2026/2027

Student Rewards and Sanctions Policy

SECONDARY

MORNA INTERNATIONAL COLLEGE IBIZA

SINCE 1973

Updated by:

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Head of Secondary School

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Policy Principles and Objectives

This policy sets out the operational framework for rewards and sanctions within the Secondary section of Morna International College and should be read alongside the Whole School Behaviour for Learning Policy.

This policy aims to ensure that there is an environment conducive to students, teachers and other staff working together to uphold the values and achieve the aims of the school.

It should also be simple to follow (for students, teachers and parents).

Secondary Values

Our Secondary values guide us to focus on what we want our students to be; students that ASPIRE to…

- Achieve
- be Socially Responsible
- seek Purpose
- be Independent
- be Respectful
- demonstrate Empathy.

Our values shape our curriculum, our pastoral work and how we manage students' conduct in school.

Code of Conduct

We use our Code of Conduct to give students a memorable way to live the Morna Secondary Values.

We organise rewards and our sanctions around the three pillars of our Code of Conduct.

	Morna International College		
	Manners	**Initiative**	**Commitment**
	Be honest and treat others with kindness, and consideration.	Ready to begin as soon as possible.	Always do your best
	Respect others' right to work and to learn.	Look for opportunities to learn and improve.	Be on time, properly equipped and in the correct uniform.
	Respect the environment and the safety and belongings of others.	Be a role model for other students.	Keep going when things are difficult.
Cross reference with Secondary Values	Social Responsibility Respect Empathy	Achievement Purpose Independence	Achievement Social Responsibility Purpose

Managing the Classroom Environment

Staff will attempt to create safe, respectful and purposeful environments by:

- Modelling the Code of Conduct themselves;
- Playing their role in explicitly teaching students what good conduct looks like (further information is provided in the Staff Handbook);
- Having high expectations of student conduct;
- Creating routines that make it easy for students to respond in a positive way;

- Proactively planning opportunities to reward good exemplification of the Code of Conduct;
- Being consistent and fair in how rewards and sanctions are used (see processes below);

Logging all relevant rewards and incidents in iSAMS so that tutors, Heads of Department and Senior Leaders can identify trends in the conduct of individual students or groups of students over time. Further guidance on recording this information is provided in the Staff Handbook.

Senior Leaders at the school will provide appropriate training and support to enable teachers to do the above effectively.

The Principle of Repetition

Apart from the exceptions listed on page 7, students will be rewarded and sanctioned in proportion to the repetition of their actions.

For example, repeated positive demonstration of the Code of Conduct should result in significant, meaningful and appreciated recognition.

Praise (Merits)

Any good exemplification of the Code of Conduct should be rewarded with one positive point. An exceptional exemplification (for example, a wonderful piece of work, a selfless act of kindness or proactively tidying up after others) can be rewarded with two positive points.

Parents will be able to see each positive point their child has been awarded via the iSAMS Parent app. Positive reinforcement and recognition at home are among the most valuable forms of praise we can give. Tutors and Heads of Key Stage will proactively make contact home to recognise high levels of praise points.

Students are also able to use their praise points in exchange for rewards. NB: sanction points will be deducted from positive points to calculate a student's net score. Only the net score will count towards reward thresholds. The Head of Key Stage will maintain a record of rewards claimed to prevent duplicate claims.

KS3 and KS4	KS5	Reward
Each 50 points	Each 30 points	€15 voucher for: School shop voucher Casa del Libro or ChequeLibro Magazine subscription Domestika FNAC Udemy Duolingo Plus Adobe Creative Cloud Cines Aficine MACE A donation to charity Zara / Decathlon / Apple voucher

Students are permitted to pool their net scores to buy rewards collectively.

Departments may choose to create their own methods of recognition for exceptional performance in their area, for example, displaying student work, Historian of the Week, Musician of the Month or a Head of Department Award. These should be used in conjunction with the awarding of praise points.

Sanctions (Demerits)

Within a lesson

The following principle of repetition should be used. This gives students the opportunity to correct their own conduct before it becomes more serious.

Stage 1: A reminder
Stage 2: A warning and/or supportive measure
Stage 3: A demerit point
Stage 4: Removal from the classroom

Each stage should be linked back to the Code of Conduct. The following are suggestions on how that could be done (but it is not exhaustive):

Reminder
A look/glance or a subtle tap on the table
"You are talking whilst <<someone else>> is talking. That isn't good manners and is disrespectful."
"Come on, you are chatting too much and not working hard enough. Be more committed."

Warning
"This is the second time I've had to draw attention to your conduct. Next time I will have to add a sanction point on the system."
and/or
"I think it best if you sit away from / close to X so I need you to go and do that for me."

Sanction
"Even after I have warned you, you have continued not to follow the MIC Code of Conduct. I have added a demerit point on iSAMS for <<link back to Code of Conduct>>. The next time you don't follow the code of conduct in this lesson someone will come to collect you to study away from us for the rest of this lesson."

Removal from lesson
"Your conduct is affecting others to the point that it isn't fair that you stay. Someone will come to collect you shortly."
*At the end of the lesson, the teacher needs to record that this action has taken place in iSAMS (resulting in an extra demerit point and a lunchtime detention), which will be communicated home by the Head of Key Stage.

NB: The SEN Policy acknowledges that appropriate adjustments need to be made in certain circumstances. For example, in the context of this policy, a student may not understand a non-verbal cue for a reminder, and teachers should always seek to ensure that the methods used are appropriate in the context of a special educational need.

Lateness to Lessons
Being late to lessons is a lack of commitment within the Code of Conduct.

The stages used above are adapted slightly:

Stage 1: Regular reminders given in tutor time about the importance of punctuality
Stage 2: Late to a subject lesson: a warning given
Stage 3: Late for subsequent time: a demerit point is given

Homework

Failure to complete homework is a lack of commitment within the Code of Conduct.

The following principle of repetition should be used where homework is not completed to a good standard:

Stage 1:	First homework: a warning and notification home
Stage 2:	Second homework: a demerit point (with automatic notification home via iSAMS)
Stage 3:	Third homework: lunchtime department detentions (with appropriate communication home) until outstanding homework is completed.

This cycle operates independently. Once Stage 3 has been reached, the cycle resets to the position before Stage 1.

Over a time period

For students who are given 3 demerit points in a school week and/or accumulate comparatively high numbers of demerit points over a slightly longer time period (a fortnight to three weeks), the Head of Key Stage will choose one of the following sanctions.

They will attempt to strike a balance between consistency and the most appropriate choice in the context, using their professional judgement and experience. Each time one of the sanctions is used, it will be recorded in iSAMS and parents will be made aware.

The list is provided in ascending order of seriousness and, if conduct does not improve, students and families should work on the basis that the next most serious sanction will be applied. Persistent non-compliance with the Code of Conduct will result in an escalating severity of sanction.

- Breaktime (10 mins) or lunchtime (25 mins) detention
- Friday after-school detention (60 mins)
- Student placed on Tutor Report (with enhanced ongoing communication home to parents)
- Student placed on Head of Key Stage Report (with enhanced ongoing communication home to parents)
- "Spend Time With" (being isolated with a member of the leadership team for half or a full day)
- Student placed on Head of Key Stage Report (including a meeting with parents and enhanced ongoing communication home to parents)
- Pastoral Support Plan

The Head of Secondary, in conjunction with the Headteacher, can choose to use one of the following sanctions:

- Suspension from school for up to five school days (with an appropriate reintegration meeting)
- Final behaviour contract

The Headteacher may choose:

- Permanent exclusion

Notes on use of removal from lesson / "Spend Time With"

We are mindful to ensure that time spent out of lessons is spent as productively as possible. Students who are removed from lessons should take the work from the lesson with them to complete under supervision. If a student is in "Spend Time With", part of that process will involve going to the lesson to collect the work being studied by the rest of the class.

Exceptions – breaches of the Code of Conduct that 'skip' stages outlined previously

The following behaviours can result in a sanction that 'skips' to a higher-level sanction (i.e. outside the principle of repetition), in recognition of the seriousness of the situation:

- Bullying (see separate policy relating to bullying prevention and appropriate measures to investigate and identify bullying, support victims and take action against proven perpetrators)
- Misuse of electronic devices and software (see separate policy)
- Refusal to follow reasonable instructions
- Verbal abuse or intimidatory behaviour (to a peer or adult)
- Violent behaviour and/or assault
- Actions that endanger the safety of others
- Damage to property / vandalism
- Theft
- Academic dishonesty
- Sexually inappropriate behaviour
- Use of discriminatory language or making discriminatory gestures
- Being under the influence of alcohol or another non-prescribed drug on site (or during an educational visit)
- Leaving the school site (or area prescribed on an educational visit) without permission
- Making a malicious allegation about a member of the school community
- Possession of a banned item (knives and other weapons, alcohol, (e)cigarettes, vapes, drugs, paraphernalia associated with the consumption or distribution of drugs, fireworks, pornography, or any article that can be used to commit an offence under Spanish law, cause an injury or pose a threat to others).
- Smoking or vaping on site (or during an educational visit)

NB: The use of 'skip' could include, in the most serious cases, permanent exclusion (or any other sanction) as the chosen course of action in response to a single behavioural incident.

Confiscation

Items of clothing, jewellery or mobile electronic devices which are being worn or used in a way which contravenes the school's published policies may be confiscated. They will normally be returned at the end of the day, but in exceptional circumstances they may be retained overnight, or retained for a limited time until parents/carers are able to collect them.

Searching

Searching can play a critical role in ensuring that our school is a safe environment for all students. For example, the school needs to be able to assess whether a student is in possession of a banned item listed in the Exceptions section, as such items may pose a threat to the health and safety of members of the school community.

If senior staff believe that a search of a student's possessions is appropriate, parents will be contacted to ensure that consent is given for one or more of the following actions:

- asking the student to turn out their pockets;
- looking inside bags, backpacks or other possessions.

Whilst contact is made with parents, the student will be isolated from their peers.

An exception may be made to the above if senior staff believe there is an immediate danger to the safety of others. In this instance, the police will be contacted immediately to assist with any search.

Policy Control

Policy Title	Secondary Student Reward and Sanction Policy 2026/2027
Policy Owner	Head of Secondary
Responsible Officers	Secondary Management Team and all Pastoral Leaders
Applies to	All students in Years 7–13 and all staff working within the Secondary section at Morna International College
Approved By	Head Teacher
Academic Year	2026/2027
Review Frequency	At least annually and sooner following a serious incident, safeguarding learning, significant legal or procedural change, or evidence that the arrangements are not operating effectively
Date Approved	17th September 2026
Version	1.0
Review Date	17th September 2027