



SINCE 1973

Secondary School

Essential information for parents

2023/2024

Welcome

Dear parents.

We would like to welcome you and your children to the Morna International College secondary section. This booklet will guide you through all aspects of school organisation and help you to work with us so that we can optimise the educational experiences that your child receives during their time at our school.

If, at any time, you need further information or guidance, please do not hesitate to contact us.

Location and contact details

Should you wish to contact the college the address is as follows:

Morna International College
Ctra San Miguel, Km 3,5
07814 Santa Gertrudis
Ibiza
Balears
Spain
Tel: +34 971 19 76 72

www.micibiza.com

Correo electrónico
info@micibiza.com

Individual staff contact details can be found in the staff list at the end of this handbook.

Admission criteria for new pupils

New students can be admitted into Years 7 to 10 if they fulfil the following criteria:

- Satisfactory reports on academic performance and behaviour from their previous school
- Evidence of sufficient English level, or the ability to catch up with extra support within a reasonable time period.
- Evidence of their ability to adapt to the English curriculum, if not proceeding from an English curriculum school.

The school also carries out standardised entrance tests on core skills to help confirm the suitability of applicants.

For entry into Years 11, 12 or 13 in addition to the above students must be able to demonstrate:

- (For Year 11): Sufficient academic preparation to be able to adapt to late entry into GCSE courses
- (For Year 12): Minimum five GCSE passes (grades 9 to 4 or equivalent) and GCSE grade 6 in subjects they wish to pursue at 'A' level. *If students do not proceed from GCSE courses, the school will administer tests to confirm they have the equivalent level.*
- (For Year 13): Passes at 'AS' level in the subjects they wish to study at 'A' level, *or the equivalent academic level, confirmed by entrance tests.*

Re-admission of existing pupils

Pupils already enrolled in the school are entitled to renew their places for subsequent academic years. However, the school reserves the right to deny renewal in cases of unsatisfactory behaviour or attendance records or, in the case of admission into Year 12 and Year 13, unsatisfactory academic performance.

Admission timings

Students wishing to start at the school are normally admitted at the beginning of each term, in September, January or after the Easter holiday. In certain circumstances, and with the headteachers approval, the school may consider admissions at other agreed dates during term time.

This policy is to reduce the disruption caused to existing students, if new students are admitted at a mid-way point through a programme of study.

Daily timetable

Lesson times:

| | |
|----------------------|-----------------------|
| Registration | 8:45 to 9.00 |
| Lesson 1 | 9.00 to 9:50 |
| Lesson 2 | 9:50 to 10:40 |
| Lesson 3 | 10:40 to 11:30 |
| Morning break | 11:30 to 11:50 |
| Lesson 4 | 11:50 to 12:40 |
| Lesson 5 | 12:40 to 13:30 |
| Lunch | 13:30 to 14:30 |
| Lesson 6 | 14:30 to 15:20 |
| Lesson 7 | 15:20 to 16:10 |

Extra-curricular activities take place from 16:10 to 16:55 or 17:10.

Attendance

If students are to make appropriate progress at Morna International College, high levels of attendance are essential. There is a clear and strong correlation between good attendance and academic progress and to that end parents should try to ensure that their child attends school every day. High levels of attendance will be recognised and rewarded by the school. The school's expectation/target for attendance is at least 96%.

Attendance registers are taken by form tutors at the start of the day. The school office keeps a record of pupils entering the school premises after registration time and any who are picked up by their parents before the end of the school day. Parents can view their child's attendance records on the Parent Portal.

Short term absence

If your child is unable to attend school for whatever reason, please email your child's form tutor, in order to inform them and, if possible, indicating when they are expected to return. Please also include the main school office and key stage pastoral leader in the communication.

If students are due to be absent for a prearranged period, parents should contact the school before the period of absence to seek authorisation and to minimise the impact of the absence on the student. This should be via an e-mail to the form tutor, copied to the Key Stage Pastoral Leader. The school will indicate if the reasons for the absence can be authorised. If parents do not inform the school in advance the absence will be recorded as unauthorised.

If we have not been informed of the absence the school will contact the parents of non-attendees to ascertain why those students are not in school and to ensure they are under parental care.

In cases of excessive unauthorised absences, the school will take further action in compliance with education and child protection laws. If persistent absenteeism prevents us from being able to guarantee or take responsibility for a pupil's academic progress, we reserve the right to withdraw their place in the school, at the end of the academic year.

Provision of work for absent pupils

We do not provide class work for short term absences. (5 days or less)

If a child is too unwell to attend school, they should rest and focus on getting better. Once they are well enough to return to school, subject teachers will assist them in catching up on any work missed

If a child feels able to attempt some academic work during their period of illness, they should be directed to access the online learning resources/ platforms, provided by the school

For long term absences we will provide class work/ materials, depending on the circumstances.

Entrance-exit procedures

Pupils should arrive at school in sufficient time to arrive at their form room by 8:45. This means they should arrive at the gate by 8:40.

Secondary School students should always use the site entrance/ exit point situated behind the main secondary building, by the new large car park. Secondary school students should not use the entrance/exit point by reception at normal drop off & pick up times. The only exception to this is if a secondary school student has younger sibling(s), who are part of a different section of the school. In these instances, students may use the entrance/exit points designated for their youngest sibling.

Students that arrive after 8:45 am, should report to the office where they will sign the late book.

Persistent lateness will be followed up by the form tutor. This action will be supported by the Key Stage Pastoral Leader.

At the end of the day pupils are dismissed from lessons and make their way to the gate where parents can wait for them.

Pupils in the secondary section are not handed over directly from teachers to parents and it is understood that they have the freedom to leave the school premises once the last lesson of the day has finished. If there are special circumstances that require a supervised hand-over, parents should inform the school.

Cycling to school: A number of students live locally to the school and decide to cycle in each day. Whilst there is a designated cycle lane running alongside the main road from Santa Gertrudis to the school, due to the typically high volume of traffic we do not recommend that they take this route. There is a clearly marked route running from behind Santa Gertrudis and along smaller roads. Students are able to lock their bikes safely by the secondary school entrance.

Uniform

Students are required to wear school uniform from **Year 7 to Year 11**.

The uniform consists of the following:

- White Polo Shirt - Short / Long Sleeve with School Logo
- Grey Hoodie Sweatshirt with School Badge
- MIC Red & Grey Baseball Jacket or MIC Blue & Grey Baseball Jacket
- Navy Blue Trousers or Shorts or Skirt
- An outdoor waterproof coat may only be worn over an MIC Baseball Jacket

On the days that students have PE lessons or sports events they should bring the school PE uniform to change into.

Students are not allowed to wear to following items/ items of clothing under any circumstances

- *Denim jackets or jeans of any colour*
- *Fake nails/ nail extensions*
- *Non discreet jewellery/ large hoop earrings*
- *Sweatshirts, hoodies or jumpers which do not have the school badge*
- *Leggings or flip flops*
- *Casual or beachwear type Bermuda shorts*
- *Low cut tops or crop/belly tops*
- *Very short mini-skirts or shorts*
- *See-through garments.*

Unless they are very discreet, facial piercings, tattoos and non-natural hair colours are also not deemed appropriate.

All school uniform can be purchased at the school office at any time during the year.

If the student arrives at school and is not wearing the correct uniform, they will be sent to reception and may be required to purchase new items of clothing to rectify this. Parents will be charged for this via the school's cashless system.

In **Year 12 and Year 13** students do not have to wear uniform. However, it is essential that students dress appropriately for the school environment.

The school reserves the right to request that students change into something more suitable if necessary. (The school will lend the student items of school uniform if they do not have more suitable clothing with them.) Students will not be permitted in lessons unless their attire is deemed appropriate by the school.

Educational materials

All students should have the following equipment.

Pens, pencils, ruler, rubber, calculator and a pencil case. It would also be helpful if they had some colouring pencils, glue, a geometry set and scissors. They should carry their homework diary (provided by the school). They should not have tippex or correcting fluid.

Exercise books and other non-reusable materials are provided by the school. Textbooks and practical resources are available for pupils' use but remain the property of the school.

Laptops

All students in the secondary school are required to use the standard model laptop. Parents are expected to purchase this via the school when their child enters Year 7. The laptops have a special configuration for use in school but may also be taken home for personal use. Students in Years 7 to 11 are not allowed to use any other personal laptops on the school site.

Property and lost property

Students need to take responsibility for all of their belongings and make sure they look after them. All items of their uniform should be clearly labelled with their name. If students lose items of uniform or the equipment they should check the lost property chest outside reception. The school cannot accept responsibility for items that students lose.

Lockers

All students are provided with a locker at the start of each school year. They are also provided with a padlock on entering Year 7. Replacement padlocks should be purchased by the students themselves.

They are expected to organise their books and school materials so that locker visits are only necessary during timetabled breaks or at the start and end of the school day.

Students are responsible for keeping their locker tidy and in good condition and form tutors may check this at any time during the school year.

Lunch service

The school provides a cafeteria service with the option of a full hot meal menu or a snack service.

Lunch and snack orders are placed in advance, via an online system which allows parents to monitor and control their children's purchases. Payment is also carried out via the same website.

<https://nefosolutions.com/Morna/Parents/index.php>

A fingerprint recognition system is used to associate each student with their account and ensure they receive the correct ordered meal.

Parents are invited to register for this service when their child enters the school.

Parents themselves may use the school's cafeteria service at the start and the end of the school day.

Students also have the option bringing their own packed lunch from home.

Medical attention

The school employs a full time, professional nurse, who is on site throughout the duration of the school day. Office staff, and some other members of the teaching staff, also hold first aid qualifications and are able to attend to minor injuries. Pupils who feel ill or suffer an injury during the school day are typically attended to by the school nurse in her designated office and treatment room.

In cases where further medical attention is considered necessary, the school will attempt to contact parents so that they can take their child to the appropriate medical services. In cases where parents cannot be contacted or are unable to come to the school quickly enough, pupils will be taken by school staff to receive medical attention or emergency services will be called.

School staff will not normally administer medication to pupils. If this is absolutely unavoidable during the school day, parents should contact the office and provide clear, written, instructions.

The school's insurance policy covers medical attention in the case of accidents that take place on the school site or during school excursions.

Use of images

Parents are asked to sign an authorisation form on enrolment to state whether they agree to the school making responsible use of photographs in which their children may appear. The form includes the options of requesting that their children are not included in any published photographs, or that they are only included in photographs used within the context of the school community.

If authorised, photographs of pupils taking part in school events or activities may be published in newsletters, the school website or occasionally in press articles. The school ensures that published images do not include the names of pupils who appear, unless parents have specifically approved this.

Photographs of all pupils are included in the school yearbook, and labelled with first names only.

The school cannot take responsibility for images taken by parents themselves during school events, but we do expect all parents to make responsible use of such images.

Communication with parents

The Morna Parent Portal

All parents are provided with access to a password protected web application, via the iSAMS school platform.

This Portal provides both general information, such as the school events calendar and school handbooks, and personal information such as attendance records, incidents and rewards. Individual academic progress reports are also accessed via the Portal.

Communication via e-mail

Direct communication, via e-mail, is used to distribute letters to parents or to arrange appointments.

Communication via telephone or SMS

If parents need to be contacted urgently, the school will use the contact telephone numbers that are in the database. Therefore, it is important that parents check (via the Parent Portal) that all contact details are correct.

Parents' meetings

Parents' meetings are organised as follows:

Introductory meetings. These normally take place in September and provide an opportunity to meet form tutors and receive essential information at the start of the academic year.

Parent-Teacher meetings. These take place at the end of the first term, after the publication of reports. They provide an opportunity for parents to have brief meetings with each subject teacher, to discuss progress and receive advice. At the end of the second and third terms, the school will invite specific parents to discuss their children's progress if a further meeting is considered necessary.

Apart from these, parents may be invited to meet their child's tutor or section coordinator at any point during the school year if they want to discuss any specific concerns. Likewise, parents themselves may request these meetings.

Curriculum information meetings. Specific informative meetings are scheduled throughout the year according to need. These include meetings to explain option choices for pupils moving from Year 9 to Year 10 or from Year 11 to Year 12, meetings to explain university application procedures or meetings to inform about school activities such as the annual ski week.

Participation in school events

Parents are able to participate in, or attend, a number of special events that take place during the school year. These may vary from one year to another but normally include the Autumn fair, the Christmas musical theatre production, Science Day, Arts show and the end of year prize giving ceremony.

The school website & social media

General information about the school can be found on the school website www.micibiza.com

For ongoing news, the school has a dedicated Instagram account:

<https://www.instagram.com/mornainternationalcollege> which parents and guardians are able to follow. This is regularly updated to show photographs of school events or moments captured during the school day.

Expectations regarding the use of social media

The school does not use social media or messenger services as a means of communication with parents. Obviously, parents are free to use such platforms to communicate among themselves, but they must not set up accounts which use the school's name or could in any way be misinterpreted as representing official school publications.

Parents are expected to be responsible, accurate and supportive in any references to the school that they publish on social media.

The school will not respond to concerns from parents received indirectly via publication on social media or messaging groups. Legitimate concerns or complaints should be directed to the school, following the procedures outlined in the school's complaints policy.

If publications on social media by parents are considered to be intentionally damaging to the reputation of the school or any of its staff members, this could lead to legal action or the non-renewal of children's places.

The role of the form tutor

The form tutor is an important link between the school and your child. The tutor sees your child every day and all information about the students is channelled through the tutor. The tutor is the teacher that knows your child the best and is your first point of contact for all queries regarding attendance, progress or behaviour. If your child is unable to attend school for any reason, please email your child's tutor and ensure that both the main office and relevant Key Stage Pastoral Leader are copied in to any communication. Email addresses can be found towards the end of this document.

Form tutors also work with the pupils in their tutor group delivering the content of the PSHE (personal, social and health education) programme, and on preparing their contributions to cross-curricular activities and school events

Curriculum overview

Students in the secondary school follow the English National Curriculum in Years 7 to 9. They prepare for International General Certificate of Education (IGCSE) qualifications in Years 10 and 11 and finally for General Certificate of Education Advanced level ('A' level) qualifications in Years 12 and 13.

Alongside the English curriculum, all students follow Spanish language courses. Students with Spanish nationality follow the official programme for Spain, covering Spanish and Catalan languages and Spanish culture.

The distribution of subjects and weekly teaching hours is as follows:

Years 7, 8 (Key Stage 3)

English Language and Literature (5 lessons), Mathematics (5 lessons), Spanish Language, Literature and Culture including Catalan for students with Spanish nationality (5 lessons) Science (4 lessons), German, French or Dutch language (2 lessons), History and Geography (3 lessons), Music (2 lessons), Art (2 lessons), Design Technology (1 lesson), Physical Education (1 double lesson), Drama (1 lesson), Computing and ICT (2 lessons), Personal Social and Health Education (1 lesson)

Year 9 (Key Stage 3)

Obligatory subjects:

English Language (5 lessons), Mathematics (5 lessons), Science (4 lessons), Spanish Language and Literature (4 lessons), Physical Education (1 lesson), Core Humanities (1 lesson), Personal Social and Health Education (1 lesson).

Optional courses:

(3 lessons for each selected option)

English Literature, German Language, French Language, Business Studies, Travel and Tourism, Art and Design, Computing, Photography, Music, Drama, Design & Technology, Physical Education, Geography, History, Catalan and Spanish Culture (obligatory for Spanish students).

Students choose between three and four options. Those that choose three receive reinforcement classes in key skills (English and Mathematics).

Years 10 and 11 (Key Stage 4)

Obligatory subjects:

English Language (4 lessons), Mathematics (4 lessons), Sciences double award or triple award (6 lessons), Spanish Language and Literature (3 lessons), Physical Education (1 lesson), Personal Social and Health Education (1 lesson).

Optional courses:

(3 or 4 lessons each option)

English Literature, German Language, French Language, Business Studies, Travel and Tourism, Art and Design, Computing, Photography, Music, Drama, Design & Technology, Physical Education, Geography, History, Catalan and Spanish Culture (obligatory for Spanish students).

Students choose between three and four options. Those that choose three receive reinforcement classes in key skills (English and Mathematics).

Years 12 and 13 (Key Stage 5)

Obligatory subjects:

Critical Thinking *in Year 12* (1 lesson), Physical Education (1 lesson), Personal Social and Health Education (2 lessons).

Optional courses (all major subjects are optional in Key Stage 5)

(5 or 6 lessons each option)

Mathematics, Physics, Chemistry, Biology, Economics, Business Studies, Travel and Tourism, Psychology, Computer Science, Music Technology, Art and Design, Drama, Media Studies, Photography, English Literature, English Language, Spanish Language, German Language, French Language.

Students normally choose three or four options.

Curriculum summaries and references to external examination syllabuses are published in the corresponding key stage and course option guides. These can be consulted via the Parent Portal.

Homework

Pupils in the secondary section are expected to carry out a daily homework session. Homework tasks may serve to consolidate understanding of concepts taught in school or they may be research and preparation tasks for forthcoming topics or completion of project work. A homework timetable is established at the start of each year to ensure that the tasks are evenly spread throughout the week. As a general guide, time spent on homework should average about 60min each day although in practice may vary between 30min and 90min.

Pupils are issued with a school diary which they should use to keep a record of homework set.

Supervised homework clubs are available as a free after school 45-minute club, please contact reception for details.

Evaluation and reports

Parents receive progress reports 3 occasions per annum. All reports provide an attainment indicator (grade) for each subject, an indicator for attitude and effort (behaviour for learning) and a written comment from the

form tutor. Full academic reports also include written comments from each subject teacher in addition to the information specified above. Parents of pupils in Yrs. 7 – 10 receive two full academic reports and one progress report. Parents of pupils in Yrs. 11 -13 receive two progress reports and one full academic report. Parents can access reports as soon as they are published via iSAMs Parent Portal.

Grading scales:

Attainment in Years 7 to 11: The school uses progressive scale with levels from 1 to 10, leading towards the final GCSE grade at the end of Year 11. Students will normally start Year 7 working at levels 1, 2 or 3 and finish Year 11 achieving levels from 5 up to 9. A full guide to this grading system and normal expectations is available on the Parent Portal.

Academic attainment grading grid

| Range of expected attainment on the Morna scale (at the end of each year) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|---|--------------------------------|--------------------------------|----------------|--------------------------------|---|---|----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|--|---|
| Year 11 | Below expected | | | Lower range of expected levels | | | Expected levels | | | Upper range of expected levels | | | Above expected | | | | | | | | | | | | | | | | | |
| Year 10 | Below expected | | | Lower range of expected levels | | | Expected levels | | | Upper range of expected levels | | | Above expected | | | | | | | | | | | | | | | | | |
| Year 9 | Below expected | | Lower range of expected levels | | Expected levels | | | Upper range of expected levels | | Above expected | | | | | | | | | | | | | | | | | | | | |
| Year 8 | Below expected | Lower range of expected levels | | Expected levels | | | Upper range of expected levels | | Above expected | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | Lower range of expected levels | | Expected levels | | Upper range of expected levels | | Above expected | | | | | | | | | | | | | | | | | | | | | | | |
| Level | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 6 | 6 | 6 | 7 | 7 | 7 | 8 | 8 | 8 | 9 | 9 | 9 | 10 | | |
| | - | | + | - | | + | - | | + | - | | + | - | | + | - | | + | - | | + | - | | + | - | | + | - | | + |

Grading: 'AS' and 'A' level

Please note the grade specified on reports should be understood as an indicator of potential final examination performance, based on current evidence.

(Please also note we adopt the examination board practice of allocating non-capitalised letters for pupils working towards AS qualifications and capitalised letters for those working towards the full A Levels. (pupils in Yr 12 but who will not sit an AS examination this year should receive the non-capitalised letter grades)

| | Passing grades | Below pass |
|-----------|-------------------|------------|
| 'AS' | a,b,c,d,e | u |
| 'A' level | A*, A, B, C, D, E | U |

Grading: native level Spanish and Catalan

The native level language courses follow the Spanish national curriculum and are graded using the Spanish 10 to 1 scale

| | | | |
|----|-----------------------------|---|-----------------------------------|
| 10 | Sobresaliente (outstanding) | 5 | Suficiente (satisfactory) |
| 9 | Sobresaliente (outstanding) | 4 | Insuficiente (below satisfactory) |
| 8 | Notable (very good) | 3 | Insuficiente (below satisfactory) |
| 7 | Notable (very good) | 2 | Insuficiente (below satisfactory) |
| 6 | Bien (good) | 1 | Insuficiente (below satisfactory) |

Grading: Behaviour for Learning

This grading scale is used for all pupils from Years 7 to 13.

The behaviour for learning grade indicates the level of active engagement a pupil display, both in lessons, and in their work overall. It should not be understood as merely an indication of good behaviour – to achieve a good behaviour for learning grade a pupil must behave well, but also needs to participate and collaborate in lessons, put effort into completing tasks punctually and to the best of their ability, including homework.

Behaviour for Learning also takes into account factors such as punctuality and being well prepared with the appropriate books and materials.

Behaviour for Learning cannot be satisfactory – it is either good, (or above) or it is not.

NB: poor attendance does not automatically influence behaviour for learning grades. Pupils are allocated a grade based on their attitude and conduct within the lessons. Poor attendance, and its likely consequence on overall attainment, will be explicitly referred to in the subject teacher comment.

Behaviour for Learning grading scale

| | |
|--------------------|--|
| Outstanding | Shows a level of dedication to learning that goes beyond normal expectations. |
| Good | <u>Consistently</u> meets expectations regarding effort for learning, homework, punctuality, and organisation. |
| Improvable | <u>Sometimes</u> meets expectations, but could still improve or be more consistent |
| Concern | There is cause for concern as behaviour for learning frequently fails to meet expectations |

External measures of attainment

The school uses diagnostic testing (CEM Yellis) each year throughout Key Stage 3, (Yrs. 7,8 & 9) in order to measure pupils' attainment in English, mathematics and general aptitude. This gives standardised scores so that their attainment can be compared with all students of their age following the English education system.

All final attainment grades in Years 11, 12 and 13 depend on formal external assessments leading to GCSE, 'AS' and 'A' level qualifications. This assessment and the corresponding qualifications are provided by Edexcel and Cambridge International Examinations (CIE). The school is a recognised examination centre for these and therefore pupils take the examinations on the school site although they are sent to the UK to be marked.

Excursions

Excursions may be organised locally, within normal school hours or may involve additional time including overnight stays and international travel. Letters are sent to parents announcing planned excursions, usually several weeks in advance. These also appear on the events calendar in the Parent Portal.

Parents are asked to sign a generic authorisation, included at the application form, regarding off-site activities. However, they may still opt in, or out, of individual excursions when details of these are circulated.

Extended visits are paid for directly via the school office. The cost of local visits that take place during the school day is covered within the normal fees.

Code of Conduct - Rules and Expectations (Behaviour for Learning)

The success of Morna international College is founded upon the good behaviour and conduct of the students who attend. The school is a community and as such there is a shared code of conduct which we expect all members to adhere to.

Our fundamental expectation is that every individual member of this community is worthy of, and is treated by, one another with respect at all times.

We have extremely high standards of behaviour and conduct in this school and all young people who wish to be a part of this community are expected to meet these standards each and every day.

Baseline Expectations

We expect all of our students to be,

Respectful, polite and well – mannered around the school campus: As a school we pride ourselves on being a friendly and welcoming community. Pupils are expected to greet other members of the school community, including teachers, when passing one another on campus. Good manners are of fundamental importance at this school.

Present and Punctual: barring exceptional circumstances, a pupil's attendance at school should be above 96% over the course of the academic year. Pupils should be on time, both in the mornings and to lessons.

Correctly dressed: Pupils should wear the school uniform (including PE kit).

Correctly equipped: Pupils should bring the necessary equipment to school each day. (including a fully charged laptop).

Engaged and considerate in lessons: Students should try, and let others try, in all lessons they attend.

Responsible and mature in and around the school (This includes adhering to all special Health and Safety regulations currently in place).

Diligent: Students should complete any homework to the best of their ability and hand it in on time.

Ambassadors of the school: Pupils are not only expected to follow the rules while in school but also to encourage others to comply with them. If they are off school site during the school day, all the same rules continue to apply. The school reserves the right to sanction pupils whose behaviour off site outside of school hours is inadequate, in situations where they can be associated with the school (for example they are wearing school uniform). If pupils are involved in any illegal activity off site, they may be considered unsuitable as members of our school community and their places withdrawn.

NB. Morna International college is a mobile phone free zone. Mobile phones should either be left at home or switched off upon arrival at school and left in bags/lockers. The same applies to headphones/ear buds. These items will be confiscated on sight.

* Morna international College is also chewing gum free school.

Secondary School Behaviour Management System

The Secondary School's rewards and sanctions systems are built around our pupil tracking platform, iSAMs. Teachers are expected to record on iSAMs each occasion a pupil does something praise or noteworthy.

Examples of this range from producing an outstanding piece work or homework, to going out of their way to be helpful in a particular instance.

The teacher will award the pupil a "positive point/ merit" Teachers are also required to record on iSAMs each occasion a pupil fails to meet the school's expectations. In these occasions, the teacher will allocate a "negative point/demerit"

All occasions where a pupil has demonstrated academic excellence, academic effort, good behaviour, good manners or anything that a teacher feels a pupil should receive credit for, will be recorded onto iSAMs by the teacher.

By all teachers recording each occasion a pupil does something positive or negative, each pupil in the Secondary School has a running tally of positive and negative points.

Although not exclusively, the overwhelming majority of rewards and sanctions which are issued to pupils throughout the academic year are based on a pupil's iSAMs records.

Parents can view their child's points total via the Parent Portal.

Incentives and rewards

At Morna International College we recognise that rewarding students for their academic achievement, effort or good behaviour is the *single most important factor* in encouraging pupils to achieve their full potential. Whilst it is sometimes necessary to sanction incidents of poor behaviour, the most effective way of maintaining an outstanding learning environment is for the teacher and the school to aim, wherever possible, to recognise and celebrate the achievements and good behaviour of pupils.

Pupils will receive recognition and rewards from the accumulation of positive points/ the absence of negative points at various stages of the academic year.

Behaviour Management

On the rare occasion that a student fails to meet our expectations in terms of behaviour and conduct, the school has a well-established behaviour management system with procedures that all members of staff adhere to. This include a scale of available interventions and sanctions, as detailed below.

Behaviour Management Sanctions Scale:

NB: The school reserves the right to bypass stages of the scale below if it deems the circumstances of a specific incident(s) require it to do so. Please also note that the scale below is an overview of the school behaviour management policy. Behaviour management procedures/ sanctions can and do vary dependent on the age/ Key Stage of the child

| | |
|--------------------------|--|
| Stage 1 Sanctions | Break/ lunch time detention: (second half of lunch) |
| | Friday after school detention. (60 mins) |
| | White monitoring folder. (tutor report) |
| | Communication of concern to parents from the tutor |
| Stage 2 Sanctions | Amber monitoring folder (Head of Key stage Report, including Friday detention, 60 mins) |
| | Community service detentions at break/ Lunch/ after school |

| | |
|-----------------------------------|--|
| | Mandatory attendance at after school Homework clubs for a fixed period. |
| | Online or in person meetings between student, parents/ guardians & the tutor/ Key Stage Pastoral leader to discuss concerns |
| Stage 3 Sanctions | Red monitoring folder (Secondary School Head Report, including Friday detention, 90 mins) |
| | Online or in person meetings between student, parents/guardians/ & Key stage Pastoral leader, Head of Secondary School to discuss concerns |
| | Behaviour contract |
| | Internal exclusions, (length to be determined) |
| | External exclusions (length to be determined) |
| Headteacher's Intervention | Meetings with the Head of Secondary School & Headteacher |
| | Formal final warning/ behaviour contract |
| | Permanent exclusion |

Significant behavioural incidents

Significant behavioural incidents include, but are not confined to:

- Persistent and continued disruption
- Outright defiance
- Verbal abuse towards a peer or adult
- bullying
- Violence or assault
- Sexually inappropriate behaviour
- Using or being under the influence of drugs or alcohol
- Smoking on site
- Being in possession of drugs, alcohol or electronic cigarettes
- Racist, homophobic, sexist or discriminatory language or behaviour
- Misuse of social media/ use of someone's image or audio, without their consent

If the school finds a student to have committed a significant behavioural incident, their place in the school may be forfeit as a consequence.

Managing behaviour in the classroom

If a pupil fails to meet our expectations in terms of Behaviour for Learning during lessons, all teachers adhere to the following procedure:

- The student will be given a clear, verbal warning.
- If poor behaviour for learning persists, the student will receive a second, clear warning and their name will be written on the whiteboard. This constitutes the student's final warning.
- If the student does not respond to this warning and continues to display poor behaviour for learning, the teacher will instruct the student to stand outside the classroom. Depending on the nature of the incident, the teacher will either invite the student to return to the classroom after a few minutes or will take the student to an alternative classroom for the remainder of the lesson.

If a student is sent out of a classroom at any point, the minimum sanction they can expect is to receive 2 negative points and to be placed on report for a week, termed a "white folder." Please see Sanctions scale grid above.

Mobile phone policy

Students are not allowed to use mobile phones while on the school site. If students wish to bring a device to school, they must be turned off and put away (in the student's bag) before the student enters the school site.

Students are also not allowed to use their own personal computers while on the school site unless it is the standard model configured for school use (refer to section on educational materials).

If pupils do not comply with this policy, the school reserves the right to confiscate their mobile phones for a fixed period of time if they are seen or heard at any time on the school site. Parents will be notified.

Lap Top use policy

The motivation behind the requirement that all students have their own specific lap top is to ensure that we are taking full advantage of the learning opportunities that modern technology provides. When used appropriately they should increase the educational impact of individual lessons.

That being said, we are aware that some students can easily become distracted by having personal access to the internet at points throughout the school day and we have taken measures to address this. We have software available that enables classroom teachers to monitor the screens of students in their class and student use of IT in general across the secondary school is monitored closely by the IT department.

During break and lunch times students are only permitted to use their laptops in designated classrooms. These areas are supervised by a member of staff.

If a student is found to be misusing their laptops at any point during the school day, the school reserves the right to confiscate their laptop for a fixed period of time and with immediate effect. Parents will be notified.

The House System

The house system is used to produce an element of competition between the students and to help build links between year groups. Students in the secondary school remain in the house to which they were allocated in primary school or are allocated to a house as they arrive at the school. The three houses are **Tagomago**, **Es Palmador** and **Conejera**, named after small islands off the coast of Ibiza.

Students will compete for their house in events throughout the year including quizzes and sporting events. Merit points accumulated for excellent work or effort also count towards the final house points score.

The Student Council

The student council consists of representatives from each tutor group who are elected by the pupils themselves. It is led by the "head students" who are selected by the school from students in Years 12 or 13.

They may hold meetings as often as they consider necessary.

The council meets approximately twice each term with the Head of School or Head of Secondary and the Key Stage Pastoral Leaders, to offer suggestions from the student body, or to discuss any concerns they may have. The student council take an active role in the organisation of some special events and in liaising with external organisations such as charities.

Parental conduct/ Treatment of staff

Morna International College believes in establishing an environment of mutual respect between all stakeholders involved in each child's education. We are committed to preventing threatening or abusive behaviour directed towards our staff (this includes volunteers or other workers on site such as contractors or external professionals) by parents, members of the public or learners. No member of staff is expected to accept exposure to violence or abuse as part of their job role.

The school is committed to treating all parents and learners with respect and dignity. In turn all employees of the school are entitled to be treated in the same manner by parents. members of staff have the right to work in the school without fear of being harassed, intimidated or abused. The school will take appropriate measures to protect members of staff from abusive parents.

The school considers threatening behaviour to be, (list not exhaustive):

- Attempted or actual acts of violence towards any member of staff
- The use of aggressive, threatening or abusive language, (including raising of the voice, swearing, shouting) which threatens or intimidates staff. This could be in person, via the telephone or in writing.

Contacting members of staff outside working hours

Whilst members of staff can and often do respond to emails/ Teams' messages from both parents and pupils outside of working hours, they are not obliged to do so. We encourage members of staff to pursue a healthy work - life balance and recognise that it is in the long-term interests of both the school and member of staff that they do so. If a pupil has missed some work or is unclear on certain aspects of their studies, they should speak to the member of staff directly in school, during working hours. They should only contact a member of staff outside of working hours as a last resort and it should be understood that they might not receive a reply before the next working day.

Staff list-organigram

Secondary school senior management team

| | | |
|---------------|-----------------------|-----------------------|
| Bernie Cox | Head of School | bernie@micibiza.com |
| Jamie Josephs | Secondary School Head | jjosephs@micibiza.com |

Other management roles

| | | |
|------------------|---|-----------------------|
| Julie Alford | Assistant Head of Secondary | julied@micibiza.com |
| Carly Payne | Head of Student Support & Wellbeing | carly@micibiza.com |
| Zahrah Fazil | Sixth Form (Years 12 and 13) Pastoral Leader | zahrah@micibiza.com |
| Mark Rainey | Key Stage 4 (Years 10 and 11) Pastoral Leader | markr@micibiza.com |
| Kim Clifton | Key Stage 3 (Years 7 to 9) Pastoral Leader | kim@micibiza.com |
| Cormac McGleenon | Examinations Officer | cormac@micibiza.com |
| Beatriz Pachon | Spanish system liaison ("Director Técnico"). | beatrizp@micibiza.com |

Form tutors

| | | |
|---------|------------------|-------------------------|
| Year 7 | Leon Bowes-Smith | leon@micibiza.com |
| | Natalia Teba | natalia@micibiza.com |
| | Orla McDermot | orla@micibiza.com |
| Year 8 | Nina Wojcik | nina@micibiza.com |
| | Joanne Galli | joanne@micibiza.com |
| | Richard Allenby | richard@micibiza.com |
| | Ramona Negulescu | ramona@micibiza.com |
| Year 9 | Orla McMahon | orlam@micibiza.com |
| | Xavi Gomis | xavi@micibiza.com |
| | Warren Treacy | warren@micibiza.com |
| Year 10 | Alexandra Mihai | alexandram@micibiza.com |
| | Julian James | julian@micibiza.com |
| | Ricardo Tyler | ricardo@micibiza.com |
| Year 11 | Dan Mann | daniel@micibiza.com |
| | James Wanmer | james@micibiza.com |
| | Gregory Oldfield | gregory@micibiza.com |
| Year 12 | Lucy Mercer | lucy@micibiza.com |
| | Katy Byron | katy@micibiza.com |
| Year 13 | Fanny James | fanny@micibiza.com |
| | Thomas Galli | thomas@micibiza.com |
| | Sacha Gray | sacha@micibiza.com |

Subject teachers

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|--|---|
| English Language and Literature and Drama. | Shelley Taylor (Key Stage 4 & 'A' Level curriculum leader) Joanne Galli (Key Stage 3 curriculum leader) Kim Clifton Orla McDermot Katy Byron Sarah Binnie Claire Plummer (drama leader) Nina Wojcik (drama) |
| Mathematics. | Malcolm Ward (department leader) Mark Rainey Gregory Oldfield Alexandra Mihai Julian James |
| Languages (Spanish, Catalan German and French) | Cornelia Rathgeb (department leader, German) Natalia Teba (Spanish) Patricia Perez Rojo (Spanish) Noelia Marí (Catalan) Macia Barcelo (Catalan) Beatriz Pachon (Spanish) Karin Arkenberg (German) Fanny James (French) |
| Sciences | Brian Baker (department leader, physics) Zahrah Fazil (chemistry) Orla McMahon (biology/chemistry) Ramona Negulescu (biology) Mark Davidson (physics) |

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|---|---|
| | Alexandra Ciuc (biology) Daniel Mann (technical support) Xavi Gomis (technical support) |
| Humanities | Carol Maher (department leader, geography, travel and tourism) Lucy Mercer Richard Allenby Julian James Jamie Josephs (psychology) Shelley Taylor (psychology) Nina Wojcik (media studies) Warren Treacy (business studies) Sacha Gray (business studies) |
| Physical Education | Mary Atucha (department leader) Leon Bowes-Smith |
| Computing | Cormac McGleenon (department leader) Julie Alford Ross Clifton |
| Art, Photography and Design Technology | Yanni Gatibelza (department leader) Thomas Gali Daniel Mann (design technology) |
| Music and Music Technology | Felipe Calderón (department leader) Xavi Gomis Nina Wojcik |
| Educational support | Carly Payne (SEN & EAL Coordinator) Deana Fieldhouse Lili Fitzgerald Paula Heinrich James Wanmer Ricardo Tyler |