Secondary & Sixth Form Student Behaviour, Conduct, Discipline and Rewards Policy 2026–27

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1. Purpose of this Policy

At Magno International School, we believe that positive behaviour and strong relationships are fundamental to successful teaching and learning experiences.

Our aim is to create a safe, respectful, ambitious and inclusive community in which every student is able to learn, develop independence and achieve their potential, and every teacher is able to teach without unnecessary disruption, supported by a calm, purposeful and respectful learning environment.

This policy establishes the expectations for student conduct within the Secondary and Sixth Form community and explains how Magno responds when expectations are not met.

The policy is designed to:

1. establish clear and consistent expectations for behaviour;
2. promote positive relationships between students, staff and families;
3. support students to take responsibility for their choices;
4. provide a fair, proportionate and transparent response to inappropriate behaviour;
5. recognise and celebrate positive behaviour;
6. ensure that repeated or serious concerns are addressed appropriately;
7. provide a clear framework for staff, students and parents/carers;

This policy should be read alongside Magno's safeguarding, anti-bullying, attendance, acceptable use device policy, academic honesty policy, uniform and other relevant school policies.

2. Our Magno Community Identity

Magno is a community built around shared expectations and shared responsibility.

Our Secondary and Sixth Form students and staff have worked as a community to define the three principles that represent what it means to be part of the Magno community.

Our Three Magno Community Rules



Student & Teacher Ownership

These three rules are intentionally not imposed solely by the school's leadership.

They have been **designed, discussed and agreed collaboratively by students and teachers** so that they reflect the identity and values of the Magno Secondary and Sixth Form community.

These rules will now form an important part of Magno's identity and will be used consistently across school life.

They will underpin:

1. behaviour expectations;
2. tutor time;
3. assemblies;
4. student leadership;
5. recognition and rewards;
6. conversations about behaviour;
7. restorative conversations;
8. parent communication;

The three rules should therefore be more than statements displayed around the school. They should become a shared language for discussing what it means to be a successful member of the Magno community.

Respect

We show respect for ourselves, others, learning, and our environment through our words, actions, and attitudes.

Responsibility

We take ownership of our actions, learning, and behaviour, and make positive contributions to our school community.

Resilience

We keep trying when things are difficult, learn from mistakes, and never give up on our goals.

3. Rights and Responsibilities

Every member of the Magno community has the right to:

1. feel safe;
2. be treated with dignity and respect;
3. learn without unnecessary disruption;
4. be listened to;
5. be treated fairly;
6. be free from bullying, harassment and discrimination;
7. receive appropriate support when difficulties affect behaviour or learning.

Every student also has a responsibility to:

1. contribute positively to the school community;
2. follow reasonable instructions from staff;
3. respect the rights of others;
4. take responsibility for their choices;
5. attend school and lessons punctually;
6. participate positively in learning;
7. look after school property and facilities;
8. follow school policies and procedures;
9. contribute to a safe and inclusive environment.

4. Everyday Expectations

Students are expected to conduct themselves appropriately throughout the school day, including:

1. in lessons;
2. during tutor time;
3. during break and lunchtime;
4. when moving around the school;
5. during assemblies;
6. during examinations;
7. during trips and visits;
8. While travelling to and from school on school-provided transport;
9. during extracurricular activities;
10. when representing Magno outside school;
11. when using school technology;
12. when interacting with members of the Magno community online.

Specific expectations include:

Attendance and Punctuality

Students are expected to attend school regularly and arrive punctually to school, lessons and other scheduled activities. The first patio is at 10:25 and ends at 11. Music will be played to inform students and teachers about the time. The second patio in Secondary starts at 13:30 and ends at 14:30. Students are expected to make their way to class as soon as the music signals the end of patio.

Uniform and Presentation

Students are expected to comply with the school's uniform and presentation expectations. Failure to do so will mean students will move up the pyramid and receive the consequences outlined. We may also ask parents to collect students for repeated misuse of the uniform.

Equipment and Organisation

Students are expected to arrive prepared for learning with the appropriate equipment and materials.

Food and Chewing Gum

Students must follow Magno's expectations regarding food, drinks and chewing gum in classrooms and other areas of the school. Chewing gum is strictly prohibited in our school and eating in classes is only permitted when the teacher informs you.

Mobile Phones and Personal Technology

Students must comply with Magno's mobile phone and personal technology procedures. The expectations are listed in our acceptable device policy.

Language and Communication

Students are expected to communicate appropriately and respectfully with other students, staff and visitors. As we have the same expectations from staff and visitors towards students.

Movement Around School

Students are expected to move safely and responsibly around the school and follow expectations for corridors, stairs and communal areas.

Property and Environment

Students are expected to respect school property, other people's belongings and the wider school environment.

5. Positive Behaviour and Recognition

The purpose of this policy is not simply to identify inappropriate behaviour.

Magno will actively recognise students who contribute positively to the community.

Recognition may include:

1. verbal recognition from staff;
2. positive communication with parents/carers;
3. tutor recognition;
4. Head of Secondary/Sixth Form recognition;
5. certificates or awards;
6. leadership opportunities;
7. community recognition;
8. other appropriate rewards developed by the school.

Recognition should be connected wherever possible to the three Magno Community Rules.

Our student council is currently working on this to ensure that students have a say in what rewards they would like to receive.

Students should understand not only **what they should not do**, but what successful participation in the Magno community looks like.

6. The Magno Pyramid of Consequences



The **Magno Pyramid of Consequences** has been designed collaboratively by students and teachers.

It provides a clear visual representation of how the school responds when behaviour does not meet expectations.

The pyramid is intended to provide **consistency, clarity and proportionality**, rather than to create an automatic sequence of punishments.

It will help students understand:

1. what happens when a behaviour concern occurs;
2. who may become involved;
3. when parents/carers may be contacted;
4. when a concern moves from classroom management to pastoral intervention;
5. when Senior Leadership becomes involved;
6. what happens when behaviour is persistent;
7. what happens when an incident is sufficiently serious to bypass lower stages.

Important principle

The pyramid is **not a "three strikes and you're out" system**.

Most low-level incidents should be addressed calmly and proportionately by the member of staff closest to the situation.

However, repeated behaviour may result in escalation.

Conversely, a serious incident may move directly to an appropriate higher level without going through every stage of the pyramid.

The response will take account of:

1. the nature and seriousness of the behaviour;
2. the student's age and stage;
3. whether the behaviour is repeated;
4. the impact on others;
5. the student's individual circumstances;
6. previous interventions;
7. whether the student accepts responsibility;
8. whether harm has been caused;
9. whether safeguarding concerns are present.

Incidents will be recorded on Alexia. Tutors and families will receive a notification of the offence. Teachers who teach the students will also be able to access this information.

Level	Trigger	Consequence	Responsible
Level 1	First minor offence	Warning	Teacher notes the warning.
Level 2	3 Level 1 warnings within a term	Detention, Falta, Contact Home	Teacher –onto Alexia
Level 3	3 Level 2 sanctions within a term or direct consequences from Level 3.	HoS Detention (possibly after school), Falta, Contact Home	Tutor and HoS
Level 4	Continued offences after Level 3 intervention or a serious incident listed above.	Internal Expulsion	HoS
Level 5	Severe misconduct (bullying, discrimination, violence, theft, prohibited items to include selling them, etc.)	External Suspension/Expulsion	HoS

It is important to note that detentions with the HoS may take place during patio time or on Wednesdays after the school day has finished, from 16:10 to 17:00.

Behaviour Monitoring Reports

Where behaviour is not improving, the school may implement a behaviour report. This allows staff to monitor progress, identify patterns, provide targeted support, encourage positive behaviour, and celebrate improvements. Reports may be overseen by a Tutor, Head of Secondary and Sixth Form, or another designated member of staff.

Educational Visits and Trips

Participation in excursions, educational visits, and school trips is considered a privilege. Repeated misconduct, persistent behavioural concerns, or serious incidents may result in a student being unable to participate in school trips, excursions, extracurricular activities, or other school events. Decisions will be made on a case-by-case basis, taking into account the safety, wellbeing, and educational experience of all students involved.

Reset Period

Behaviour Record	Reset Timeframe
Level 1 Warnings	Reset after 4 school weeks with no further incidents
Level 2 Sanctions	Reset after 6 school weeks with no further incidents
Level 3 Sanctions	Reviewed after 6 school weeks of positive behaviour
Levels 4-5	Reviewed on a case-by-case basis by the school leadership team

Students who repeatedly demonstrate the same behaviour may move up the consequence pyramid. As a guide, three incidents at any level within a half-term will normally result in escalation to the next level. Students who demonstrate sustained positive behaviour will have their record reviewed and may move back down the pyramid.

7. Restorative Practice

Where appropriate, Magno will use restorative approaches alongside consequences.

A restorative response focuses on:

1. what happened;
2. who was affected;
3. what harm was caused;
4. why the behaviour occurred;
5. what the student can do to put things right and how relationships can be repaired;
6. how the behaviour can be prevented from happening again.

Restorative practice does not remove the need for an appropriate consequence where one is required. A student will therefore receive both a consequence and a restorative intervention.

8. Specific Behaviour Areas

The following areas will be addressed within Magno's behaviour framework.

8.1 Mobile Phones and Personal Technology

Magno will maintain clear expectations regarding mobile phones, smart watches and other personal electronic devices.

The school's separate acceptable-use device policy and antibullying policy will establish the specific procedures for:

1. possession;
2. storage;

3. permitted use;
4. prohibited use;
5. confiscation where applicable;
6. repeated breaches;
7. recording or photographing others;
8. social media;
9. cyberbullying;
10. inappropriate online content.

8.2 Prohibited items.

The safety and wellbeing of all members of the school community is of paramount importance. Students must not bring, possess, use, distribute, sell, share or conceal prohibited items on school premises, on school transport, or during any school-related activity.

Prohibited items include, but are not limited to:

1. Vapes, e-cigarettes and vaping paraphernalia.
2. Tobacco products and nicotine pouches.
3. Alcohol.
4. Illegal drugs or controlled substances.
5. Drug-related paraphernalia.
6. Weapons or items that could reasonably be used as a weapon.
7. Fireworks, lighters, matches or other hazardous materials.
8. Stolen property.
9. Laser pens.
10. Any item deemed by the school to present a risk to health, safety, wellbeing or the orderly running of the school.

Students must not:

- Use prohibited items.
- Possess prohibited items.
- Offer, lend or share prohibited items with another student.
- Sell, distribute or supply prohibited items to others.
- Encourage or pressure another student to use prohibited items.

Any prohibited item may be confiscated by the school. Parents/carers will be informed where appropriate, and sanctions will be applied in accordance with this policy.

Offering, sharing, supplying or selling a prohibited item, including a vape, to another student will be considered a more serious breach than possession alone and may result in an immediate escalation within the school's disciplinary procedures to include but not limited to suspension or permanent expulsion.

8.3 Bullying and Harassment

Magno does not tolerate bullying, harassment or discriminatory behaviour.

This includes behaviour taking place:

1. in school;
2. online;
3. on school transport;
4. during trips;
5. during extracurricular activities;
6. outside school where the behaviour has a significant impact on the Magno community.

All concerns will be taken seriously and investigated appropriately, with the pyramid of consequences acting as a guide for consequences.

8.4 School Transport and buses

School transport is an extension of the school environment. Students travelling on school buses are expected to demonstrate the same standards of behaviour, respect, responsibility and resilience that are expected within school.

Students must:

1. Follow all instructions given by the driver and supervising staff.
2. Arrive at the bus stop on time and wait sensibly.
3. Board and leave the bus safely.
4. Remain seated while the bus is moving and wear seat belts where fitted.
5. Speak respectfully to the driver and other passengers.
6. Respect the property of others and the condition of the vehicle.
7. Keep aisles, exits and emergency equipment clear.
8. Contribute to a safe, calm and positive environment for all passengers.

The following behaviours are not acceptable:

1) Bullying, harassment or intimidation.
2) Physical aggression or fighting.
3) Throwing objects inside or outside the bus.
4) Excessive noise or behaviour that distracts the driver.
5) Vandalism or damage to the vehicle.
6) Tampering with emergency exits or safety equipment.
7) Filming or photographing others without permission.
8) Use of prohibited items or substances.

Any behaviour on school transport that compromises safety may result in a student moving directly to a higher level within the Magno Pyramid of Consequences.

The school reserves the right to suspend or permanently withdraw access to school transport where a student's behaviour poses a risk to the safety or wellbeing of others. Alternative transport arrangements will then become the responsibility of parents/carers.

The protocol for any incidents on the bus will be the bus monitor recording these incidents and sharing a copy with the relevant Head of Stage who will then take further action. For any incidents on the bus that happen in the moment, the monitor has the right to ask students to change seats from the original seating plan. The monitor also has the right to confiscate any prohibited material (as outlined already in this document) to ensure the wellbeing of all on the bus.

8.5 Academic Integrity

Students are expected to complete their academic work honestly.

Academic misconduct may include:

1. cheating;
2. plagiarism;
3. unauthorised collaboration;
4. fabrication of information;
5. inappropriate use of artificial intelligence;
6. examination malpractice;
7. presenting another person's work as their own.

Academic misconduct will be dealt with in accordance with the school's academic honesty policy and/or the pyramid of consequences.

8.6 Attendance and Punctuality

Regular attendance and punctuality are essential to successful learning.

Repeated lateness, unexplained absence, truancy or leaving school without permission may result in pastoral and/or disciplinary intervention as per the pyramid of consequences.

Attendance procedures will operate alongside the school's statutory responsibilities with the relevant authorities being notified for repeated absences.

8.7 Damage, Theft and Property

Students are expected to respect:

1. school buildings and the wider school environment;
2. Classrooms, classroom equipment and displays;
3. technology;
4. other students' property, their own property and staff property;

Where appropriate, students may be expected to take responsibility for repairing or addressing damage caused by their actions/ receive a consequence as per the pyramid of consequences.

9. Serious Incidents

When a serious incident occurs, the school may:

1. ensure immediate safety;
2. separate students where necessary;
3. provide first aid or medical support where required;
4. notify the appropriate member of staff;
5. initiate an investigation;
6. speak with relevant students and witnesses;
7. contact parents/carers where appropriate;
8. consider safeguarding requirements;
9. determine an appropriate response;
10. record the incident appropriately;
11. provide follow-up and restorative support where appropriate.

Students will have an opportunity to provide their account of events before a disciplinary decision is made, subject to the circumstances of the incident.

10. Parents and Carers

Magno recognises that positive behaviour is most effectively supported through a partnership between school, student and home.

Parents/carers may be contacted when:

1. behaviour is repeated;
2. a behaviour concern requires pastoral intervention;
3. a serious incident occurs;
4. a student is placed on behaviour monitoring;
5. a formal disciplinary process is initiated;
6. the school believes parental involvement would support the student.

Communication will aim to be clear, factual and solution-focused.

We recognise that being a teenager is a time of significant growth and development. Students are learning not only academically, but also how to make good decisions, manage relationships, take responsibility and understand the impact of their actions.

We know that teenagers will sometimes make mistakes. **Making mistakes is a natural and important part of growing up, and school should be a place where students can make mistakes, reflect on them, learn from them and have the opportunity to do better.**

Our approach to behaviour is therefore not about expecting perfection. It is about helping students understand that their choices have consequences and supporting them to develop the maturity and responsibility to make better choices in the future.

At the same time, we have a responsibility to ensure that every student can learn and that every teacher can teach in a calm, safe and purposeful environment. Behaviour that prevents others from learning, compromises safety or undermines the rights of others cannot simply be accepted as part of growing up.

Our expectations are high, but so is our commitment to supporting students to meet them.

We believe that this works best when **school, students and parents/carers work together**. Parents and carers play an important role in reinforcing expectations, discussing incidents openly with their child and supporting the school when a student needs to learn from a mistake or change their behaviour.

When concerns arise, we will aim to communicate with families clearly and constructively. We ask parents and carers to work in partnership with us, recognising that the purpose of a consequence is not simply to punish a student, but to help them understand, take responsibility, repair any harm caused and make better choices in the future.

Ultimately, we want our students to leave Magno not only as successful learners, but as **responsible, resilient and independent young people who understand that mistakes can be opportunities for learning and growth.**

11. Sixth Form

Sixth Form students are members of the wider Magno community and are expected to demonstrate increasing independence, maturity and responsibility.

The school recognises that Sixth Form students should have greater independence where appropriate.

However: **Greater freedom comes with greater responsibility.**

Sixth Form students are expected to:

1. model appropriate behaviour;
2. demonstrate responsibility for their learning;
3. respect younger students and staff;
4. use independent study time appropriately;
5. comply with school expectations;
6. understand that their behaviour contributes to the culture of the wider school.

The school may therefore provide appropriate privileges to Sixth Form students while maintaining clear expectations and accountability.

13. Recording and Monitoring

Behaviour incidents and interventions will be recorded using the school's designated system which is Alexia.

Records will enable the school to:

1. identify patterns;
2. monitor repeated behaviour;
3. evaluate interventions;
4. support pastoral planning;
5. communicate appropriately with families;
6. identify students who may require additional support.

14. Formal Disciplinary Procedures

Where behaviour is serious or persistent, Magno may initiate a formal disciplinary procedure.

Formal procedures will be conducted in accordance with:

1. applicable Valencian Community legislation;
2. safeguarding requirements;
3. relevant school policies.

Any disciplinary measure will be proportionate to the behaviour and appropriate to the circumstances.

15. Review and Appeals

Where a formal disciplinary decision is made, the school will communicate the relevant outcome and any applicable review or appeal process to the student and their parents/carers.

16. Legal and Policy Framework

This policy operates within the wider legal and regulatory framework applicable to Magno International School in the Comunitat Valenciana.

In particular, it should be read alongside the school's applicable Valencian Community legislation concerning equality, convivencia, student rights and responsibilities, safeguarding and educational organisation.

The school's policies will be reviewed when relevant legislation or official guidance changes.