

Bermuda Public School Student Code of Conduct 2025



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The Code of Conduct Committee

This Code of Conduct could not have been completed without the wonderful collaboration and hard work of members of the Code of Conduct Committee:

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Special thanks to Commissioner of Education Mrs. Kalmar Richards for her support, and to Department of Education staff, School Administrators and Teachers for their input into this document.

Appreciation must also be extended to our many community partners who participated in focus groups and provided invaluable input for updating this document. Our community partners included the Bermuda Union of Teachers, The Coalition for the Protection of Children, The Family Center, Community Action Team (CAT) Officers from the Bermuda Police Service, The Department of Child and Family Services, The Adult Education School, Parents from several Parent Teacher Associations, The Mirrors Programme and SCARS.

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Message from the Minister of Education



I am pleased to present the updated Code of Conduct for Bermuda Public Schools. This revision is more than a set of rules and consequences—it represents our collective commitment to safe, supportive, and focused learning environments for every student and every educator.

Grounded in restorative practices, the Code places safety first: ensuring that students learn from mistakes, repair harm, and remain connected to their school community. Just as importantly, it affirms the right of teachers and staff to work in secure, respectful environments that allow them to teach effectively and without disruption. When classrooms are safe and focused, every student has the opportunity to engage fully in learning and reach their highest potential.

The Code sets clear, consistent, and fair expectations for behaviour. It teaches responsibility, encourages accountability, and helps students understand the impact of their choices on themselves, their peers, and their teachers. By protecting the well-being of students and staff alike, the Code strengthens our schools as places where respect, integrity, and learning can flourish.

To develop this modernized Code—one that also reflects today’s fast-changing digital, technological, and social media landscape—the Department of Education engaged in a broad and collaborative process. We invited the voices of the Bermuda Union of Teachers, the Coalition for the Protection of Children, a Magistrate, Mirrors, Child and Family Services, The Family Centre, School Principals, Counsellors, Educational Therapists, SCARS, PTA Presidents, Adult Education, DCFS, and CAT Officers. Their collective input helped shape a Code that safeguards students, supports teachers, and promotes responsibility and growth across our schools.

To our school communities, students, parents, and partners, I encourage you to read this Code of Conduct carefully and reflect on its meaning. Talk together about what respect, responsibility, safety, and integrity look like—both inside and outside of school. Together, we can strengthen a culture across Bermuda’s schools where every student feels safe, valued, and inspired to succeed, and where every teacher is respected, protected, and empowered to create focused environments for learning.

Many thanks,

Senator The Hon. Crystal Caesar JP
Minister of Education

Message from the Commissioner of Education

Warm greetings to all of our Bermuda Public School families from the Department of Education. Our collective goal, as always, is simple and profound: to ensure every single student has the opportunity to reach this or her full potential. We want our children to be inspired, to pursue their passions, and to thrive in schools that are engaging, safe, and supportive.

This year, we are taking a significant step forward in nurturing that environment. We are introducing our updated Student Code of Conduct. But I want to be very clear about what this means. This is not just about more rules or consequences. We are shifting our approach to be more instructive. Our new code is built on a foundation of restorative practices. When a mistake happens, our first focus will be on learning, on repairing relationships, and on keeping our students in school, ready to learn.

It's about teaching responsibility and understanding the impact of our actions. It provides clear, consistent, and fair expectations for everyone - our students, our dedicated staff, and you, our valued partners.

The word, 'partner', is the most important one I can use. A school can only be truly great with the active involvement of its families. We cannot do this alone.

The role of the parent in reinforcing positive behaviours at home is essential. I ask you to join the Department of Education in this partnership. On our website, you will find the full Code of Conduct. Take some time to review it, and most importantly, to discuss it with your child. Talk about what respect, responsibility, and integrity look like, both in and out of school.

Together, we can create a school culture across Bermuda where every student feels a sense of belonging and is empowered to succeed.

Thank you for your commitment to your child's education and for your partnership with Bermuda's public schools and the Bermuda Department of Education.

Kalmar Richards (Mrs.)
Commissioner of Education

Introduction

What is a Code of Conduct?

A code of conduct is a formal, written set of guidelines that defines expected behaviours for members of an organization or group. A code establishes a consistent standard for behaviours, thereby reflecting the organization's core values and principles. One of the expected outcomes of using a code is that the organization's members are aware of expectations and thus demonstrate positive, confident and responsible behaviours.

What is the purpose of the Bermuda Public School System (BPSS) Code of Conduct?

The purpose of this Code of Conduct is to identify the behaviours and actions expected of students so that the BPSS can achieve its vision of inspiring students to reach their full potential and to pursue their passions and interests. The Code also identifies inappropriate behaviours or infractions which might impede the fulfilment of the vision, along with consequences and remedies.

How is the BPSS Code of Conduct intended to work?

This Code is intended to be instructive, rather than punitive. It is based on the principle of positive and preventive responses (e.g. interventions and restorative practices) and is aimed at identifying and minimizing behaviours which may impede learning, cause conflict or cause students to be removed from class or from school.

The forms of discipline used in response to inappropriate behaviours are intended to put into place prevention and intervention support strategies which have as their goal helping the student recognize the inappropriate behaviour and accept responsibility for his or her actions. School staff have committed to make every reasonable attempt to resolve behavioural infractions before taking the undesirable step of removing a student from the classroom and/or school. The use of suspensions and expulsions as disciplinary measures should be a last resort. When employed, suspensions must be implemented in a way that minimises the time that students spend out of the classroom while at the same time helping them to understand the gravity of their inappropriate behaviour.

Why does the Bermuda Public School System need a Code of Conduct?

The Bermuda Public School System (BPSS) firmly believes in its vision of inspiring students to achieve their full potential and to pursue their passions and interests. Further, the BPSS believes that every student has the right to have access to a safe, secure and orderly school that is conducive to learning. The way in which students conduct themselves in school and at school-sponsored events is a major factor in establishing and maintaining that safe, secure and orderly environment.

School stakeholders (students, teachers and parents) must work collaboratively to ensure that schools are indeed engaging, safe, and supportive environments that foster well-being, while meeting each student's academic, social, emotional, and physical needs. All students, regardless

of age, should be engaged in discussions about the school community's expectations and, in fact, should be active participants in creating classroom "ground rules" for behaviour. To further promote positive student experiences, all stakeholders must know and understand the standards of behaviour expected of students, the supports and interventions that will be used to address misconduct, and the disciplinary consequences if behavioural standards are not met.

While this Code has as its focus expectations for student behaviour, those expectations can only be met with assistance from school staff who must be firm, fair and consistent at all times, addressing student behaviour in a manner which enables students to learn from their mistakes and to take responsibility for any misconduct. Similarly, parents must be firm, fair and consistent for the same reasons.

Where and when does the BPSS Code of Conduct apply?

If a student is in school uniform, even off premises, he or she is a part of that corporate body and so is subject to the school rules as they pertain to behaviour.

The expectations established in the Code of Conduct apply to behaviour:

- in school during school hours;
- before and after school, while on school property;
- while travelling on all public buses and ferries;
- at all school-sponsored events; and
- on other-than-school property when such behaviour can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of other members of the school community.

The Importance of Promoting Positive Student Behaviour

The BPSS cannot overstate its vision of inspiring students to reach their full potential and to pursue their passions and interests. To this end, it is important that students feel safe and supported, are interested in what they are learning and find it purposeful. When a student's curiosity is engaged and the student is motivated, achievement improves. Successful schools provide opportunities for students to explore their interests, with enriching activities both in and out of the classroom. They also create positive cultures where students have the confidence to explore those opportunities.

School culture and climate have a profound impact on students' academic progress and their relationships with peers and adults. For that reason, each BPSS school is expected to promote a positive school culture that provides students with a supportive environment in which to grow both socially and academically. Moreover, schools are expected to take a proactive role in nurturing students' behaviour. Social-emotional learning (SEL) must be a basic component of a school's programme, since it can generate a range of benefits for students, including improved academic outcomes, social and emotional skills, mental health and positive behaviour. Effective social-emotional learning also helps students develop fundamental life skills. In short, incorporating SEL into schools can have a positive impact on students' overall well-being.

When students develop SEL skills, they experience more positive relationships with peers, engage in more positive social behaviours and are less likely to engage in misconduct. However, should misconduct occur, schools should have in place a tiered framework of behavioural supports and interventions- essential to implementing progressive discipline. The goal of behavioural supports is to foster resiliency, help students understand and follow school rules, and support them in developing the skills they need to meet behavioural expectations.

Shared Expectations for Safe and Supportive Learning Environments

To help ensure that the BPSS’s vision for student success is achieved, it is important for each member of every school community to know about and understand the following expectations.

Expectations for students	Expectations for families (Parents/Guardians)	Expectations for Teachers and School Staff	Expectations for School Administrators
<ul style="list-style-type: none"> • be treated with courtesy, respect, and dignity by all members of the school community • receive a quality education that is appropriate to my individual needs, and that encourages academic success • establish and maintain positive relationships with all stakeholders • complete all assignments to the best of my ability • attend school daily, be prepared for class, engage in classroom activities • be proactive in promoting and working toward making school a positive, supportive, safe, and welcoming place for all students and staff • be knowledgeable about discipline policies, regulations, and rules • expect that my personal property is respected, and that I respect the personal property of others • follow school rules and policies, and contribute to a positive school climate by behaving appropriately, even when not specifically asked to do so 	<ul style="list-style-type: none"> • send my child/children to school prepared and ready to learn, and upon returning home, assist them with homework and other school assignments • notify the school by phone or email at the start of school day when my child is absent or late for any reason reinforce the importance of demonstrating appropriate behaviour at school with all adults and peers • work with the school as a collaborative partner, which includes working with staff to maximise my child’s strengths and to support my child in making changes to his or her behaviour as needed • remain respectful and courteous to other parents/guardians, students, and school staff • monitor my child’s academic progress (through PowerSchool) • arrange through the school office a visit to the school at any time to check on the progress of my child/children bring to the attention of the school any learning problem or condition that may impact upon my child/children’s progress 	<ul style="list-style-type: none"> • prepare engaging lessons that meet the needs of diverse learners • become knowledgeable about discipline policies, regulations, and available resources to support students • explicitly teach, acknowledge, and reinforce behaviour expectations • celebrate the diverse cultural, racial, or religious backgrounds of students • recognize and eliminate disproportionality in discipline, and administer discipline rules fairly, consistently, and equitably • reward and acknowledge the positive and appropriate conduct of students • make every reasonable effort to keep students in school, and implement a graduated consequences approach so that discipline is administered in a progressive fashion – the lowest possible response is used to address each incident of misbehaviour as much as possible, and more intensive responses are used when behaviour is repeated 	<ul style="list-style-type: none"> • create a safe and caring school climate that maximises learning • show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others • foster ongoing, positive relationships with all staff, students and families • welcome families to be engaged in the learning process both in the classroom and at home • welcome parents/guardians as valued partners in their child’s learning. This includes creating opportunities for regular two-way communication and active participation at problem-solving meetings by accommodating schedules and meeting language needs • review the Code of Conduct with students, staff, and parents at the beginning of each school year and revisit it as necessary throughout the year • guide the School-Based Leadership Team and Student Support and MTSS Team in using and reviewing school-wide behaviour data and evaluating the effectiveness of behavioural interventions. This includes monitoring data to identify and address disparities

Expectations for students	Expectations for families (Parents/Guardians)	Expectations for Teachers and School Staff	Expectations for School Administrators
<ul style="list-style-type: none"> ● make every reasonable effort to participate actively in any conferences, activities, interventions, or appropriate programmes recommended by school staff ● recognize how my actions affect other students and school staff, and make every reasonable effort to restore any relationships which may be negatively affected by my behaviour and actions ● seek access to and complete make-up work while out of school to prevent learning loss ● avoid participating in any activity or event that intentionally or unintentionally causes harm to myself or others 	<ul style="list-style-type: none"> ● provide a working phone number, current mailing address, and email address in order for the school to effectively communicate with me, and notify the school of any changes in the contact numbers to be used in case of emergency. ● make every reasonable effort to be involved in conferences, hearings, and other academic and disciplinary matters concerning my child/children ● expect to be promptly notified by the school if my child is suspended, and if there is any investigation by law enforcement or school security officers ● make every reasonable effort to help my child/children access supportive groups or programmes designed to improve his/her/their conduct, including but not limited to, counselling, afterschool programmes, and mental health services within the school and/or community ● work in partnership with all school staff regarding the academic and behavioural success of my child/children 	<ul style="list-style-type: none"> ● Employ the MTSS process when necessary ● as appropriate, communicate with and respond to parents/guardians in a timely manner and in a way that is accessible and easily understood ● provide students who are suspended from school with make-up work and allow them to complete the work for credit, so they do not fall behind academically ● share and promote best practices and resources to facilitate parent and family engagement, specific to social emotional learning and well-being initiatives ● Fulfil all duties and responsibilities as per the Policy and Procedures Manual for Teaching Staff 2006 and the BUT Collective Bargaining Agreement <p>NOTE: Teachers are mandated to immediately report if they suspect that a child is being abused or severely neglected or is at risk, to the Director of the Department of Family Services or to the Bermuda Police Service</p>	<ul style="list-style-type: none"> ● ensure that all school staff meet the expectations outlined in the section entitled “Teacher/Staff Rights and Responsibilities.” ● support and advise staff in implementing appropriate behaviour interventions. ● apply the Code of Conduct in a fair, equitable, and consistent manner and accurately record inappropriate student behaviour and interventions and disciplinary responses following the established protocol. ● notify parents immediately if a student’s inappropriate behaviour results in an out-of-school suspension. ● respect the right of students to maintain personal privacy. Personal belongings may be searched by the police only if the School Administrator has a reasonable suspicion that the student possesses evidence of a crime, stolen goods, drugs, weapons, or other illegal or prohibited items <p>Expect all stakeholders to follow the expectations and practices in the BPSS Code of Conduct</p>

Overarching Policies

Over time, the BPSS has developed policies that guide expectations regarding student behaviour. However, certain policies tend to be uppermost in the minds of students, parents and school staff. For ease of reference, three of these policies follow:

Dress Code Policy

To build pride and group identity, each BPSS school has an established dress code for students that complies with guidelines set out below. When a student is in uniform, even off the school premises, he or she is part of the school corporate body and is subject to the school rules. Neatness and cleanliness of personal attire is required at all times. Parents/guardians are responsible for ensuring that their children comply with the school's standard of dress.

At school, at school-sponsored functions, while travelling to and from school and on school-permitted "out of uniform days", students are expected to wear appropriate attire. This mode of dress should not draw attention to the student such that it disrupts general decorum, interferes with the internal functioning of the school or promotes potential health or safety hazards.

Girls must follow the uniform policy of the school:

- Skirts, dresses, shorts and skorts must be just above the knee.
- Skirts must be worn at the waist.
- Wristwatches may be worn to school.
- One pair of small gold or silver ball stud earrings may be worn in the lower lobe of each ear.
- Footwear must be leather shoes that do not extend above the ankle. Heels of shoes must not exceed two inches in height and the sole must be no more than three-quarters of an inch.

Boys must follow the uniform policy of the school:

- The length of long pants must be such that the bottom of the pants rests on the top of the shoe; shorts must be just above the knee.
- Pants or shorts must be worn at the waist.
- One small gold or silver ball stud earring may be worn in the lower lobe of the ear.
- Footwear must be leather shoes that do not extend above the ankle. Heels of shoes must not exceed two inches in height and the sole must be no more than three-quarters of an inch.

The additional guidelines which follow are designed to help all students avoid attire that interferes with the learning environment. Examples include but are not limited to:

- Hair must be clean and a natural colour.
- Headgear must not be worn in the school building unless required as part of religious observances and/or health issues. Helmets, hats, caps, headbands, scarves, durags, bonnets, hair rollers, hair nets, picks, combs and plastic hair coverings will not be permitted.
- Nails must be neat, clean and colour-free.
- Sunglasses and dark glasses, unless prescription, are considered inappropriate to be worn in the school building.
- Clothing that is revealing must not be worn. Tube tops, tank tops, halter tops, crop tops, leggings, tights, see-through clothing and spaghetti straps are not considered suitable school wear.
- Inappropriate school attire also includes gloves and clothing with vulgar, profane, sexually, ethnically and/or racially derogatory messages, pictures, symbols or depictions of gangs, Satanism, illegal substances, alcoholic or tobacco products.

Nothing written above shall prohibit a student from wearing a style of hair or clothing that is required as part of religious observances and/or health issues. In such cases, parents/guardians must inform the School Administrator in writing of the request for an exception to the requirements.

For reasons other than religion and health, parents must make a written request to the School Administrator for consideration. In such cases, the decision of the School Administrator is final. In summary, each student's dress and grooming shall be such that it complies with the dress code with regard to health, cleanliness and appearance.

Attendance Policy

Section 44 (1) Education Act 1996:

"If a child of compulsory school age who is enrolled as a pupil at a recognized school fails to attend school regularly, the parent/guardian of that child commits an offence against this Act".

All students are required by law to attend school every day, to be on time for school and to attend all classes. Attendance is an important part of education and has a huge impact on a student's academic success. Research has shown that missing as little as 10% of school (1 or 2 days every few weeks) can make it harder to gain early reading and math skills, to build relationships, and to develop good attendance habits.

Even as students grow older and more independent, families play a key role in making sure they get to school every day. Regular punctual attendance not only teaches students responsibility and commitment, but also helps them develop the skills and knowledge necessary to function effectively in the broader community.

No student is permitted to leave school prior to the normal time of dismissal or to be absent when regular school is in session unless excused by the School Administrator or a designee. A student with a written parental request to leave school early must submit that note to the office and collect a school pass. While off the school premises, the student must produce the pass if requested to do so.

Attendance shall be recorded and reported at least twice a day at the primary level. At the middle and senior levels, attendance will be taken at the beginning of each instructional period.

If they know that their child will be absent for any reason, parents/guardians must call or send an email to the school prior to 9:30 a.m. Starting no later than 9.30 a.m., the school will contact the parent of any student who is absent without explanation; such calls are generally completed by noonday.

NOTE: WhatsApp, Messenger or other social media apps should not be used as a means of reporting absences to the school.

Excused Absences

A student may be excused for any reason such as:

- illness
- critical illness of an immediate family member
- death of an immediate family member
- quarantine for contagious disease
- permission granted by the School Administrator
- religious observance
- natural disaster
- representing the country (a letter from the organisation must be received and placed on the student's file)

NOTE: A student who is absent for illness for more than five consecutive days must produce a bona fide medical certificate from a doctor.

Unexcused Absences

Absences will be classified "unexcused" if they do not fit in the category of excused absences. Without prejudice to the excused absence already mentioned, student absence is unexcused when he/she:

- leaves school during school hours without permission
- does not attend a class
- is excessively tardy
- is absent without approval of the administrator
- any family vacation during regular school days or extended leave from school requested by a parent

Tardiness/Lateness

Students who arrive late at school shall report to the school office so that an amendment to the computerised attendance system can be made and so that they may receive an Admit to Class Slip.

At the primary level, every five tardies will be equal to one absence. Tardiness to school of more than sixty minutes shall be treated as an unexcused half-day absence.

Tardiness to class of more than thirty minutes shall be treated as an unexcused absence for that class at the middle and senior school levels.

Truancy

Section 46 (3) Education Act 1996:

"Persistent truant means a child who, having been enrolled as a pupil in a school, frequently and wilfully fails to attend at that school".

A student is truant when he/she:

- is required by law to attend school and is not enrolled or attending school on a daily basis.
- is inexcusably absent from school for five or more days in a term.

When a student is serving an out-of-school suspension, s/he is not considered truant.

Transportation Policy

Public Transport

It is crucial that students behave appropriately while travelling on buses or other forms of public transport to ensure their own safety as well as that of other passengers. Student misbehaviour can put all passengers at risk by distracting the driver, who has the authority and the responsibility for maintaining order and providing a safe environment. Students are therefore required to conduct themselves in a manner consistent with established standards for classroom behaviour.

Students are issued a bus pass that must be produced when travelling on public transportation at all times. Students must obey all pertinent school rules and regulations whenever public transport is utilised, whether it is for field trips, regular transport to and from schools or any other sponsored activity. Consequences assigned by the Department of Public Transport (DPT) may also be applied to the school setting.

Since parents/guardians are responsible for their child's public behaviour, parents will be held accountable for the actions of their children.

For the avoidance of doubt, parents/guardians should ensure that they are familiar with the following excerpt from the OMNIBUS (CONDUCT) REGULATIONS 2012:

Offensive behaviour

A person in an omnibus or at a Department facility who:

is intoxicated; uses offensive, indecent, obscene or profane language or makes an offensive or indecent gesture; writes, draws or affixes any offensive, indecent, obscene or profane words or characters on any part of an omnibus; spits or commits a nuisance; behaves in a disorderly, offensive or indecent manner; interferes with the comfort and convenience of any passenger in or leaving an omnibus; or wilfully obstructs or interferes with an authorised person performing his or her duty, or refuses to comply with any request given under these Regulations, commits an offence and is liable on summary conviction to a fine of \$500 for the first offence and a fine of \$2,000 for the second or any subsequent offence.

Motor Bikes/Vehicles

Students of legal age shall be allowed to operate only licensed and insured vehicles on school property. Students riding motor bikes must complete Project Ride or a similar programme. Students shall wear appropriate headgear that is properly fastened and, if applicable, must adhere to the seat belt law.

Students who meet the above requirements and who accept the responsibility of operating their vehicles on school property are permitted to do so. This privilege is subject to the student's compliance with the school parking and vehicle regulations. This includes searching of the interiors of bikes, by officers of the Bermuda Police Service only, if there is reason to believe that illegal or unauthorised materials are contained inside.

Failure to adhere to these regulations could result in disciplinary action, including the loss of riding privileges on the school site. Bikes may be removed from the premises at the operator's (owner's) expense.

Bicycles

Bicycles may be ridden to primary, middle and senior schools. The safety of the riders and the security of their bicycles are the responsibility of the riders. Improper use of bicycles, such as riding unsafe bikes and/or a lack of headgear, constitutes grounds for the loss of bicycle parking privileges on school property.

The use of scooters, roller-blades, skateboards and/or skates on school property is prohibited.

New Cell Phone and Personal Electronic Devices Policy

In September 2025, the new Cell Phone and Personal Devices Policy was instituted.

This means that students are NOT permitted to use personal electronic devices, including cell phones, during the school day or during afterschool programmes and co-curricular or extra-curricular activities.

Personal electronic devices:

- must be turned off and be out of sight (e.g. carried in the student's backpack) BEFORE students enter a school building for the school day or attend offsite activities;
- must remain off and out of sight (e.g. off and packed away) during the school day;
- cannot be brought out and/or turned on until students leave the school building at the end of the school day, and
- must be turned off and remain out of sight during afterschool programmes and co-curricular or extra-curricular activities.

“Personal electronic device” means any personal electronic device capable of telecommunication, digital communication, or that can capture any form of media. This includes personal electronic devices that can communicate with or access the internet, or which can send, receive, collect, store or display audio or visual media or data, such as a cell phone, tablet, laptop, smartwatch or handheld game console. This also includes devices capable of communicating with other personal electronic or mobile devices such as headphones, Bluetooth devices (e.g. earbuds and speakers), and any other personal communication technological or recording devices as they come into use. This definition does not include devices such as laptops, Chromebooks or tablets that are issued by the Department of Education or schools for educational purposes.

Middle and senior school students may use personal electronic devices such as laptops, Chromebooks or tablets if they are approved by the school for educational purposes.

Students with specialized learning needs may be granted permission to use personal electronic devices. Exceptions for personal electronic device use may also be granted for health or medical reasons once appropriate documentation such as a note from a doctor or other medical professional is provided to the School Administrator or a designate.

The Department of Education will not be responsible for the electronic devices owned by and brought to school by students. The use of cell phones, cameras, recorders, or other electronic devices that might violate the privacy rights of students and/or school staff or are used to commit academic fraud will result in appropriate consequences.

Parents should discuss with their children the harmful effects of texting inappropriate videos, pictures, or information. This practice, sometimes known as “sexting”, is a violation of BPSS policy and can have serious educational and criminal repercussions with respect to minors.

BPSS Approach – Restorative Practices and Progressive Discipline

The BPSS Code of Conduct equips schools with a broad palette of options for addressing disruptive behaviours, ranging from verbal warnings to out-of-school suspensions. However, since the Code has at its core the belief that students learn best when they are in school, options which remove students from the classroom are not implemented lightly.

The information which follows provides a brief explanation of the approaches used to formulate BPSS discipline policies.

Restorative Practices

The concept of restorative practices underpins the BPSS’s approach to expectations for student behaviour and discipline. These practices are borrowed from indigenous practices seen in Native American, African and Canadian First Nation cultures. Restorative practices provide students and adults with an intentional, inclusive, and respectful way of thinking about, talking about, and responding to behavioural issues. When integrated into a school community, restorative practices help to build and repair relationships, prioritise student agency, and de-emphasize punitive discipline in favour of communication to resolve conflict.

Conventional disciplinary systems do not help students learn positive replacement behaviours; rather, they can lead students to focus on not getting caught the next time. Similarly, traditional punitive discipline models rarely provide students the opportunity to make amends to those whom they have harmed.

Therefore, the intention of restorative practice is to shift the focus of student discipline from punishment to reflective learning. The practice emphasizes accountability, making amends, and facilitating dialogue between affected parties.

Restorative practice is based on three pillars:

- *Harms and needs*: Empathy and awareness are required to understand the harm that was caused, as well as the factors that might have contributed to the situation.
- *Obligation (to make things right)*: This entails a moderated process that helps stakeholders understand, discuss, and resolve the problem.
- *Engagement*: All parties —victim, offender, and the broader community— are involved in the dialogue and the healing process.

Engaging in restorative practices helps students recognize that when they engage in problematic behaviour, not just rules are violated; relationships are also harmed.

Restorative practices are predicated on the positive relationships that students and school staff have with one another. Simply said, it is often harder for students to act defiantly or disrespectfully toward those who clearly care about them and their future. Healthy and productive relationships between and among students and staff facilitate a positive school climate and learning environment.

Progressive Discipline

Another way in which schools support students is by helping them to develop the core social emotional learning (SEL) competencies of self-awareness, responsible decision-making, relationship building, social awareness, and self-management. As mentioned elsewhere, the cultivation of student wholeness also includes the adoption of restorative approaches including conflict resolution, mediation, circle processes, restorative conferences, trauma-informed care, positive behavioural intervention supports, and rehabilitation. All of these help to build positive communities based on the premise that open, respectful communication helps to reduce conflict.

The integration of social and emotional learning and restorative approaches throughout the culture and practices of schools helps to cultivate the safe and positive educational environments needed to foster student learning and well-being, while reducing the incidence of negative behaviours.

Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behaviour with the ultimate goal of teaching acceptable behaviour. Progressive discipline does not seek punishment, but rather seeks concurrent accountability and behavioural change. Its goal is prevention of a recurrence of negative behaviour by helping students to learn from their mistakes.

Essential factors in the implementation of progressive discipline are helping students:

- understand why the behaviour is unacceptable and the harm it has caused;
- understand what they could have done differently in the same situation;
- take responsibility for their actions;
- be given the opportunity to learn behaviour strategies and skills to use in the future;
- understand the progression of more stringent consequences if the behaviour reoccurs; and
- take measures to repair the harm the behaviour may have caused.

Every reasonable effort must be made to correct student behaviour through counselling and other school-based interventions. Support and interventions are essential because inappropriate behaviour or violations of the Code of Conduct may be symptomatic of more serious problems

that students are experiencing. It is therefore imperative that school personnel be sensitive to issues that may influence the behaviour of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasise prevention and effective intervention, foster resiliency, prevent disruption to students' education, and promote positive school culture. When a student's misconduct results in a placement out of the classroom, the school should consider, where appropriate, using peer mediation or the restorative circle process as an effective strategy to support a successful return to the student's regular programme.

Due Process

Nothing in this Code of Conduct should be interpreted to mean that student infractions are dealt with lightly. As will be seen in the sections that follow, school staff are provided guidance in how to determine that the level of disciplinary response is correlated to the level of the infraction.

However, in all cases where disciplinary intervention is required, due process procedures must be followed to ensure the reasonable exercise of authority and the protection of the individual rights of students.

The following steps must be taken:

- The student and/or the parents/guardians must be provided with oral or written notification of the issue involving the student.
- The student must be allowed to tell and/or write his or her version of the event.
- An explanation of the evidence to support the infraction must be given.
- The student and/or the parents/guardians must be provided with an oral or written notification of the decision by the School Administrator or designee.

Determining the Disciplinary Response

School staff have the responsibility to apply the Code of Conduct in a fair, equitable and consistent manner, while utilizing a progressive discipline approach. In determining how to best address inappropriate conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct to determine the appropriate disciplinary response/s. School staff must ensure that all procedures and consequences are appropriate to the developmental stages of the student.

The following factors must be considered prior to deciding upon the appropriate disciplinary measures:

- the student's age and maturity (is the behaviour age appropriate?);

- the student's mental health status (is there any evidence of substance use or abuse/addiction?);
- whether the misbehaviour is a manifestation of an exceptionality and/or a trauma response;
- whether the student has an IEP (Individualized Education Plan) and/or BIP (Behavioural Intervention Plan);
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each) and data on the relative success of the supports and interventions that were previously put in place;
- the nature, severity and scope of the behaviour;
- the circumstances/context/environment in which the conduct occurred, such as:
 - whether the student is or has been experiencing bullying behaviours or bullying in the classroom;
 - whether the student was reacting or responding in self-defense;
 - whether there was any effort to address the situation using positive, preventative methods prior to the incident;
 - whether other interventions, such as positive behaviour supports and restorative practices, can adequately address the behaviour at issue while enabling the student to remain in school, and whether such interventions have been tried before;
 - whether the student is being disciplined for engaging in bullying behaviour and, if so, whether restorative practices have been in place, and whether there is a restorative practices approach to discipline that would be more effective than exclusionary discipline at addressing the situation.
- the frequency and duration of the behaviour; and/or
- the number of persons involved in the behaviour, their social-emotional status and how they were impacted by the behaviour.

Interventions and Supports for Behaviour

LEVEL 1	Level 1 behaviours represent minor disruptions to the classroom environment. Examples of Level 1 behaviours could be, but are not limited to, being out of one's seat, talking out in class, leaving the classroom without permission, or dress code or device violations. Typically, these are not referred to an administrator until the classroom-level interventions appear not to correct the behaviour. Repeated inappropriate behaviour requires a parent/teacher conference, a conference with the counsellor, and/or a conference with an administrator. Staff should use consequences in a graduated fashion.
LEVEL 2	With Level 2 behaviours, the goal is to correct the behaviour by stressing its seriousness while keeping the student in school. Level 2 behaviours represent acts whose frequency or seriousness disrupt the classroom environment. Examples of Level 2 behaviours could be, but are not limited to, horseplay, non-attendance to class, leaving school grounds, or using profane or vulgar language. These violations might result in the involvement of school administration. Staff should use consequences in a graduated fashion.
LEVEL 3	Level 3 behaviours represent acts against a person(s) or property that indirectly endanger the health or safety of others in the school. Examples of Level 3 behaviours could be, but are not limited to, fighting, harassment, or possession of drugs or alcohol. These behaviours may result in the short-term removal of the student from the classroom environment because of the severe nature of the behaviour. Consequence options may include combinations of interventions and consequences. Out-of-school suspensions should include a restorative conference with the parent and student on the morning the student returns to school at the end of the suspension. Staff should use consequences in a graduated fashion.
LEVEL 4	Level 4 behaviours represent acts against a person(s) or property that directly or indirectly seriously endanger the health or safety of others. These offences always result in administrative action, possible notification of appropriate law enforcement authorities, and immediate removal of the student from school. In the case of Level 4 violations, response options at the school level are limited due to the seriousness of the violation and the direct or indirect endangerment to the health and safety of others.

Level 1 – Mild – Classroom Interventions and Responses

INAPPROPRIATE BEHAVIOURS	INTERVENTIONS AND RESPONSES
<ul style="list-style-type: none"> ● Absence (unexcused) ● Cheating/Academic Dishonest ● Concealed use of an electronic device ● Electronic device is not put away ● Disrespect ● Disruptive behaviour (including on the bus) ● Dress code violation ● Engaging in verbally rude or disrespectful behaviour ● Excessive noise ● Failure to comply with class and/or school rules ● Failure to identify oneself and/or provide school staff with identification ● Failure to shut off/put away a cell phone and/or any other personal electronic device ● Inappropriate use of technology ● Leaving class without permission ● Passive use of an electronic device ● Providing false information to staff ● Profanity ● Tardy to class ● Unauthorised use of an electronic device 	<ul style="list-style-type: none"> ● Verbal warning ● Contact parent via telephone or email ● Student/Teacher conference ● Restorative circle/conversation ● Reminders and redirection ● Parent/Guardian notification ● Teacher detention ● Seat change ● Positive Behavioural Supports ● Conflict resolution ● Peer mediation ● Restitution ● De-escalation strategies (reflection break, peace corner, etc.) ● Behaviour reflection or apology ● Positive reinforcement ● Supervised time-out inside of classroom ● Device confiscation until the end of the day with device returned to student or required collection by a parent or guardian ● Device confiscation for 1-5 days with device returned to student or required collection by a parent or guardian.
NOTES	
<p>Students display minor inappropriate behaviours, which are developmentally expected and should be viewed as learning opportunities rather than inappropriate behaviour. Thus, staff should approach these situations as teaching opportunities rather than something that requires a reprimand.</p>	

Level 2 - Moderate – Classroom/School Administrator Interventions and Responses

INAPPROPRIATE BEHAVIOURS	INTERVENTIONS AND RESPONSES
<ul style="list-style-type: none"> • Active student use of an electronic device such as, but not limited to a cell phone, involving self or others (e.g. playing games, music, taking photographs, recording, filming, etc.) • Biting, kicking or striking a student or staff member with minimal to no physical harm • Defiance • Failure to attend a detention • Failure to follow instructions • Forgery • Gambling • Giving false information to school staff • Horseplay • Inappropriate use of a mobile device • Inappropriate capture and/or distribution of media • Inappropriate public display of affection • Leaving class without permission • Misuse of electronic devices • Possession of tobacco products • Plagiarism • Second or more documented violation of a Level 1 behaviour using a personal device such as, but not limited to, a cell phone • Trespassing* • Unintentional physical contact • Verbal abuse • Inappropriate capture and/or distribution of media • Unauthorised social media posting <p>* Behaviours marked with a single asterisk indicate that the misconduct may be deemed a violation of the law</p>	<ul style="list-style-type: none"> • Parent/guardian notification • Loss of privileges • Behaviour Contracts • Supervised time-out outside of classroom • Student/Teacher conference • School Counsellor referral • Educational Therapist referral • Restorative circle/conversation • Referral to the principal • Positive Behavioural Supports • Conflict resolutions • Peer mediation • Community service • Restitution • Saturday detention • In-school suspension • Device confiscation until the end of the day with device returned to student or required collection by a parent or guardian • Device confiscation for 1-5 days with device returned to student or required collection by a parent or guardian • Requirement to check device into office daily for a limited or extended period • Prohibition of device from school
NOTES	
<p>Students display moderate inappropriate behaviour that requires official documentation. Examples of Level 2 behaviours include repeated failure to follow directions, or biting, kicking or striking a student or staff member with minimal to no physical harm. Level 2 behaviours must be documented. Some Level 2 behaviours may require administrative intervention. Contact must be made with the parent, either by the referring member of school staff or by the School Administrator.</p>	

Level 3 - Severe – School Administrator Interventions and Responses

SERIOUS DISRUPTIVE BEHAVIOURS	INTERVENTIONS AND RESPONSES
<ul style="list-style-type: none"> ● Bus behaviour ● Bullying/Cyberbullying* ● Defamation/Falsehood* ● Disruption of school ● Drug/Alcohol Violation* ● Extortion ● Fighting (minor)* ● Gambling ● Hate speech* ● Inappropriate use of the school’s network/ technology ● Inappropriate capture and/or distribution of media using a cell phone or other electronic device ● Inappropriate posting of comments, phrases, graphics or photographs on social media through the use of a cell phone or other electronic device ● Intimidation* ● Insubordination ● Leaving school grounds without permission ● Misuse of cell phones or other devices which access social media ● Profane, obscene, indecent, and immoral or seriously offensive language and/or gestures* ● Second or more documented violation of a Level 1 or 2 behaviour. ● Theft/Stealing* ● Throwing or releasing an object with the intent to harm or intimidate others ● Trespassing* ● Taunting, Baiting, Inciting a fight ● Vandalism* ● Use of personal device in the commission of a level 3 behaviour offence <p>* Behaviours marked with an asterisk indicate that the misconduct may be deemed a violation of the law</p>	<ul style="list-style-type: none"> ● Parent/guardian notification ● Loss of privileges ● Behaviour Contracts ● School Counsellor referral ● Restorative circle/conversation ● MTSS team referral ● Educational Therapist referral ● Referral to the School Administrator ● In-school suspension ● Invitation for parental shadow ● Positive behavioural supports ● Conflict resolutions ● Alternatives to suspension ● Out of school suspension ● Community service ● Restitution ● Referral to a helping agency ● Possible referral to the Bermuda Police Service ● Device confiscation 5 days with device returned to student or required collection by a parent or guardian ● Requirement to check device into office daily for a limited or extended period ● Prohibition of device from school

NOTES

Level 3 behaviours represent acts against a person(s) or property that indirectly endanger the health or safety of others in the school. These behaviours may result in the short-term removal of the student from the classroom environment because of the severe nature of the behaviour. Consequence options may include combinations of interventions and consequences. Staff should use consequences in a graduated fashion. Out-of-school suspensions should be a last resort and should include a restorative conference with the parent and student on the morning the student returns to school at the end of the suspension.

**Level 4 - Seriously Dangerous/Violent Behaviour –
School Administrator Interventions and Responses**

SERIOUS DANGEROUS AND VIOLENT BEHAVIOURS	INTERVENTIONS AND RESPONSES
<ul style="list-style-type: none"> ● Assault/Threat* ● Arson* ● Attack on Staff* ● Attack on Students* ● Bomb threat* ● Bullying/Cyberbullying (repeated harassment) ● Criminal Behaviour* ● Distribution of illegal substances* ● False activation of a fire alarm* ● Fighting (serious) ● Gang-related incident ● Intimidation* ● Offensive Weapon/Dangerous Instruments* ● Participating in a mob action ● Robbery* ● Sexting ● Sexual Harassment/Sexual Misconduct* ● Stalking* ● Trespassing* ● Vandalism (major) ● Under the influence of drugs or alcohol ● Use of personal device in the commission of a level 4 behaviour offence ● Any behaviour not otherwise listed above that very seriously disrupts the educational process and/or is an illegal action. ● Any behaviour not otherwise listed above that very seriously disrupts the educational process and/or is an illegal action. <p>*Behaviours marked with an asterisk indicate that the misconduct may be deemed a violation of the law</p>	<ul style="list-style-type: none"> ● Parent/guardian notification ● School Counsellor Referral ● Restorative conference ● Behaviour Contracts ● MTSS team referral ● Educational Therapist referral ● Out of school suspension ● Conflict resolutions ● Restitution ● Referral to an alternative program ● Alternative educational setting ● Referral to appropriate community organisation ● Referral to a helping agency ● Development of Functional Behavioural Assessment ● Device confiscation for 5 days with device returned to student or required collection by a parent or guardian ● Requirement to check device into office daily for a limited or extended period ● Prohibition of device from school ● Recommendation for expulsion to the Minister of Education (*only the Minister can expel students from schools) <p>● NOTE: the Bermuda Police Service must be immediately informed of any behaviours that may be deemed a violation of the law.</p>
NOTES	
<p>Level 4 behaviours represent acts against a person(s) or property that may directly or indirectly endanger the health or safety of others. These behaviours always result in administrative action, possible notification of appropriate law enforcement authorities, and immediate removal of the student from school. In the case of Level 4 violations, consequence options at the school level are limited due to the seriousness of the violation and the direct or indirect endangerment to the health and safety of others.</p>	

Detentions, Suspensions and Expulsions

While every effort is made to ensure that students remain class, there are occasions when the consequence for an infraction requires removal of the student from the classroom setting.

Detention

The school may require a student to report to a designated classroom before school, at lunch time, after school, or on the weekend for a set period. Prior to administering an after-school or weekend detention, parents/guardians must be given a minimum of 24 hours written notice of the date of the detention. The notice shall include the reason for the detention and a copy shall be placed on the student's file.

Suspension Guidelines

The School Administrator may suspend a student for a period up to, but not exceeding, five school days. A suspension normally comes into effect at the end of the school day unless the parent/guardian assumes responsibility for the student's immediate dismissal during the course of a school day.

When a suspension is given, the School Administrator must use the prescribed form to notify the Commissioner, or his/her designate, and the school board (if applicable) by 5:00 p.m. of the day on which the suspension is issued (Rule 26 of the Education Rules 2006 refers). The form shall contain information regarding the offence which led to the decision to suspend the student and information regarding the interventions taken by the school to alter the student's conduct. The suspension form must be copied to the parents/guardians and put on the student's school file.

The School Administrator shall hold a restorative conference with the parent/guardian and student before the student is reinstated to the school. This conference should accentuate the anticipated positive behaviours of the student.

In-School Suspension

When a student is given an in-school suspension, he or she comes to school, but instead of attending classes with his or her peers, he or she spends the school day at school completing assigned school work under the supervision of a member of the school staff.

When the School Administrator gives a student an in-school suspension for one to five school days, the parents/guardians must be informed of the following:

- the length of the in-school suspension;
- the infraction that led to the in-school suspension; and
- interventions taken by the school to alter the student's conduct.

Out-of-School Suspension

A student may be given an out-of-school suspension by the School Administrator for a single serious act or, as a last resort, for continuous misconduct which is detrimental to the welfare of

other students. The out-of-school suspension will be served off the school premises in an alternative setting provided by the parent/guardian. During the period of suspension, it is the parents'/guardians' responsibility to request, collect and return all assigned school work. Upon completion of the suspension and after the student returns to school, the student may be expected to complete one to twenty hours of community/school service.

When a student receives an out-of-school suspension for one to five school days, the parents/guardians must be informed of the following:

- the length of the out-of-school suspension;
- the infraction that led to the suspension;
- interventions taken by the school to alter the student's conduct; and
- the number of hours of community/school service the students is required to complete upon his or her return to school.

Expulsion

Rule 27 of Education Rules 2006: *"No child shall be expelled except by the Minister."*

Expulsion removes a student completely from the Bermuda Public School System and is exercised only in cases of extreme misconduct.

Appeals

The parents/guardians of a suspended student shall have the right of appeal to the Commissioner of Education and if applicable, to the relevant school board. Should the right of appeal be invoked, the steps are as follow:

- The parents/guardians shall state in writing to the Minister, within twenty- four hours on any week day after receiving notice of suspension, the reason(s) for appealing the suspension. Permission may be granted by the Commissioner to allow the student to return to school while the appeal is being processed.
- The Commissioner or his/her designate and the relevant school board (where applicable) shall notify the parents/guardians of a meeting to hear the appeal.
- The Commissioner or his/her designate shall conduct the hearing within forty-eight hours after receiving the appeal. Persons invited to participate in the hearing will include the School Administrator, the parents/guardians, the student and other individuals deemed appropriate.
- If the appeal is successful, the Commissioner or his/her designate and the relevant school board (where applicable) shall inform the parents/guardians and shall direct the Administrator to remove the suspension order from the student's school file.

- If the appeal is unsuccessful, the student shall serve the unexpired portion of the suspension.

Responses to Unlawful Behaviour

Both the Interventions and Supports for Behaviour and the Student Behaviour Definitions flag a number of actions which are identified as unlawful. In order to protect students and school staff, any alleged or actual illegal/unlawful activities at all schools must be reported to and handled by the Bermuda Police Service (BPS) immediately.

The following behaviours are grounds for corrective strategies by the school, but the BPS must be called:

- Illegal use, possession, or sale of controlled substances while on school grounds or attending a school function;
- Use of a wireless communication device in the commission of a crime;
- Possession of a firearm or weapon while on school grounds, school bus or other public transport, or at a school function;
- Violence against any Ministry of Education or Department of Education personnel;
- Disruptive behaviour on public transportation, or at public transportation stops;
- Making a threat or false report involving destructive devices or explosives directed against a school, school personnel, school property, school transportation, or school-sponsored activity. Such action shall also result in a referral for expulsion;
- Sexual misconduct.

Students and parents/guardians should be aware that any criminal offence could result in criminal prosecution and penalties.

Searches

Any items provided by the Ministry of Education or by the school for storage (e.g. lockers, desks) of personal items are provided as a convenience to the students but remain the property of the school and are subject to its control and supervision. As such, a School Administrator and/or designate is authorised to search students' lockers or other parts of the school physical plant and equipment.

The School Administrator shall have a reason, based on personal knowledge or specific reports, for suspecting that the student has violated or is violating school rules or the law before initiating a student interrogation or search of a locker.

Although the School Administrator will make every effort to locate the student prior to opening the locker, a search of any student locker may be conducted by the Administrator or designate

without student consent. The student, if present, shall be advised by school officials of the circumstances justifying the search and seizure of the objects that the officials believe the search may disclose. Suspected stolen items and items that are specifically prohibited by law may be impounded. The student shall be given a receipt for any items impounded by school authorities; parents/guardians shall be notified of any items impounded.

Where the prohibited item appears to be a controlled substance, law enforcement officials will be called. The student must be held under observation while awaiting the arrival of law enforcement officials who may conduct a search of the student's person.

Interrogation (Investigation)

The Department of Education has legal custody of students during the school day and during approved curricular and extracurricular activities. It is the responsibility of the School Administrator to make every effort to contact parents/guardians and, if unable to do so, to act on behalf of parents/guardians with respect to interrogation of a student by law enforcement officials. A parent/guardian or School Administrator shall be present during these interrogations, except when interviews are conducted by the Children's Officer in accordance with the Children Act 1998.

Arrests

If a student has contravened a Ministry/school policy, that student may be issued with consequences from the school, even if the Bermuda Police Service are involved.

If a student is taken into custody (arrested), the arresting officer shall be requested to notify the student's parents/guardians, and will be asked to complete and sign a Form for Signature of Arresting Officer. School personnel shall also make every reasonable effort to notify parents/guardians that a student has been taken into custody. The School Administrator shall be present during any interview. If a formal arrest is made, the Ministry of Education and its employees no longer exercise jurisdiction over the student.

Student Behaviour Definitions

BEHAVIOUR	DEFINITION
ABSENCE-UNEXCUSED	An absence for a day or a portion of a day for any reason other than that verified by a parent/guardian/school administrator.
ALCOHOL POSSESSION	Possession, use or suspicion of use of any alcoholic beverage, including possession with the intent to use, sell, give, deliver or distribute on school property or at school-sponsored events.
ARSON / FIRE <i>(Criminal Code Act S426)</i>	Possession of any combustible or explosive device. Attempting to, aiding in, or setting fire to a building or other property or structure on school grounds.
ATTACK ON STAFF/OTHERS <i>(Criminal Code Act S234)</i>	Physical attack on or any disruptive activity which includes hitting, kicking, or punching without warning or provocation on staff and/or others while on school grounds or at school-sponsored events, including a situation where a staff member is intervening.
ATTACK ON STUDENTS <i>(Criminal Code Act S234)</i>	Aggressive action directed at another student, and any disruptive activity which includes hitting, kicking, or punching without warning or provocation while on school grounds or at school-sponsored events.
BULLYING/CYBERBULLYING <i>(Electronic Communications Act S68)</i> <i>(Stalking Act S4)</i> <i>(Criminal Code Act S200A)</i>	A pattern or behaviour where a person repeatedly uses power in an intentional manner such as, but not limited to: <ul style="list-style-type: none"> • threatened or actual physical harm; • unwelcome physical contact; • threatening or taunting verbal, written or electronic communications; • taking or extorting money or property; • damaging or destroying property; • blocking or impeding student movement; • electronically transmitted acts – i.e. use of the internet, telephone or cell phone, laptop or any electronic device (ED) for text messaging, instant messaging, blogs, websites or online bullying through social networking

	<p>sites (e.g., Instagram, Snapchat, Facebook) to harass through unpleasant or aggressive messages which adversely affects another student's ability to participate in or benefit from the school's educational programmes or activities.</p>
<p>BUS BEHAVIOUR <i>(Omnibus (Conduct) Regulations 2012)</i></p>	<p>Any violation of the school's policy or the Department of Public Transportation's rules, policies or Government OMNIBUS (CONDUCT) REGULATIONS 2012, occurring on public transport, at or near public transport stops.</p>
<p>CHEATING / ACADEMIC DISHONESTY</p>	<p>The copying, plagiarising or altering of records, or assisting another in such actions.</p>
<p>COMPUTER /ELECTRONIC COMMUNICATION DEVICES</p>	<p>Unauthorised use of portable electronic communication devices.</p>
<p>CRIMINAL BEHAVIOUR</p>	<p>Any behaviour that is considered an infraction against the laws of Bermuda.</p>
<p>DEFIANCE</p>	<p>Refusal to follow the directions of authority figures within the school, such as administrators, teachers, and other members of school staff, including office workers, custodians, cafeteria workers and security personnel.</p>
<p>DEFAMATION/FALSEHOOD</p>	<p>False, unprivileged, or demeaning statements; representation of an individual or an identifiable group of individuals that harm the reputation of the person or group.</p>
<p>DESTRUCTION OF PROPERTY/VANDALISM AT SCHOOL OR SCHOOL-RELATED EVENTS <i>(Criminal Code Act S448)</i></p>	<p>Damage, destruction or defacement of property belonging to the school or others at school, on school property or at school-sponsored events.</p>
<p>DISRESPECT</p>	<p>Inappropriate comments, gestures, symbols, using profanity, offensive language, or inappropriate conduct towards others.</p>
<p>DISRUPTION OF CLASS OR SCHOOL</p>	<p>Inciting and/or participating in behaviour that interferes with the learning of others and/or the safety and orderly environment of the school or school activities.</p>

<p>DRUGS/ALCOHOL VIOLATION</p> <p><i>(Misuse of Drugs Act S5, S7, 8 and 9)</i></p> <p><i>(Liquor License Act)</i></p>	<p>Use or possession of alcohol, illegal drugs, prescription drugs, over-the-counter drugs, drug paraphernalia, and look-alike drugs/alcohol on school grounds or at a school-sponsored event. This includes non-alcoholic beer and wine, inhalants or other intoxicants and controlled dangerous substances, including prescription drugs and substances represented as controlled substances, and drug paraphernalia. Any substance that can be reasonably mistaken for a controlled substance is considered a look-alike drug.</p> <p>Possession The student has on his/her person, or within the student's personal property, or has under the student's actual or constructive control, any of the substances listed in this offence.</p> <p>Consumption/Use The student has consumed, ingested, assimilated, inhaled or injected any of the substances listed in this offence.</p> <p>Distribution/Sale A student has distributed or transferred any of the substances listed in this offence with or without compensation.</p> <p>Possession with Intent to Distribute The student has in his/her possession, as previously defined, any of the substances listed in this offence in a quantity or packaging to indicate intent to distribute or transfer to other person/people with or without compensation.</p> <p>In addition to disciplinary consequences, any contraband will be confiscated and the Bermuda Police Service will be notified by school administration.</p> <p>NOTE: Any medications to be taken by the student during the school day must be given to the school staff, accompanied by the appropriate parent permissions and medical form. (see Administration of Medication in Schools Form - Appendix II).</p>
<p>DRESS CODE</p>	<p>Failure to comply with the uniform policy at school and/or at school-sponsored events.</p>

EXCESSIVE NOISE	Student interactions and voice levels above the expectations set forth by school staff, creating a barrier to the learning environment.
ELECTRONIC DEVICES	<p>Unauthorised use of any communication devices, such as cell phones, and other electronic devices during the school day. Other electronic devices include but are not limited to the use of an iPad, iPod, tablets, digital camera, digital highlighter, gaming devices, Bluetooth port speakers, hand-held games, smartwatches, headphones, earbuds, drones or any other devices which may come into use.</p> <p>Students are not to use headphones at any point during the school day.</p>
EXTORTION	Obtaining money or information from another by coercion and/or intimidation.
FAILURE TO ATTEND DETENTION	Failure to attend detention assigned as a behaviour consequence.
FALSELY ACTIVATING A FIRE ALARM / BOMB THREATS	Discharging a fire alarm or fire extinguisher. Reporting a fire, bomb or other catastrophe without valid cause. Misuse of 911.
FIGHTING (MINOR) <i>(Criminal Code Act S314)</i>	A student and at least one other individual engaging in physical force against each other, stopping when an authority figure gives them a verbal command to stop, AND there are no injuries that require medical attention as a result of the fight.
FIGHTING (SERIOUS) <i>(Criminal Code Act S311)</i>	A student and at least one other individual engaging in physical force or violence against another person each other and become so enraged that they do not stop when given a verbal command to do so, OR physical restraint is required, AND/OR someone is injured to an extent that immediate first aid or medical attention is required.
FRAUD	Making, reproducing, altering or using information for deceptive purposes.
GAMBLING	Wagering money or property while on school premises or at school-sponsored events.

<p>GANG-RELATED INCIDENTS</p> <p><i>(Criminal Code Act S70JA)</i></p>	<p>Knowingly participating in gang and/or gang-like activity within government-owned or leased property, including school buildings or on school grounds, on school buses or other school vehicles, or during any school, school-related, or school-sponsored activity - whether held on school property or at locations off school property. Participation includes, but is not limited to:</p> <ul style="list-style-type: none"> • 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; • encouraging membership in a gang; • requesting any person to pay for protection or otherwise demonstrating intimidating or threatening behaviour toward any person in the name of a gang; • engaging in any act, either verbal or non-verbal, including gestures, handshakes, slogans, drawings, etc. showing membership or affiliation with any gang; • challenging or provoking fights, flashing gang colours, making inappropriate verbal remarks, etc.; • marking or defacing school property with messages, symbols, or slogans that signify gang affiliation; • displaying gang apparel, signs, symbols, or slogans on personal property; • engaging in physical confrontations where one or more persons confront another individual or group; • using personal electronic devices such as cell phones or computers to communicate gang activities while on school
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	property. See ELECTRONIC DEVICES above for a full list of devices.
HATE SPEECH <i>(Criminal Code Act S200A&B)</i>	Unwanted actions or statements directed at an individual or group that are motivated by hatred of that person's personal characteristics or perceived characteristics, such as religion, colour, sexual orientation, ethnicity, ancestry, and/or national origin.
HARASSMENT/INTIMIDATION <i>(Criminal Code Act S322)</i> <i>(Criminal Code Act S200B)</i>	Unwanted actions or statements directed at an individual or identifiable group of individuals and which are intended to ridicule, demean, taunt or intimidate that individual or group. Serious harassment includes intentional, persistent actions that threaten or seriously intimidate another member of the school community, or adversely affect another student's ability to participate in or to benefit from a school's educational or extracurricular programme.
HORSEPLAY/SKYLARKING	Noisy, physically active behaviour, consisting in the main of pushing, shoving, running and excessive play that is not appropriate or safe for the school environment.
INAPPROPRIATE PUBLIC DISPLAY OF AFFECTION	Engaging in unsuitable, intimate, sexually-suggestive behaviour (such as kissing and/or touching), in agreement with someone else, in places where others are likely to be present, such as hallways, stairwells, classrooms, school buses, etc. Engaging in this behaviour in non-public places is also inappropriate, and depending on the circumstances, may constitute a more serious infraction.
INAPPROPRIATE SEXUAL BEHAVIOUR <i>(Criminal Code Amendment Act S182C)</i>	Possession and/or display of pornography, and/or indecent exposure, and/or having inappropriate sexual contact.
INAPPROPRIATE USE OF THE SCHOOL'S COMPUTER NETWORK/TECHNOLOGY	Any misuse of a school's computer network or technology. Computers and technology are provided by the Department of Education for academic purposes only.

<p>INAPPROPRIATE USE OF A MOBILE DEVICE</p> <p><i>(Electronic Communications Act S68)</i></p>	<p>Use of a mobile or hand-held device to make, transmit, or distribute any inappropriate recording, picture, or image without the consent of the person(s) recorded, or that violates that person’s personal expectations of privacy, or that violates the law.</p>
<p>INSUBORDINATION</p>	<p>Refusing to follow a reasonable request or a specific direction/instruction of an adult through disobedience, defiance, unruliness, or non-compliance. Such actions include, but are not limited to, walking away when an adult is speaking, talking back to an adult, refusal to work in class, refusal to report to the office and/or refusal to allow a search.</p>
<p>INTENTIONALLY THROWING OR RELEASING AN OBJECT</p>	<p>Intentionally throwing or releasing an object that has the potential to cause a disturbance, injury or property damage, when the act of throwing or releasing the object is not part of a supervised activity.</p>
<p>LEAVING CLASS WITHOUT PERMISSION</p>	<p>Leaving class for any reason without proper authorization from a teacher, School Administrator or other school staff member.</p>
<p>LEAVING SCHOOL GROUNDS WITHOUT PERMISSION</p>	<p>Leaving school grounds for any reason without proper authorization from a teacher, School Administrator or other school staff member and/or without following the proper sign-out procedures.</p>
<p>MISUSE OF CELL PHONE CAMERA</p>	<p>Prohibited use of any electronic device to record sounds or images in any classroom, restroom, locker room or other location where students and staff have a reasonable expectation of privacy.</p> <p>Improper use of any device to take or transmit images will result in the student facing disciplinary action. Taking or transmitting images or messages during testing is also prohibited.</p>
<p>NON-ATTENDANCE AT CLASS/SKIPPING CLASS</p>	<p>Skipping any portion of a class, an entire class or more than one class without proper authorization from a teacher, School Administrator, or other school staff member.</p>

<p>OFFENSIVE/PROHIBITED WEAPONS OR DANGEROUS INSTRUMENTS</p> <p><i>(Criminal Code Act S315D)</i></p>	<p>Possession of any offensive or prohibited weapon, or replica of any item which can be considered a weapon or which is used as a weapon at school or school-sponsored events.</p>
<p>PARTICIPATING IN MOB ACTION</p>	<p>A large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption.</p>
<p>PERSISTENT OR SEVERE ACTS OF SEXUAL HARASSMENT</p> <p><i>(Criminal Code Act S324)</i></p>	<p>Unwelcome sexual advances, requests for sexual favours, sexual or gender-based conduct (either physical, verbal, or electronic), or retaliation against any person for having made a complaint or report of sexual misconduct, which is sufficiently severe, persistent, or pervasive to limit the person's ability to participate in or benefit from the educational programme, or which creates a hostile or abusive school environment.</p>
<p>PROFANITY/VULGARITY</p>	<p>Swearing, cursing or using replacement words specifically targeting students or school staff.</p>
<p>REFUSAL OR FAILURE TO FOLLOW SCHOOL RULES</p>	<p>Failure to comply with school rules, regulations, policies and/or procedures.</p>
<p>ROBBERY</p> <p><i>(Criminal Code Act S339)</i></p>	<p>Theft involving the use of physical force, deadly weapons, or dangerous instruments.</p>
<p>SEXUAL MISCONDUCT</p> <p><i>(Criminal Code Act S182A)</i></p>	<p>Any wilful and/or deliberate act of a sexual nature, whether consensual or non-consensual, that occurs on school property or at school-sponsored events.</p>
<p>SEXTING</p> <p><i>(Criminal Code Act S182C/D)</i></p>	<p>Sending or forwarding through cell phones, other personal electronic devices or other electronic media sexually explicit messages and/or sexually explicit nude or partially nude photographs/images or videos.</p>
<p>STALKING</p> <p><i>(Stalking Act S4)</i></p>	<p>Approaching or pursuing another person at school or at school-sponsored events, with the intent to place that person in reasonable fear of his or her safety.</p>
<p>STUDENT IDENTIFICATION</p>	<p>Failure to produce school-provided identification upon request.</p>

TAUNTING, BAITING, OR INCITING A FIGHT	Instigating, encouraging, or promoting a physical altercation or disagreement amongst one or more students.
THEFT /STEALING <i>(Criminal Code Act S337, 338)</i>	Taking or obtaining property of another without that person's consent, on school property or at school-sponsored events
TOBACCO-PRODUCTS	Students shall not possess, smoke, or use tobacco products on school property or at school-sponsored events, or at any school-related activity or on public transport at any time. For the purposes of this policy, "tobacco products" include cigarettes, e-cigarettes, pipes, cigars, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or nicotine.
TRESPASSING <i>(Summary of Offences Act S20)</i>	Wilfully entering or remaining on school property or at school-sponsored events without authorization.
UNDER THE INFLUENCE OF DRUGS OR ALCOHOL	Under the influence will be determined by having a School Administrator and another adult verify that the student's behaviour(s) indicate(s) drug or alcohol abuse and that the student should be removed from the school. A student may be considered under the influence when one or more of the following indicators are noted: vomiting, staggering, emitting an indicative odour, exhibiting incoherence/disorientation, slurred speech, exhibiting dilated pupils, admission of guilt, and/or displaying other physical evidence. In addition to disciplinary consequences. Law enforcement officials must be notified by the school administration.
UNINTENTIONAL PHYSICAL CONTACT	Unintentional physical contact with a School Administrator, teacher, and/or other school staff.
VANDALISM <i>(Summary of Offences Act S19)</i>	Damaging or defacing school property or the property of school personnel.
VERBAL ABUSE/PROFANITY	Uttering derogatory statements or using vulgar, or abusive language which is offensive to an individual at school or school-sponsored events.

<p>WEAPONS/FIREARMS</p> <p><i>(Criminal Code Act S315)</i></p> <p><i>(Firearms Act S15, 16, 17, 18, 19)</i></p>	<p>Use of any weapon of any kind in the commission of an aggressive act toward another, or possession of a firearm or a look-alike gun or other weapon on school property or at school-sponsored events.</p>
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Appendix I - List of Relevant Departmental Policies

The Department of Education has developed policies to provide guidance for administrators who must ensure the smooth operation of schools on a day-to-day basis.

Administration of Medication in Schools: Prescribed medication shall be administered to students during school hours with the physicians' directions. All parents must provide written orders from appropriate physicians regarding the student's need for medication during school hours. All medication must accompany the Department of Education Administration of Medication in Schools Form (see Appendix II)

Attendance Policy: All students enrolled in Government schools shall attend school regularly in compliance with the Education Act 1996.

Cell Phone and Personal Electronic Devices Policy: Students are prohibited from using personal electronic devices, including cell phones, during school hours, afterschool programmes, and co-curricular or extra-curricular activities.

Personal electronic devices:

- must be turned off and be out of sight (e.g. carried in the student's backpack) BEFORE students enter a school building for the school day or attend offsite activities;
- must remain off and out of sight (e.g. off and packed away) during the school day;
- cannot be brought out and/or turned on until students leave the school building at the end of the school day; and
- must be turned off and remain out of sight during afterschool programmes and co-curricular or extra-curricular activities.

Discipline of students for non-compliance with the policy will be progressive and in line with the 2025 Bermuda Public School System (BPSS) Code of Conduct.

Mandatory Reporting of Child Abuse Policy: Any educator who has reasonable grounds to suspect that a child between the ages of birth and 18 years is being abused or severely neglected or is at risk, *is mandated to report the matter immediately to the Director of the Department of Family Services or the Police.* **Reporting of suspected child abuse/neglect and/or questioning of students at school by officials concerning suspected child abuse/neglect does not require parent/guardian notification prior to such interrogation.** Mandatory reporting by educators is required by the Children Act 1998.

Detention Policy: A student who violates school rules and regulations can be detained at the end of a school day, or at another designated time, according to the specifications outlined in the Ministry's Code of Conduct. Detention is defined as requiring the student to remain at the end of a school day for a minimum of 30 minutes.

Excused Absence Policy: All students enrolled in Government schools shall attend school regularly in compliance with the Education Act 1996. School Administrators may excuse students from attendance for medical appointments, illness, bereavement, other family emergencies, observance of major religious holidays in keeping with the family's faith, and for other reasons approved by the Commissioner of Education.

Expulsion Policy: Students can only be expelled from a school by the Minister of Education.

Pregnant Student Policy: A student who is pregnant has the right to remain in school. The student's programme may not be modified unless the decision to modify the programme is reached by appropriate educational and medical personnel, in joint consultation with the parent/guardian and the student.

Referrals to Child and Pre-school Adolescent Services Policy: School Administrators may refer students to Child and Adolescent Services.

Referrals to the Reading Clinic Policy: School Administrators may refer a student to the Reading Clinic.

School Records Policy: All schools shall maintain cumulative records for each student. The information contained in these records must be current and confidential. Parents/guardians shall have the right to examine any record maintained on their child by the school. Such examinations shall occur in the school office. Individual student records shall be retained at the school for a period of five years after the student has left.

Security in Schools Policy: School Administrators will ensure that their school is maintained as a secure environment for the education of students.

Supervision of Students During Non-Instructional Periods Policy: School Administrators shall ensure the proper supervision of students during official school hours and/or during school-related events.

Tobacco Free Environment Policy: All Government buildings are smoke-free environments.

Transfer Policy: Parents/guardians shall have the right to request a transfer for their child from one school to another.

Visitors to Schools Policy: All visitors to a school site must check in at the school office and obtain a visitor's pass before proceeding to any other area within the school.

Appendix II - Department of Education Administration of Medication in Schools Form

The policy regarding the administration of medication in schools, issued by the Chief Medical Officer, has been circulated to all Government schools and preschools. **Note that only prescription medication may be administered.**

This authorization form must be completed in all cases where medication is administered in school. Please remember that all medications must be brought to school by a parent or guardian and be in the medication's original container. **This form is NOT for emergency medications such as metered-dose inhalers and emergency injectable/nasal medications.**

Student _____ Date of birth _____

Year _____ School _____

Parent/Guardian Name (Please print) _____

Home Phone Number: _____ Cell: _____ Work : _____

Name of medication: _____

Reason for medication: _____

Method of administration: Tablet/Capsule Liquid Inhaler Injection Nebulizer Other _____

Dose: _____ Frequency: _____ Time(s): _____

Start date: _____ Stop date: _____ (if applicable)

Should the school be aware of any side effects or precautions?

This student is both capable and responsible for self-administering this medication: No Yes – supervised
 Yes – unsupervised. This student may carry one dose of this medication on him/her: Yes No

For all prescription medications, the Health Care Provider's signature is required.

Signature of Health Care Provider: _____ Phone: _____

Printed name of Health Care Provider: _____ Email: _____

I request that the school administer the above medication as prescribed according to the medication policy.

Parent/Guardian Signature Relationship Date

Principal Teacher Date

Appendix III - Bermuda Public School Parent Student Family Code of Conduct Use Agreement

This agreement between the Department of Education, Bermuda and _____ (“parent/legal guardian”) witnesses that the parent/guardian was provided with and has read the 2025 Bermuda Public School Code of Conduct and understands the following terms and conditions pertaining to it:

Terms and Conditions

1. The agreement commences from the first day of the school year and ends on the last day of the school year.
2. I agree to conscientiously observe the provisions of the 2025 Bermuda Public Schools Code of Conduct.
3. I understand that by signing this document I agree to promote and support the goals of the Code of Conduct and make every effort to work with the school in resolving all disciplinary matters.

Student Agreement

I _____ have read, understand and agree to abide by the provisions of the 2025 Bermuda Public School Code of Conduct.

Parent Agreement

I, _____ as the parent/legal guardian of the above-named student, acknowledge that I have read, understand and agree that my child/dependent must abide by the provisions of the 2025 Bermuda Public School Code of Conduct.