A Service Agreement (SA) between the Cayman Islands Department of Education Services, Training and Employment (DES) and the Cayman Islands Department of Children and Family Services (DCFS)**

### **PARTIES**

This document is to establish the formalised working relationships, agreed upon by the DES and the DCFS in order to provide prevention, assessment, intervention and educational services to students enrolled in government schools, through a collaborative effort by both parties. .

### **SHARED VISION FOR INTERAGENCY COLLABORATION WITHIN GOVERNMENT SCHOOLS**

To promote emotional well-being, positive mental health, positive behaviour and school attendance among students, and assist in the identification and support of those with, or at risk of developing, behavioural, emotional and/or social difficulties, through the provision of multi-agency support.

### **SHARED MISSION FOR SUPPORTING STUDENTS OF GOVERNMENT SCHOOLS**

To enable all students to participate effectively in learning by promoting their emotional well-being and addressing behavioural, emotional and/or social issues.

### **FUNCTIONS TO ACHIEVE THE VISION AND MISSION (GOALS)**

- Provide schools with access to multi-agency Behaviour and Educational Support Teams (BEST) that can provide individual and family input as necessary to students displaying signs of behavioural, emotional and/or social difficulties, or who are at risk of developing such problems. This will include access to specialist services where required.
- Support and enable schools in developing their range of strategies for promoting emotional well-being, positive behaviour and attendance.
- Work with school staff and other professionals to develop their skills and confidence in managing behaviour and attendance, and promoting emotional well-being.
- To ensure that families and students with a range of behavioural, emotional and/or social difficulties have access to on-going support, either by members of the BEST or where appropriate more specialist agencies.
- To ensure that all students who would benefit from BEST support are identified, offered a service (within target timescales), have a key worker and are monitored.

### **STRUCTURE FOR CARRYING OUT THE FUNCTIONS**

- To develop and implement BEST teams through the government school system.
- The inclusion of DCFS professionals alongside education staff is critical and it is recommended that they are permanent members of the team, taking an active part in the running of the team, whether on a full time or part-time basis
- All team members will carry out core functions within the team, for example needs identification and early intervention support for families. At the same time, each member will use their own specialism and expertise where appropriate, for example some team

members may focus on liaison with schools while others work alongside parents and refer to the Family Resource Centre of the Department of Counselling Services as needed.

- The precise balance of these functions will depend on the structure of the team and the particular needs of students and their families, and is likely to vary.
- Training can help to promote clarity of roles, as well as providing the additional skills that are necessary for staff to deliver the range of identified functions within the team.

### **SPECIFIC ROLE AND FUNCTIONS OF THE DCFS**

- The DCFS will assign a Social Worker to all Primary schools to be part of a BEST team and will receive referrals from the Secondary schools.
- The Department of Children & Family Services will work conjointly with the Truancy Officer to address family social issues that are impacting student attendance.
- If the school suspects that a student is involved in the misuse of drugs and/or alcohol, the designated school incident coordinator or school counselor should contact the student's parents/guardian and request a meeting to discuss the case. Assigned social workers will be expected to attend such meetings. Actions resulting from such a meeting may include DCFS staff supporting the following:
  1. The parents/guardian will be expected to have the student drug tested.
  2. In the event that parents/guardian cannot afford to have the student drug tested, the school counselor will be expected to provide the student with a drug test.
  3. In the event the student refuses to commit to a drug test by the school counselor, the Police should be contacted to escort the student to the forensic laboratory at the George Town Hospital to provide a urine specimen. (Parent's will be notified immediately). If the student is confirmed positive, it will be mandatory for the student to be referred to community therapeutic services.
- If a student threatens homicide and/or suicide, the Police and the Mental Health Unit respectively should be contacted immediately. The Department of Children and Family Services should be informed.
- If a student is arrested at school, DCFS, Family Support Unit (FSU) and the DES/MEGA should be notified immediately by the school's serious incident manager.
- When a student attends Youth, Juvenile or Summary Courts, and is placed on remand, the DCFS will inform the At Risk Coordinator at their earliest date.
- When a student is scheduled to appear before the court, the Social Worker will request a report from the school one week prior to the student attending court. The school's report should include the student's attendance, current grades, school performance and any concerns the school may have.
- The DCFS will advise the At Risk Coordinator each week of any student whose name appears on the court list.
- In all cases of abuse DCFS will follow the agreed procedures laid down in the protocols for management of abuse matters agreed upon by participating agencies.

### **REFERRALS TO BEST**

Referral of individual students to the BEST team would have some/all of the following characteristics:

- Include evidence from schools of purposeful targeted interventions prior to referral. BEST teams would not normally intervene without evidence of prior interventions, however in exceptional circumstances the BEST team will try to respond in a proactive way.
- School should have documented evidence that the student's behaviour may lead to fixed term suspensions
- That there is significant concerns about the student's social and emotional development
- The student's behavioural, emotional and or social difficulties are impeding his/her access to the curriculum
- The school has indicated that it will co-operate fully in developing and putting into place measures designed to support the child.

### **PLANNING MEETINGS AND CASE CONFERENCES.**

The DES and DCFS shall establish and conduct regular scheduled meetings to discuss and monitor interagency working relationships and initiatives. Meetings and or case conferences may also be called with schools to discuss individual cases.

### **ENDORSEMENTS**

This Service Agreement is endorsed on behalf of the Ministry of Education, Employment and Gender Affairs (MEGA), Cayman Islands Department of Counselling Services (CIDCS) Department of Education Services (DES), National Drugs Council (NDC), Royal Cayman Islands Police Services (RCIPS), Mental Health Unit -and Department of Children and Family Services (DCFS).



## **Cayman Islands Government**

**A Service Agreement (SA) between the  
Cayman Island's Department of Education  
Services (DES) and the Cayman Island's  
Department of Counselling Services (DCS)**

# **A Service Agreement (SA) between the Cayman Island's Department of Education Services (DES) and the Cayman Island's Department of Counselling Services (DCS)**

## **PARTIES**

This document is to establish the formalised working relationships, agreed upon by the DES and the DCS in order to provide prevention, assessment, and treatment services to students enrolled in government schools, through a collaborative effort by both parties. .

A school counsellor is defined as an employee of the Department of Education Services (DES) that is placed in a school to provide prevention, early intervention, and treatment services to students enrolled in the school.

## **SHARED VISION FOR COUNSELLING STUDENTS OF GOVERNMENT SCHOOLS**

To support a school environment in which all students are emotionally prepared, ready to learn and able to progress toward a productive adulthood.

## **SHARED MISSION FOR COUNSELLING STUDENTS OF GOVERNMENT SCHOOLS**

To create a child and family centered school-based counselling service to include prevention, early intervention and treatment and to establish an agreed referral system with the DCS.

## **FUNCTIONS TO ACHIEVE THE VISION AND MISSION**

- Assessment for the initial screening of concerns and intervention planning.
- Referral to DCS, including the monitoring and management of treatment.
- Collaborating on education and preventative programmes /activities, early intervention, individual, family, and group counselling, crisis intervention and planning.
- Coordination, development, and leadership related to school-based programs, services, resources, and systems toward evolving a comprehensive, multifaceted, and integrated continuum of programs and services.
- Consultation, supervision, and in-service instruction with a multidisciplinary focus.
- Enhancing connections with and involving the Department of Children and Family Services (DCFS) and community resources.

## **STRUCTURE FOR CARRYING OUT THE FUNCTIONS**

Referral - Schools will have or will establish an infrastructure for developing and implementing a school based counselling service and for providing systemic approaches to prevention, early intervention, and treatment programs (including referral, assessment, and other related interventions).

The infrastructure will involve the school, with participation from the school principal or a designee, the Special Educational Needs Coordinator (SENCO), Educational Psychologists,

the school nurse and any other relevant staff members who would have input in the development of a school-based counselling intervention programme.

Although all students will have access to prevention activities, targeted students can be referred for early intervention and external counseling through DCS.

### **SPECIFIC ROLE AND FUNCTIONS OF THE DES COUNSELLOR.**

The DES counsellor supports schools in developing a school based counselling program, which provides prevention, early intervention, treatment, and assessment services to all students enrolled in the school. The counsellor will also provide consultation, training, and support to teachers, administrators, and other school staff

### **REFERRALS TO DCS**

Following an initial assessment the school base counsellor may decide to refer a student to the DCS. In such a case the counsellor undertakes to complete the necessary referral form and monitors student attendance.

DCS referral documentation will indicate the level of confidential information that will be shared with school officials. Parents will be provided with a copy of the document so that it can be presented to the therapist.

#### **Referrals in relation to the Misuse of Drugs**

- In relation to the misuse of drugs, the primary focus for the school is on drugs education, prevention and maintaining a safe and secure environment, whilst the secondary focus is on therapeutic intervention. The School may refer any student who appears to be under the influence of drugs or alcohol on the school premises to the DCS. This would be done by the school counsellor in consultation with the Principal or Deputy Principal and in the case of a child under 16 years of age his/her parent or guardian must be informed. Such a referral would not generally be as an immediate response to an incident and the timing of the referral should be determined by the school counsellor, who may take into account other considerations involved with the case.
- The DCS does not require forensic evidence to support a referral, but a detailed background of behaviours coupled with some family history. Known DCFS involvement would be useful.
- The counsellor undertakes to complete the necessary referral form and monitors the student for compliance. This information must be available to the school principal.
- In the event of a student voluntarily agreeing to attend counselling at the DCS, a student drug contract (Drugs Undertaking) can be signed by the student, his/her guardian , the school principal and the school counsellor.
- Possession of an illegal substance on the school premises would normally involve the Neighbourhood Officers of the RCIPS who should be called to discuss the case and make recommendations. In such a case the Neighbourhood Officer may become involved with the monitoring for compliance with regards to attendance at the DCS Services.

### **PLANNING MEETINGS AND CASE CONFERENCES.**

The DES and DCS shall establish and conduct regular scheduled meetings to discuss and monitor interagency working relationships and initiatives. Meetings and or case conferences may also be called with schools to discuss individual cases. Such meetings may also involve other officials, such as those from DCFS and the Educational Psychology Service.

### **CASE CLOSURE**

Prior to closing any cases for which written referrals have been received, the DCS undertakes to advise the referral agent from the DES as to the circumstances surrounding the closure of the case.

### **ENDORSEMENTS**

This Service Agreement is endorsed on behalf of the Department of Education Services and the Department of Counselling Services.



## **Cayman Islands Government**

**A Memorandum of Understanding (MOU)  
between the Cayman Islands Ministry of  
Education, Employment and Gender Affairs  
(MEGA) and the Royal Cayman Islands Police  
Service (RCIPS).**

# **A Memorandum of Understanding (MOU) between the Cayman Islands Ministry of Education, Training and Employment (MEGA) and the Royal Cayman Islands Police Service (RCIPS).**

## **PARTIES**

This document is to establish the formalised working relationships, agreed upon by the Cayman Islands Ministry of Education, Employment and Gender Affairs (MEGA) and the Royal Cayman Islands Police Service (RCIPS), to provide a safe educational setting free of drugs and violence.

## **GENERAL PRINCIPLES**

The Cayman Islands MEGA and the RCIPS agree to coordinate their efforts to prevent the misuse of drugs, incidents of violence and any other criminal activity involving school students within the Cayman Islands. This MOU is created by the parties to establish protocols for reporting and coordinating responses to incidents of violence and other illegal activity within school facilities or at any school related activities.

The MEGA and the RCIPS agree to respond effectively and cooperatively to incidents of criminal behavior, and in doing so, protect the school community from incidents of violence. This cooperative response will focus on incidents which take place on school grounds, within school property, or at school sponsored events (including field trips).

Toward that end, there shall be a “zero tolerance” policy regarding serious acts of violence, weapons, alcohol and/or drug possession/distribution on school grounds or at school sponsored events. A zero tolerance policy means that such incidents will not be tolerated within government schools and will be referred for evaluation and/or prosecution in an appropriate and timely manner.

In addition, this MOU will set out procedures for reporting activities and conduct of particular concern or interest to individual schools. Finally, this MOU will establish a protocol to foster and facilitate regular communication and cooperation between the parties in areas of mutual concern.

This agreement is entered into in accordance with the laws and regulations of the Cayman Islands and deals with the misuse of drugs, issues of violence and other criminal activities. It will be the sole prerogative of the school Principal or his designate to impose discipline for infractions of school rules and policies.

## **SCHOOL AND POLICE LIAISON**

In order to facilitate prompt and clear communications, the MEGA, the Department of Education Services, individual schools and the RCIPS agree to identify individuals on their staff who will function as primary contact people.

The primary contact person designated by the MEGA will be the Programme Coordinator for at Risk Youth. The primary contact persons for the DES will be the Senior School Improvement Officers. The primary contact person for individual schools will be called the Serious Incident Manager (SIM). The primary contact person(s) designated by the RCIPS will be the Neighbourhood Police Officers.

## **REPORTING GUIDELINES.**

### **A. School Reports to the RCIPS**

#### **Mandatory reportable acts**

The following incidents must be reported to the RCIPS.

Those taking place:

- On or in the immediate vicinity of the school property.
- At school functions or field trips.

The following acts:

- Possession of alcohol by anyone.
- Possession of any controlled substance as defined in Misuse of Drugs Act -2010 revision.
- Any incident in which an individual is reasonably suspected of, or determined to be selling or distributing drugs or alcohol.
- Any incident involving serious violence or significant property destruction or where there is a threat of such an activity. Serious violence shall include, but not be limited to, any actual or threatened assault involving at least one student against another student, teacher, administrator, or employee or member of the school community, which involves the infliction or threat of bodily harm, and/or involves the violation of the modesty of a woman.
- Possession of an offensive/prohibited weapon as defined in the Penal Code (2010 revision)

#### **Preferred response reporting**

For the following incidents the preferred response is that the Serious Incident Manager report such events to the RCIPS when he/she has reasonable grounds to believe that the information is accurate:

- Any instance in which a student is suspected of, found to be, or admits to being under the influence of a drug or alcohol on school property, at school functions or field trips.
- Any instance in which school personnel have knowledge, without direct supporting evidence, that an incident involving the use or possession of drugs/ alcohol may have occurred, whether on school property, at a school function, or off-school location, involves any students or students at the school. This may be extended to off-island school sponsored activities.
- Any criminal act not specified above, that the School Incident Coordinator determines requires further investigation of the RCIPS.

## **B. RCIPS Reports to School.**

### **Arrests**

In the event that a student is arrested or taken into custody for criminal activity the information may be shared with school officials subject to regulations governing confidentiality. RCIPS shall report any offence committed to the Programme Coordinator for At Risk Youth.

### **Safety awareness /non criminal activity**

The RCIPS should report any non-criminal activity involving a student if the reporting officer believes that the activity:

- Poses a serious and imminent threat to the student's safety
- Poses a threat to the safety of other students, or by making such a report the officer would facilitate supportive intervention by school personnel on behalf of the student.

“SERIOUS AND IMMINENT THREAT” is defined as known suicidal intention, threatened suicide, attempted suicide, or victimisation of a student by a parent, carer, other student or other individual.

### **PROCEDURE GUIDELINES**

The primary concern of school based staff is to provide a nurturing climate in which learning can take place. Unfortunately, incidents of substance possession, use and abuse, and incidents of violence occur in our schools. When dealing with such occurrences, it is crucial for everyone's well-being that both the educational process and the nurturing environment are maintained to the greatest degree possible. It is through the collaborative efforts of the RCIPS and individual schools that this can occur and this agreement is subject to periodic review and amendment by all of the parties.

In order to maintain a safe environment, school staff reserve the right to search all school property for illegal substances and weapons.

Designated school personnel are permitted to search a student's clothing and personal possessions at the direction of the Principal, or his/her designate, if there is a reasonable basis for believing that the student is concealing materials that are offensive/prohibited by Cayman Islands Law, and/or contravening the School Discipline and Student Behaviour Policy.

The Principal shall inform and issue subsequent reminders to students and parents, in writing, at the beginning of each school year of this practice. The Principal should keep a record of such searches, detailing time, place and reasons.

If a student refuses to comply with a search and/or staff feel that the act of carrying out a search may put them in danger, the Neighbourhood Police Officer maybe called in to assist.

### **School personnel**

A teacher or other school employee with knowledge of facts pertinent to the reportable act shall make a report on the incident and shall deliver such a report and any associated evidence to the Serious Incident Manager.

### **The responsibility of the Serious Incident Manager**

Once the Serious Incident Manager has been made aware of the incident, it is his/her responsibility to liaise with the School Principal and other SMT to:

- Categorise the act as requiring a mandated or preferred report.
- Notify the RCIPS whenever mandated.
- Deliver to the RCIPS pertinent physical evidence
- After consulting with RCIPS officers, notify parents of mandatory acts.
- When appropriate, notify parents of any act in which a preferred response does not result in the notification the RCIPS.

### **The responsibility of the RCIPS**

The Neighbourhood Officer shall receive reports from the Serious Incident Manager. The Neighbourhood Officer may investigate such cases and, where appropriate, refer such cases to the Family Support Unit (FSU) in line with established protocols.

### **PLANNING MEETINGS AND CASE CONFERENCES**

The MEGA and RCIPS shall establish and conduct regular scheduled meetings to discuss, monitor and track incidents occurring within school facilities. Meetings and or case conferences may also be called with schools to discuss serious or habitual offenders. Such meetings may also involve other officials, such as those from DCFS and Cayman Counseling Services, to participate as appropriate.

To the extent permitted by law, the parties shall share information regarding student offenders. The parties agree that any information acquired during such meetings shall be confidential and subject to privacy restrictions established by law.

### **ENDORSEMENTS**

This Memorandum of Understanding is endorsed by the Ministry of Education, Employment and Gender Affairs (MEGA) and the Royal Cayman Islands Police Service (RCIPS).