

**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.

# VbE Adoption Pathway

A two-phase pathway, pre-school through sixth form: adopt and launch in ten school days, then embed and confirm across the first full year. Decision gates and measurement built in.

June 2026 | Proposed by the Morna PTA | For discussion

**The school decides at every gate.** Every gate in both phases is a named decision belonging to the Head. The school can proceed, adapt, pause, or park at any of them, and the PTA's support continues in whatever form the school finds useful. The PTA facilitates. The school owns the outcome.

## Phase 1: adopt and launch (10 school days)

The implementation evidence is unambiguous: formal adoption, publication, and launch are fast; training and embedding are not, and rushing them is how initiatives produce null results. Phase 1 therefore buys the first set, inside ten school days, and Phase 2 delivers the second across the first full year.

DAY	ACTION
1	Head endorses the direction in principle. Counsel instructed (express) with the Enforceability Note checklist. Document QA run begins. Baseline instruments approved. The PTA pre-commits, publicly: the students may reshape the values, and the students' version is the version that goes forward.
2	QA run completes; fixes applied. The workshop is convened: School Council and student household representatives invited, staff confirmed as observers. Materials prepared: the values framework, the how-it-was-produced explainer, capture sheets. House Captains gather younger pupils' words and pictures (ages 3 to 11) to bring into the room.
3	The values workshop, PTA-facilitated, staff observing: walk through the framework, explain how it was produced, listen to the students' ideas, invite alternatives. The students adapt and shape the values.
4	The student representatives agree their set. A "what the students kept, changed, and added" summary is published to the whole community.
5	The PTA reviews the students' set and endorses it on behalf of the parent community, with an open comment channel for every family; the endorsement is published. Counsel indicative feedback due.
6	The ratified values, approved by the student representatives and endorsed by the parent community, are formally presented to the school.
7	The board adopts the governance set, nested within the presented values: the Behaviour and Accountability Framework and the Anti-Bullying Policy (adopted V1, review open), with the Code of Conduct conditional on counsel sign-off.
8	The school communicates, in its own voice: "Shaped by our students. Endorsed by their parents. Adopted by our school. Reviewed by all of us, every year." The document hub opens; parent letter; website.
9	Launch assemblies led by House Captains and School Council, where students hear their own words. The baseline survey opens (two weeks).

- 10** Staff CPD half-day (the full CPD day opens Phase 2); the enforcement onset date for the new ladder is announced, deliberately not immediate. Launch review with the Head; the embedding calendar published: full training, termly data reviews, survey close, and the whole community's annual review of the values.

### The adoption design: students shape, families endorse, the school adopts

The order is the message: pupils go first; their parents endorse the children's work; the school supports the families by adopting it; the families support the school in living it. One sentence carries it, and every communication uses it: **"Shaped by our students. Endorsed by their parents. Adopted by our school. Reviewed by all of us, every year."** The starting draft the students receive is not invented: it is derived from the documented community record (PTA minutes, parent exchanges, correspondence with the school), as the Values Working Paper sets out. The policy documents are never put to a vote: they are governance and legal instruments the board adopts, nested within the ratified values. Parents additionally accept the Code of Conduct individually, at enrolment, after legal review.

GROUP	ROLE	WHEN
<b>Students</b>	Authors. The School Council and household representatives adapt and shape the values in the workshop, with younger pupils' words and pictures brought into the room by House Captains. The published summary shows exactly what they kept, changed, and added.	Phase 1, Days 2 to 4
<b>Parents (the PTA)</b>	Reviewers and endorsers, after the kids and of the kids' work. The PTA reviews the students' set and endorses it on behalf of families, with an open comment channel for every parent. This gives families ownership and gives the school their backing.	Phase 1, Day 5
<b>The school</b>	Observer, then adopter. Staff observe the workshop; the school receives the ratified values and adopts its policy set nested within them, so every policy carries the backing of the families and pupils who helped create the foundation.	Phase 1, Days 6 to 8
<b>School leadership</b>	Communicates the values and the policy set in the school's voice. The PTA is visible as facilitator, never as announcer.	Phase 1, Day 8
<b>Whole community</b>	Annual review: a year of living with the values, read against the baseline survey re-run; wording refined together; behavioural definitions produced collaboratively.	Every year

**Fallbacks, published in advance:** if the students reshape the values beyond what the PTA expected, the pre-commitment governs: the students' version goes forward. If the PTA review surfaces a substantive concern, it returns once to the student representatives with the concern named, and their answer stands. If the school declines to adopt the values, the governance set still proceeds (it does not depend on the values' wording) and the values stand as a published community proposal.

**Five integrity anchors.** Students shape before anyone endorses, and the published summary proves it. Families endorse the students' work, not the PTA's drafting. Staff observe the shaping, and the school makes the adoption decision at its own gate. Legal review on the critical path from Day 1, with the contract layer decoupled. The Phase 2 calendar published at launch, so the launch is never mistaken for the implementation. Deferred and said out loud: full staff training, enforcement of the new ladder until training completes, Code signatures (next enrolment cycle), and any claim about outcomes before the survey re-run.

### Phase 2: embed and confirm (launch to the end of the first year)

WHEN	WHAT	GATE
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<b>Launch + 2 weeks</b>	The baseline survey closes; results held for the annual review. Counsel completes; the board adopts the Code of Conduct; signature collection set for the next enrolment cycle.	Head + counsel
<b>First half-term</b>	Full staff CPD day. Enforcement of the new escalation ladder begins on the announced date. The Anti-Bullying prevention strands phase in: taught values, assembly cycle, bystander-skills curriculum, parent session. New-staff induction module live.	Head confirms enforcement onset
<b>Each term</b>	Conduct-record pattern review by leadership and the Coordinator/a: volume, severity mix, repeat involvement, time-to-resolution. Pupil-leader feedback gathered.	Termly review accepted
<b>End of first year</b>	The survey re-runs against the baseline. The whole community's annual review: a year of living with the values, wording confirmed or refined together, behavioural definitions produced collaboratively, policy updates fed into the framework's annual review. The cycle repeats every year.	Annual review accepted

## Measurement: how we will know it worked

- **Baseline vs annual survey:** pupil-reported safety and belonging, parent confidence, by phase. The instruments are anonymised and published transparently so any family can see exactly what is asked and why.
- **Conduct-record trends:** volume and severity mix by domain and phase, repeat involvement, time-to-resolution (from Behaviour Framework's termly reviews).
- **Consistency markers:** staff survey on confidence applying the framework; pupil-leader feedback each term.

## Risks and mitigations

RISK	MITIGATION
The staff ballot returns Not yet, or the drafting sessions diverge	The student-shaped values stand as a published draft; the confirmation process continues; the governance set proceeds unaffected. Disagreement is data: values that pass after challenge are stronger.
Staff capacity in a busy term	The drafting sessions run inside existing form and house time; the Phase 1 CPD is a half-day, with the full day in Phase 2; the PTA carries the administrative load throughout.
Legal review delays the contract layer	Phase 1 decouples: the Framework, Anti-Bullying Policy, and Pupil Values are adopted and launched while the Code of Conduct completes review in Phase 2.
Initiative fatigue: launched, then fades	Phase 2 is the actual point of the pathway: the annual baseline-vs-survey loop and the conduct-record review make fading visible, and the pupil-leader structure keeps the values in peer culture between reviews.

## What success looks like

- Children across all phases can articulate the five values and what they mean in their daily school life.
- Staff in both primary and secondary apply the values consistently in how they speak, handle incidents, and communicate.
- House Captains and School Council members are active carriers of the values into peer culture.
- Incidents are responded to with the same consistency and follow-through across both phases, and the data shows it.

- The annual survey moves against the baseline, and the community can see that it has.
- The school is genuinely one community, not two schools sharing a site, with shared values everyone helped build.

**Why community ownership matters.** A parent who helped define what the school stands for has a fundamentally different relationship to that framework than one who was handed a rulebook. That is the whole point of this process.