

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.

Values Working Paper

A proposal from the Morna PTA Wellness and Safeguarding Team for a values and culture workshop, and for the adoption of a values-based approach to education.

June 2026 | Proposed by the Morna PTA | For discussion

1. The proposal

A school has a culture, whether by design or by default. This working paper proposes that Morna International College chooses design: that the school, with its parent community, formally adopts a values-based approach to education, built on five values agreed by the whole community, applicable from pre-school through sixth form.

This initiative serves the school's academic ambitions as much as its safeguarding obligations. The research consistently finds that as awareness of values is heightened, behaviour improves, cohesion grows, and academic diligence improves alongside wellbeing, not in spite of it (Lovat, Newcastle University longitudinal research; see Annex A). It requires no curriculum changes and no additional resource. And it gives the school something rules alone cannot: a shared language the whole community helped build.

The sequence: Vision, then Purpose, then Values, then Behaviours, then Rules, then Consequences. Without values, rules are arbitrary. Children game them. Parents override them. Staff apply them inconsistently because there is nothing deeper to point to.

2. What a value is, and what it is not

A common misconception is that a value is a word: Respect, Excellence, Community. Those are aspirations. A value is an actionable belief: something you can do, something you can be held to, something a child can understand and apply on any given day. "We stand up for each other" is a value. "Respect" is not. This distinction matters because values stated as actionable beliefs change behaviour in ways that words on a wall never do.

The current state: Morna currently operates two separate sets of values, one for primary and one for secondary, with further conduct initiatives layered alongside them over time. Values that change when you change building, and multiply with each initiative, have not been internalised by the community; they are rules that apply in a specific context. This proposal replaces them with one consistent set, agreed by the whole community, within which every policy can nest.

3. The community context

This paper responds to concerns raised and documented in PTA meetings over the past year, and to patterns the school itself has acknowledged. The detailed documentation sits in the PTA's meeting records and is available to school leadership on request; this paper deliberately summarises rather than recounts it, because its purpose is the response, not the charge.

Where the proposed values come from. The five values in Section 5 were not invented in the abstract. Each was derived from the documented record: PTA meeting minutes, parents' accounts and exchanges gathered during a serious incident in the recent past, and the PTA's correspondence with the school. They answer things that actually happened in this community. The drafting sessions give students the pen; the starting point they receive is grounded in that record.

- **The island context.** Ibiza is transient at every level: families come and go, staff turn over, children lose peer continuity. The school has the opportunity to be an anchor for those children, but only if it consciously chooses to be.
- **The family dynamic.** Morna serves a wide range of families. A pattern the school itself has named, affluent neglect, affects a subset: children frequently without adequate parental presence or oversight. The research (Luthar, Columbia University; Annex A) finds such children present elevated anxiety and depression and, behaviourally, sophisticated social aggression rather than physical violence. It is one cause among several, acknowledged rather than imposed as a diagnosis.
- **The patterns that follow:** coordinated group conduct with less-visible ringleaders; sophisticated social exclusion that is difficult to identify without training; status-based targeting; age-inappropriate conduct reflecting outside content exposure; bystander passivity; and isolation in a transient community, where children arrive knowing no one and lose peers when families leave. Each of these patterns is answered directly by one or more of the five proposed values.

4. Vision and purpose

Vision: a school community that is a genuine anchor. A stable, safe, and human place where children can learn who they are, what they believe, and how to treat others, so that when the world asks everything of them, they are ready.

Purpose: to be a consistent, high-expectation environment. A place where every child knows what is expected of them, what they can expect of others, and that they will be supported.

5. The five proposed values

Drafts, not finals: the evidence-derived starting point for the values workshop. The School Council and student household representatives adapt and shape them, the PTA reviews and endorses what emerges on behalf of families, and the ratified set is presented to the school. Applicable from pre-school through sixth form, expressed in an age-appropriate way at each phase (the Behaviour and Accountability Framework sets out the age banding).

VALUE	IN PRACTICE	WHAT IT LOOKS LIKE
01 We stand up for each other	Watching is a choice. Bystander passivity is participation in the harm. This applies to all ages, adults included.	A child who says something when a peer is excluded. A pupil who tells an adult even when it is socially costly.
02 It's what's inside that counts	Status based on wealth, possessions, or appearance is not what we recognise or reward here.	Not joining in when someone's possessions are mocked. Staff who do not reinforce status hierarchies.
03 We don't leave anyone behind	Every child belongs, from pre-school through sixth form. Consequence is part of support, not its opposite.	A structured process for every child involved in harm, not just a warning that disappears.

04 We keep it real	Honesty is protected here. A child who reports what they saw will not be punished. A parent who raises a concern will receive a real answer. Being yourself is protected too.	Clear reporting pathways trusted by pupils in both primary and secondary. Children who do not have to perform a version of themselves to fit in.
05 We grow together	Nobody here is finished. Growth means curiosity, openness to being wrong, and believing what you do here matters beyond these walls. It applies to everyone: pupils, staff, parents, and the school itself. A united community improves together and does not look for someone to blame.	A school that names curiosity and the freedom to fail as values of equal worth to achievement, and that meets shortfalls with improvement rather than blame.

6. Behaviours that follow from values

PROPOSED VALUE	BEHAVIOUR IT REQUIRES	BEHAVIOUR IT RULES OUT
We stand up for each other	Active bystander intervention; reporting even when socially costly	Watching and saying nothing; group silence when someone is targeted
It's what's inside that counts	No status-based mockery; inclusive norms regardless of wealth	Targeting based on money, appearance, or family situation
We don't leave anyone behind	Support for all children; consequences structured and followed through	Consequences applied differently depending on who is applying pressure
We keep it real	Honest communication; protected reporting pathways	Managed communication; children afraid to speak
We grow together	Curiosity; celebrating others' progress; community responsibility; fixing problems together	Mocking failure; treating learning as a competition; a blame culture

The full policy expression of these behaviours, including how the school responds when they are breached, is the Behaviour and Accountability Framework with its companion documents (Anti-Bullying Policy, Parental Code of Conduct, What We Stand For pupil document). This paper is the why; those documents are the how.

7. The role of parents

A value that lives only inside the school gate will not hold. The research is direct on this point: values education works when it involves the broader community, particularly parents, so that lessons learned in school are reinforced at home (Annex A). A parent who helped define what the school stands for has a fundamentally different relationship to its expectations than one who was handed a rulebook. The PTA facilitates; the school owns the outcome.

8. How we will know it worked

- **A baseline before, the same measure after.** An anonymised community wellbeing survey before the values launch, re-run at the annual review, so the community sees movement against its own baseline rather than relying on impressions (the Adoption Pathway's baseline provision, Phase 1).
- **Conduct-record trends** from the framework's termly reviews: volume, severity mix, repeat involvement, time-to-resolution.
- **Consistency markers:** staff confidence applying the framework, pupil-leader feedback each term.

9. The end-of-term opportunity

Before the end of this school year, the school can do better than announce a direction: it can end the year with values shaped by its students, endorsed by their parents, and adopted by the school. The PTA facilitates the workshop and endorses on behalf of families; the school receives the ratified values and communicates in its own voice. One sentence carries the whole message: "Shaped by our students. Endorsed by their parents. Adopted by our school. Reviewed by all of us, every year."

The ask for this term: host the values workshop with the School Council and student household representatives, staff observing; let the PTA review and endorse what the students shape; receive the ratified values; and communicate before the summer. On the Adoption Pathway this completes within ten school days; training, embedding, and the whole community's annual review follow on the calendar published at launch.

10. What the annual review looks like

- **Review:** a year of living with the values, read against the baseline survey re-run and the conduct-record trends.
- **Confirm and refine:** staff, parents, and pupils represented; wording confirmed or refined together by the whole community.
- **Behavioural definitions:** what each value requires and rules out, produced collaboratively and fed into the policy framework's annual review.

The PTA does not want to tell the school what its values should be. It wants to work with the school to build something that every child, every member of staff, and every parent in this community can genuinely stand behind. That is what this paper is for.

Annex A: the evidence behind this paper's claims

CLAIM IN THIS PAPER	EVIDENCE
VbE improves behaviour, cohesion, relational trust, and academic diligence	Prof. Terry Lovat, Newcastle University, longitudinal research with Neil Hawkes / VbE International; systematic narrative review of VbE research 2000 to 2024 (2025): VbE enhances engagement, ethical reasoning, and character development.
Values education requires whole-community involvement, especially parents	The same 2000 to 2024 review: lessons learned in school must be reinforced at home; effective implementation requires participatory mechanisms.
Bystander passivity sustains harm, and bystander skills can be taught	Chen, Lin, Wu and Chan (2024), Trauma, Violence and Abuse: meta-analysis of 49 studies; teaching bystander skills measurably reduces bullying. Cohane and Schneider (2024), Frontiers in Psychology: channelling bystander neutrality into active opposition is achievable and measurably beneficial.
Affluent community dynamics carry specific wellbeing risks and present as social aggression	Luthar and Latendresse (2005), Current Directions in Psychological Science: affluent adolescents show two to three times higher rates of anxiety and depression; Luthar (2003), Child Development: high peer status linked to sophisticated social aggression in affluent communities.
Consistency of application is itself an intervention	EEF, Improving Behaviour in Schools (2019), Recommendation 6; Gregory, Cornell and Fan (2011), American Educational Research Journal: structure plus support predicts lower exclusion and smaller discipline gaps.

Full citations with URLs: the PTA's Behaviour Framework Research Report (June 2026), available to school leadership on request, and the Research tab of the PTA document hub.