

PROPOSED BY THE MORNA PTA. EXAMPLE DOCUMENT. NOT YET ADOPTED

This document is a proposal put forward by the Morna International College PTA Wellness and Safeguarding Team. The values, framework, and rules contained within have not been formally agreed or adopted by Morna International College. It is offered as an example and starting point for discussion. The school is invited to review, adapt, and adopt it in whatever form works best for the community.

Behaviour and Accountability Framework

A whole-school framework for all pupil conduct: positive behaviour, graduated response, and child protection. Pre-school through sixth form.

June 2026 | Proposed by the Morna PTA | For discussion

1. Purpose and principles

Morna International College is a through-school from pre-school to sixth form. This framework applies across all phases with age-appropriate implementation. It is built on five proposed values: *We stand up for each other* · *It's what's inside that counts* · *We don't leave anyone behind* · *We keep it real* · *We grow together*.

- **Positive first.** The framework's front end is taught expectations, routines, relationships, and recognition. The evidence is clear that these do most of the work; sanctions are the back end of the system, not its centre.
- **All conduct, one logic.** Every kind of misconduct has a proportionate home in this framework. Bullying and child-on-child harm remain a distinct, protected track within it.
- **Restorative practices complement, not replace, appropriate consequences.** Both matter.
- **Consistency.** Staff respond to misconduct predictably, promptly, and fairly. Consistent application is itself an evidence-based intervention.
- **Proportionality.** Every measure is educational in character, proportionate to the conduct, and respects the dignity of the child. Measures consider age, stage of development, special educational needs, and contributing circumstances.
- **The PTA facilitates. The school owns the outcome.**

2. Positive behaviour architecture

The school community commits to four proactive measures, drawn from the strongest available evidence (EEF, Improving Behaviour in Schools, 2019):

MEASURE	WHAT IT MEANS IN PRACTICE
Taught expectations	Conduct expectations are explicitly taught at the start of each year in age-appropriate language, not assumed. Pupils know what the five values look like in daily behaviour.
Predictable routines	Classroom and whole-school routines are consistent across staff, so pupils always know what is expected.
Relationships	Every pupil has a supportive relationship with at least one member of staff who knows them well.
Recognition	Good conduct is noticed and rewarded clearly and fairly: verbal praise, communication home, certificates, positions of responsibility, and house recognition. The recognition system is published alongside the sanctions system.

3. Scope: the seven conduct domains

This framework applies to conduct in school, travelling to and from school, on school activities, and online or out of school where the conduct affects another member of the school community or the orderly running of the school.

DOMAIN	EXAMPLES
D1. Learning conduct	Disruption of lessons, refusal to attempt work, repeated lateness, unjustified absence, missing materials.
D2. Respect and authority	Disobedience or discourtesy toward staff, refusal to follow reasonable instructions, insubordination, dishonesty toward staff.
D3. Interpersonal harm	Bullying, harassment, intimidation, deliberate exclusion, sexual harassment, violence toward another person. Handled under Section 8.
D4. Dignity and equality	Discriminatory or derogatory language or conduct, whether or not targeted at an individual, including conduct relating to race, religion, nationality, sex, sexual orientation, disability, or possessions.
D5. Safety and dangerous behaviour	Conduct endangering self or others, leaving premises without permission, misuse of equipment, conduct harmful to health including tobacco, alcohol, or drugs.
D6. Property and honesty	Damage to property, theft, cheating or plagiarism, falsifying documents or communications, impersonation.
D7. Digital conduct	The same standards apply online as offline: misuse of devices, recording or sharing images without consent, conduct harming another pupil or the school community by digital means, breaches of the acceptable-use agreement.

4. Classification: two tiers

Every incident is classified into one of two tiers. The classification mirrors the architecture of the Balearic convivencia decree (Decret 121/2010, Articles 52 and 57), which is the local standard of good practice, applied here through the school's own internal rules.

Tier A: conduct contrary to community expectations

Lower-level conduct in any domain: one-off disruption, lateness, discourtesy without contempt, minor damage, misuse of devices, one-off unkind comments, cheating in classwork. **Responses (graduated):** private conversation; apology and repair; loss of break time; communication with parents; written reflection; confiscation of a device for the school day; supervised catch-up of missed work; brief exclusion from a specific activity. Tier A incidents are logged and monitored.

Tier B: gravely prejudicial conduct

Serious conduct in any domain: physical aggression; threats or coercion; bullying and harassment (Section 8); discriminatory conduct; conduct seriously endangering safety; serious damage or theft; falsifying documents; substance-related conduct; serious digital misconduct; explicit insubordination including refusal to comply with measures already imposed. **Responses (graduated):** the sanctions ladder in Section 5, Steps 3 to 5, alongside mandatory support measures and the due process guarantees in Section 9.

The reiteration rule. Repeated Tier A conduct within the same school year, after intervention and parental notification, is itself classified as Tier B. Persistence escalates; isolated lapses do not.

5. The twin ladders: sanction and support

Escalation always moves on two tracks at once. A pupil who is not responding to low-level sanctions is not just sanctioned harder: the support track escalates in parallel, because behaviour that does not improve is a signal of unmet need as well as a discipline issue.

STEP	SANCTION TRACK	SUPPORT TRACK (PARALLEL, MANDATORY)
1	Verbal warning. Logged. Parents informed. One-week monitoring.	Tutor or class teacher check-in. Expectations re-taught.
2	Formal written warning. Parents to meeting. Monitoring plan activated.	Behaviour report card with daily review. Pastoral lead informed.
3	Internal suspension. Return conditional on a meeting with the Coordinator and parents.	Individual behaviour plan. SEND and contributory-factors check (Section 7) completed before this step. Mentoring assigned.
4	Behaviour contract signed by pupil, parents, and school.	Targeted intervention reviewed fortnightly. External or multi-agency support considered. Risk assessment where relevant.
5	Fixed-term suspension, or, as an absolute last resort, permanent exclusion (Section 9.4).	Reintegration plan offering a genuine fresh start after any suspension. Continued safeguarding assessment for all children involved.

Escalation triggers. Movement up the ladder happens when conduct continues after the previous step, or immediately at the step matching the seriousness of a single incident. Tier B incidents may enter at Step 3 or above. The school is never required to exhaust lower steps where the seriousness of a single incident warrants entry higher up, and never moves to Step 5 without the due process guarantees in Section 9.

6. Age banding

One logic, three expressions. The framework applies across the whole school, expressed in an age-appropriate way:

PHASE	EXPRESSION
Early years and lower primary (3 to 7)	Emphasis on teaching, modelling, and immediate gentle correction. Sanctions rarely go beyond Step 1 to 2 equivalents; the support track leads. Incidents involving harm are always assessed with regard to developmental stage.
Upper primary (7 to 11)	The full Tier A response set, a visible and child-friendly version of the ladder, and House Captain involvement in surfacing concerns. Steps 3 and above are exceptional and carry full guarantees.
Secondary and sixth form (11 to 18)	The full framework. School Council involvement in annual review. Pupils are heard directly in any process concerning them, in line with their age and maturity.

7. SEND and contributory factors

- Before any Step 3 or higher measure, the school completes a documented check: has a special educational need, disability, or safeguarding circumstance contributed to the conduct, and are reasonable adjustments to the measure required?
- Sanctioning a pupil for conduct arising from an unmet or unidentified need, without adjustments, is treated as a framework failure, not a pupil failure.

- Where a need is identified, the support track escalates (assessment, plan, external advice) and the sanction is adjusted so it remains proportionate and educational.
- Sanctions always consider age, stage of development, and any relevant religious requirements.

8. Child-on-child harm: the protected track

Bullying, sexual harassment, and violence against children have a dedicated, protected response track for domain D3. Its key provisions:

8.1 Definitions

FEATURE	CONFLICT	BULLYING
Power balance	Equal between parties	One person dominates or controls
Intent	Heat of the moment	Intentional harm
Pattern	Typically isolated	Ongoing and repeated
Resolution	Both want to resolve	Aggressor resists

Applying conflict resolution to a bullying situation re-victimises the targeted child. They require completely different responses. Sexual harassment is any unwanted behaviour of a sexual nature violating a child's dignity, in any phase, with primary incidents assessed with particular regard to developmental stage.

8.2 Severity categories

CATEGORY	EXAMPLES	RESPONSE
1. Low-level single incident	One-off unkind comment, minor exclusion, brief argument.	Conversation with children involved. Logged. Monitored. Parents informed if behaviour continues.
2. Repeated or deliberate targeting	Repeated name-calling, deliberate exclusion, property damage, relational manipulation, targeting based on race, religion, nationality, or possessions.	Formal verbal warning, logged, parents informed. Written monitoring plan. Parents to meeting. Escalation to Category 3 if behaviour continues.
3. Serious incident or sustained pattern	Physical aggression, sustained social exclusion campaign, sexual comments or gestures, coordinated harassment.	Immediate separation. Internal suspension. Formal investigation mirroring the Convivexit protocol. Written parental notification on the day. Restorative process. Risk assessment. Assessment for fixed-term exclusion.
4. Sexual harassment, coordinated group conduct, or criminal threshold	Unwanted sexual contact, coordinated group sexual harassment, conduct consistent with grooming.	Immediate separation. Fixed-term exclusion under active consideration. Protocol activation. Notification to the Fiscalía de Menores where there are founded grounds (indicios). Full investigation. Safeguarding assessment for all children involved. Permanent exclusion considered.

8.3 Legal obligations (LOPIVI, Ley Organica 8/2021)

- A designated Coordinador/a de Bienestar y Protección del Alumnado covering both phases (Article 35), named and known to pupils, acting as the visible reference person for any concern about violence. This obligation applies to all schools regardless of ownership.

- Documented protocols for abuse, bullying, cyberbullying, sexual harassment, and self-harm (Article 34), opened on indicios of violence or on a child's disclosure alone. Proof is not required to open a protocol.
- Any member of staff who becomes aware of indicios of possible violence reports immediately to the competent authorities; where health or safety is threatened, to the security forces and/or the Fiscalía de Menores (Articles 15 and 16). Internal measures are never paused while a referral is made.
- Both families are notified when a protocol is opened, not only at resolution. A register of all actions is maintained throughout.
- Start-of-year information to pupils on how and to whom to report, kept permanently visible (Article 18). A child who reports is protected (Article 20).

8.4 Reporting and follow-up

Reports can be made to any member of the Behaviour and Wellbeing Response Team, any teacher, the Coordinador/a, or via the anonymous reporting pathway. House Captains (primary) and School Council members (secondary) surface peer concerns. Follow-up: initial intervention, one-week check (has it stopped, any retaliation, does the child feel safe), one-month review (relationships, further support), and continued check-ins until positive change is confirmed.

9. Due process and guarantees

9.1 The right to be heard

Before any Step 3 or higher measure, or any Tier B classification, the pupil and their parents are heard (audiencia) and their account is recorded. Pupils are heard in a manner appropriate to their age and understanding.

9.2 Written, reasoned decisions

Every Tier B resolution is issued in writing, states the facts found, the classification, the measures imposed and their duration, and the reasons. Facts are established on the balance of probabilities. Decisions state how and to whom the family may ask for review.

9.3 Timescales and prescription

- Parents are notified in writing, without delay, when any Tier B process opens: both the family of the child responsible and the family of any child affected, within two working days.
- Tier A conduct is acted on within three months of the incident or not at all. Tier B conduct is acted on within three months of becoming known, excluding holiday periods. Measures lapse if not initiated within six months.
- An agreed-resolution route is available for Tier B cases where the facts are accepted: a documented meeting within five school days, agreed measures, signed by the family. Never available where permanent exclusion is contemplated.

9.4 Suspension and permanent exclusion

- Suspension and permanent exclusion are decided only by the Head, only on documented disciplinary grounds, and only with the guarantees above completed.
- Permanent exclusion is an absolute last resort, used only where there is a serious breach or persistent breaches of this framework, and where the pupil remaining would seriously harm the education or welfare of the pupil or others. Both limbs must be met.
- Informal or undocumented exclusion (sending a pupil home to cool off without recording it as suspension) is not used, in any circumstance.

- Every suspension carries a reintegration plan offering a genuine fresh start: a return meeting, support measures, and a named staff contact. A pupil's return is never conditional on parental attendance alone.
- Families may request a review of any suspension or exclusion decision by the school's designated review body, which checks that the decision was lawful under this framework, reasonable, and procedurally fair.

10. Banned items, searches, and mobile phones

- The school publishes a list of items that may not be brought to school, including weapons, alcohol, drugs and associated paraphernalia, and any item that endangers safety. The list is part of this framework and reviewed annually.
- Searches and confiscation follow a published procedure: conducted by authorised staff, with a witness, recorded, and with parents informed. Confiscated personal devices are returned per the published rule.
- Mobile phones: the school operates an age-banded restriction on phone use during the school day, consistent with the direction of Balearic policy. Adjustments are made for documented medical or accessibility needs.

11. Records and monitoring

- A central conduct record holds every logged incident, classification, measure, and outcome, including all sanctions for serious misbehaviour.
- The record is reviewed termly by the school leadership and the Coordinador/a for patterns: by domain, phase, pupil group, and repeat involvement, so support reaches the right children early and application stays consistent and free from bias.
- An annual review, shared with the school community, assesses consistency of application, patterns, and any required updates reflecting changes to LOPIVI, the Balearic convivencia framework, or the school's own learning. Pupil voice (School Council, House Captains) contributes to the review.

12. Roles

ROLE	RESPONSIBILITY
The Head	Owns the framework, decides Step 5 measures, guarantees due process.
Coordinador/a de Bienestar y Proteccion	LOPIVI Article 35 functions: visible reference person, protocol coordination, referral decisions, training promotion.
Behaviour and Wellbeing Response Team	Handles all reports consistently across phases. Members identifiable to pupils during break and lunch.
All staff	Apply the framework consistently; report indicios immediately; teach and model the expectations.
Parents	Obligations as set out in the Parental Code of Conduct, the contractual annex to this framework.

13. Evidence base

This framework follows the PTA's Behaviour Framework Research Report (June 2026), which audits it against: UK DfE Behaviour in Schools (February 2024) and Suspension and Permanent Exclusion statutory guidance (August 2024 edition); Standards for British Schools Overseas (August 2023), paragraphs 9 and 10; Keeping Children Safe in Education 2025; EEF Improving Behaviour in Schools (2019); LOPIVI (Ley Organica 8/2021, BOE consolidated text); Decret 121/2010 (Balearic convivencia decree, consolidated); the Convivexit protocol (September 2023 revision); the NABSS/NIS inspection handbook

(October 2023); COBIS Accreditation Standards (revised 2024); and the peer-reviewed evidence on tiered behaviour systems, restorative practice, and exclusion outcomes cited therein. The report, including items flagged for independent legal verification, is available from the PTA.

14. Review

This framework is reviewed annually across both phases. The school is invited to adapt every element of it. The PTA's only fixed request is that whatever is adopted keeps the four design commitments: full conduct scope, support escalating alongside sanction, due process, and a protected child-on-child track.

15. Commencement and transition

- **Effective immediately on adoption:** Section 8 (child-on-child harm) and every LOPIVI duty. These obligations already bind the school in law and are never deferred.
- **Effective on an announced date:** enforcement of the general escalation ladder (Section 5) begins after whole-staff training is complete, on a date announced at adoption. Until then the school's existing rules apply, and incidents are still logged to the central conduct record so the baseline is preserved.
- **The values:** this framework operates regardless of the values' wording or adoption status. The values' current status, and the process by which the community shapes and confirms them, are stated in the school's published values communication and the Adoption Pathway. Nothing in this framework depends on their final wording.
- **Publication:** the current version of this framework is always available on the school's document hub and is provided to families at enrolment. Amendments are notified in writing with reasonable notice, and the version history is retained.