



EST. 1967

RUNNYMEDE COLLEGE

Delight, Ornament, Ability



Pre-Prep School
Pupil & Parent Handbook
2026-2027

Contents

The Pupil and Parent Handbook has been put together by the staff. Each section should cover key things you should need to know, but if in doubt please ask a Class Teacher in the first instance. Also included are links to important school policies, which can be found on the school website: <https://runnymede-college.com/about-us/school-policy-tech-documents/>

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School Information

Runnymede College is a co-educational school for pupils from the age of two to eighteen years old. It is a private, non-denominational school offering a British education to boys and girls of all nationalities.

The education offered follows the English National Curriculum, with pupils taking IGCSEs at the end of Year 11 and A-Levels at the end of Year 13.

School Contact Details

Runnymede College,
Calle Salvia 30
La Moraleja
Alcobendas
Madrid
28109

Telephone: + 34 916 50 83 02

Email: office@runnymede-college.com

Website: www.runnymede-college.com

On the school website you will find information such as: Term dates, monthly menus, contact information, timetable, as well as updates and information about events.

Individual Staff emails use the following format: first initial and surname followed by @runnymede-college.com. e.g. Georgina Powell is gpowell@runnymede-college.com.

School Structure

Pre-Preparatory (Pre-Prep) School: Pre-Nursery - Year 3

Preparatory (Prep) School: Years 4 - 8

Senior School: Years 9 - 1

The Pre-Prep School is split into two phases:

- Early Years Foundation State (EYFS): Pre-Nursery, Nursery and Reception
- Years 1, 2 and 3 (Y123)

At Runnymede we are passionate about providing a nurturing environment, where pupils feel equally supported and challenged to exceed their potential and grow into respectful, kind and curious members of society. The Pre-Prep school is the gateway to experience school life and it is for this reason that we understand how important these initial steps on the educational road are. We understand each parent's desire for their child to feel happy and secure, and consider our role in our pupils' development and happiness to be a very privileged one. Our committed, energetic and enthusiastic staff look forward to working in partnership with parents throughout their child's time in the Pre-Prep School. All children are valued as individuals and are encouraged to explore and develop their talents to the full.

The Prep School allows for pastoral support whilst also fostering a sense of challenge. There will be continuity of the pastoral curriculum, including a PSHE curriculum around key issues which are important to our pupils. The Prep School structure allows for collaboration throughout the wider school community, whilst offering more opportunities for pupil leadership in the Prep School year groups.

School Leadership

The school leadership team is comprised of the Senior Management Team which oversees operational matters and strategic direction for the whole school, and the wider Senior Leadership team which leads the separate sections of the school.

Senior Management Team	
Headmaster	Mr Frank Powell
Assistant Head	Ms Georgina Powell
Chief Operating Officer	Mr Manuel Powell
Head of Logistics	Ms Cristina Powell
Head of the Senior School	Mr Duncan Byrne
Head of Sixth Form	Ms Maria O'Driscoll
Head of the Prep School	Mr Anthony Rendall
Head of the Pre-Prep School	Ms Emily Albery

Pre-Prep Senior Leadership Team

The Pre-Prep Senior Leadership Team are responsible for overseeing the day to day running of the Pre-Prep school. We are always available to meet with parents if you have any questions or concerns about school life.



Ms Emily Albery

Head of Pre-Prep

[ealbery@runnymede-college.com](mailto:éalbery@runnymede-college.com)



Ms Beth Denning

Pre-Prep Deputy Head (Academic)

bdenning@runnymede-college.com



Ms Alice Townsend

Pre-Prep Deputy Head (Pastoral)

atownsend@runnymede-college.com

You will be informed of your child's class, teacher and teaching assistant via email in June. The format for all staff emails follows the same convention: first initial and surname @runnymede-college.com.

All additional staff who work with your child will be introduced in our welcome meeting for parents in September.

Term Dates

Key dates for 2026-27 can be found listed below. All term dates can be found on the school website where they are updated: <https://runnymede-college.com/school-life/school-calendar/>

Autumn Term	
Monday 31st August	Term Begins for Staff
Tuesday 1st September	New Pupil Induction Pre-Nursery & Nursery Welcome Meetings
Wednesday 2nd September	Term Begins for Students
Monday 12th October	Holiday: La Hispanidad
Saturday 24th October	Half Term Begins
Sunday 1st November	Half Term Ends
Monday 9th November	Holiday: La Almudena
Monday 7th December	Holiday: La Constitución
Tuesday 8th December	Holiday: La Inmaculada
Friday 18th December	Term Ends

Spring Term	
Thursday 7th January	Term Begins
Saturday 13th February	Half Term Begins
Sunday 21st February	Half Term Ends
Friday 19th March	Term Ends

Summer Term	
Monday 5th April	Term Begins
Saturday 8th May	Half Term Begins
Sunday 16th May	Half Term Ends
Friday 25th June	Term Ends for Students
Wednesday 30th June	Term Ends for Staff

Getting in Touch

We look forward to welcoming parents into school for scheduled events, such as Expectations Meetings, Parents' Evenings, School Plays, Prize-Giving etc. In the meantime, we hope you will find the information in this Handbook useful. There undoubtedly will also be times when you wish to contact the school with a question or concern; please do not hesitate to do so.

The Parents Portal

Is a key communication and information platform that allows parents to stay informed and engaged in their child's school life. Through the portal, you can access a wide range of features, including:

- Attendance records
 - Logging student absences
 - Timetables
 - School Calendar
 - Notifications and announcements
 - Electronic permission forms
 - Downloadable school reports
 - Extra-curricular activities and sign-ups
- Detailed instructions on how to access and navigate the Parent Portal can be found in this handbook. If you experience any difficulties logging in or using the platform, please email parentsportal@runnymede-college.com for assistance.

Email / Telephone / Arc Pathway / Class Dojo

- Updates on School life and information about specific events are sent via email to parents of the pupils involved, or sent via message on Arc Pathway or Class Dojo.
- Arc Pathway is an app we use in the Early Years to record pupils' learning and communicate with parents. You will receive information about how to sign-up and use the platform in the welcome meeting in September.
- Class Dojo is an app we use in Years 1, 2 and 3 to communicate with parents. You will receive log-in details linked to your child's account in September.
- Please read all information shared by the school carefully, completing relevant forms as needed.
- Teachers will also use email, telephone, Arc Pathway or Class Dojo when they wish to communicate directly with individual parents.
- For any queries which relate to a pupil's academic work or pastoral issues, such as homework, wellbeing or friendships, please contact their Class Teacher by email in the first instance. Depending on the situation, the Class Teacher or a member of the Senior Leadership Team will follow up with you.
- Parents have opportunities to meet teachers and tutors throughout the year during Welcome meetings, Parents' evenings, etc. If a parent wishes to meet with a teacher at a different time, they may arrange an appointment by email.

If at any stage you feel that the school has not responded in an appropriate manner, please refer to our [Complaints Policy](#) on the school website.

Pupil & Parent Contact Details

It is essential that our database contains up to date contact details for all pupils and parents. For each pupil we require the home address and details of both parents. If a pupil is not living with either parent, we require full details for their Guardian. Please ensure any changes to these are communicated with the school office in a timely manner. For each pupil we must have their full name as it appears on their passport as this is what would be published on any official documents, such as exam certificates. Each year the school conducts a census to ensure details are correct; please be sure to reply to this.

History

Runnymede College was founded as a private non-denominational day school in 1967 to provide a British secondary education for English-speaking boys and girls of all nationalities living in Madrid. A primary school was started in 1987. Since 1993 it has been authorised by the Spanish Ministry of Education and Culture to have Spanish students. In 1998 the school moved to its current location in La Moraleja.

The name Runnymede College was chosen by Arthur Powell, the school's founder, to reflect his view of the school's role and values. It deliberately recalls the small island in the River Thames where, in 1215, the Magna Carta was sealed. This famous medieval document, which confirmed many significant rights and liberties of the English people, inspired Arthur Powell and his wife Julia to create a school where students in Madrid, including their own children, would have the opportunity to experience an education that was free-thinking, challenging and enriching.

In 1967, Runnymede began as an island of liberty in a river of scholastic limitation and rote-learning. Today, under the headmastership of Frank Powell, Arthur's son, the school continues to be proud of offering an intellectually stimulating educational environment that prizes critical and creative thinking, and helps young people to fulfil their potential as globally-minded, compassionate and thoughtful individuals.

“Delight, Ornament, Ability”

Chosen by Arthur Powell, Runnymede College's motto is derived from an essay by the Jacobean polymath and statesman Sir Francis Bacon. 'Of Studies' (1625) begins: “Studies serve for delight, for ornament, and for ability”, meaning that studying should bring enjoyment, allow you to successfully demonstrate your knowledge, and give you the skills to understand and respond to the world around you. This motto continues to reflect the school's approach to education, in which the sheer joy of learning is intrinsically interwoven with academic rigour and purpose.

Aims and Values

Runnymede undertakes to provide a safe, respectful and caring environment in which students can prosper personally, intellectually, culturally, morally, academically, socially and physically.

The aims of the School are:

1. To provide an all-round academic, humanistic education to all pupils regardless of their sex, race, religion or nationality.
2. To help pupils to maximise their potential, whether intellectual, artistic or physical.
3. To encourage positive social attitudes and respect and consideration for others, of all ages and backgrounds.
4. To create the conditions of a happy atmosphere and structured environment where pupils feel secure, through reasonable discipline and School rules known to all.
5. To educate pupils in preparation for adult life and to orient them towards pursuing the most suitable higher education course and professional career.

Our Values

Runnymede is committed to academic excellence and sets the highest standards of behaviour and social conduct, fostering the development of mutual respect and responsibility. Above all we want our pupils to develop a love of learning and to become independent learners.

Fair play is also encouraged – learning to win without gloating and to lose with good grace, to accept the decision of the appropriate authority, be that of the referee in sport or the teacher in class, and to derive satisfaction from having done one's best even when others have done better.

Teachers are encouraged to stimulate thinking and discussion about absolutely any subject, always bearing in mind the sensitivity of youth but without indoctrinating pupils in their personal attitudes.

Runnymede's Values provides a framework within which pupils and all members of the School community can work together to achieve our common aims. The Values defines what we expect from every pupil and aim to promote a sense of pride and belonging to the School.

A necessary background to our rich variety of activity is discipline, conceived as respect for oneself, for others and for the School. We believe that pupils flourish best when their personal, social and emotional needs are met and where there are clear, developmentally appropriate expectations for their behaviour. Pupils are rewarded for effort, behaviour and achievement and sanctioned in cases of misbehaviour pursuant to the terms of the applicable discipline system implemented in the Prep and Senior Schools.

R E S P E C T
C U R I O S I T Y
D E T E R M I N A T I O N
R E S P O N S I B I L I T Y
I N T E G R I T Y
C O M M U N I T Y
T O L E R A N C E
K I N D N E S S
E N T H U S I A S M

Runnymede College School Rules

We will uphold the school values at all times, ensuring we are kind, respectful and curious.

Manners

- Treat pupils, staff, and visitors with respect.
- Use polite language and behaviour.
- Hold doors open and be considerate of others.

Punctuality & Attendance

- Arrive on time to school, lessons, and activities.
- Attend all lessons, registrations, assemblies, and compulsory events.
- Parents must inform form tutors about absences or appointments, through the Parents Portal.
- Appointments should be made outside of school hours, wherever possible.

Academic Expectations

- Submit your own work at all times.
- Copying, cheating, plagiarism, and misuse of AI are unacceptable.
- Arrive prepared with the correct equipment, including a charged iPad, where relevant
- Listen carefully, contribute positively, and follow staff instructions.
- Speak English unless instructed otherwise.

Uniform

- Wear full school uniform smartly at all times.
- Shirts/blouses must be tucked in; shoes must be formal, black or navy.
- Wear the correct PE kit for sports lessons (you are only permitted to wear your PE kit on the day you have PE)
- Jewellery should be minimal; small earrings and a necklace of religious or sentimental significance are permitted.
- Hair should be neat, tidy, and of a natural colour; long hair should be tied back and off their face.
- Excessive makeup, unnatural nail varnish, and extreme hairstyles are not permitted.

Use of Devices

- Mobile phones and smart watches are not permitted.
- Only School iPads are permitted and should be used for educational use only (except for Sixth Form)
- Messaging apps, games, VPNs, unauthorised downloads are forbidden.
- Photos, videos, or recordings must not be taken without permission.
- Use technology safely, responsibly, and respectfully.

Non-Negotiables / Red Lines

- The following will result in serious disciplinary consequences or expulsion:
- Misuse of technology or online behaviour.
- Cheating or plagiarism.
- Bullying, harassment, or discrimination.
- Violence or threatening behaviour.
- Possession or use of alcohol, vapes, smoking materials, or drugs.
- Any behaviour that risks the safety or wellbeing of others.
- Disrespectful behaviour towards any member of staff.

- Repeated defiance of school rules or staff instructions.

Campus Rules

- Respect the school campus and leave spaces tidy.
- Look after school property and store items in designated areas.
- Dispose of rubbish properly.
- Move calmly and quietly around the school.
- Stay within authorised areas only.
- No eating inside school buildings, Julia, or the Library.
- Founders, Prep and Pre-Prep Building Rules
- Wait quietly outside classrooms until invited in.
- Keep corridors calm and quiet.
- Stand behind desks at the start and end of lessons (for Senior and Prep pupils)

Library Rules

- Maintain a silent, respectful study environment.
- Take care of books and return them to the correct location.
- Use the borrowing system correctly and return books promptly.

The Julia Rules

- Respect the sports facilities and equipment.
- Use the correct changing rooms.
- Leave spaces tidy and as you would like to find them.

Sports Pitches & Courts

- No food is allowed on the sports pitches or courts.
- Do not play with the rubber infill on the field. Avoid pulling the turf with your hands.
- Shake your shoes before leaving the pitch
- Do not lean or step on the nets.
- Do not leave backpacks, clothing or any other items on the pitches.

Dining Hall Rules

- Follow staff instructions and queue patiently.
- Show good manners and be respectful.
- Eat a balanced diet and try the food provided.
- Clear away trays and leave tables tidy.
- Do not take food provided by the school outside the dining room.

Break & Lunchtime Rules

- Follow staff instructions and remain in permitted areas.
- Always be respectful and inclusive during social time.
- School buildings are out of bounds unless supervised (except Sixth Form).
- iPads must remain in lockers (Prep and Senior).

Trips & Visits

- Represent the school positively at all times, wearing the appropriate uniform.
- Follow school rules and all safety instructions.
- Respect staff, the public, and the environment in all interactions.
- Do not litter the buses or places you visit.

Fire Alarm & Emergency Procedures

- Treat all alarms as real and follow staff instructions immediately.
- Leave buildings calmly using designated routes.
- Go directly to assembly points and remain silent.
- Do not re-enter buildings until instructed.
- Tampering with fire safety equipment is a serious offence.

Rewards and Sanctions

Full details of approaches to behaviour and procedures can be found in the [RC Safeguarding & Child Protection Policy](#) and the [Pre-Prep Promoting Positive Behaviour Policy](#). We value inclusive approaches that support pupils from in all stages of development, and those who have additional needs.

For our youngest learners, we begin by explicitly teaching and focusing our praise and feedback around three core values: Kindness, Respect and Curiosity. These values help steer how we behave, learn and treat each other. They are embedded in and reflected upon in all aspects of school life and we expect pupils, staff, parents and all members of our wider community to uphold them.

We support Pre-Prep pupils to show the core values by:

Modelling exactly what a pupil should do in an area of provision or in a set task makes our expectations as explicit and clear as possible. We show what we expect, in order for pupils to know what success looks like.

Using **routines and expectations** which are clear and well rehearsed, to allow even our youngest learners to know what is expected of them. Well-organised, calm environments are easier to navigate by all learners, and remove extraneous cognitive load.

Explicitly teaching emotional literacy and self-regulation skills, to equip pupils with the language they need to express their feelings appropriately, rather than resort to inappropriate behaviours when agitated.

Our **House Points** System encourages positive conduct and rewards pupils for their efforts and achievements. From Year 1, examples of excellent behaviour, academic progress and demonstration of the school values are rewarded with House Points. House points are always associated with one of the core values, serving to demonstrate how to show the values in everyday life.

Star pupils are awarded each month, associated with a specific core value. These are celebrated in a monthly assembly and shared with parents through the parent portal.

Negative behaviour results in time spent reflecting on what they have done or time spent with the Head of Pre-Prep to discuss their behaviour. We always focus on restorative practice to rebuild any relationships that have been impacted and work to learn from our mistakes. Parents will be informed if their child is involved in a behaviour incident requiring reflective or restorative intervention.



Houses

The Runnymede College House System was established by Arthur F Powell in 1967 and encourages both academic achievement and team spirit. It is comprised of four Houses:

- **Austen**
- **Keynes**
- **Locke**
- **Newton**

Our Houses are named after giants in their respective fields of literature, economics, philosophy and science. As a member of a House, pupils foster a sense of group identity within the school, particularly during whole-school events like Sports Day, Cross Country and the Founders' Debate. From Year 1 they also earn House Points throughout the academic year as a result of impressive behaviour and schoolwork.

Every pupil is assigned to a House on joining the School. An attempt is also made to ensure that there is a similar number of pupils in each House in the School, and a balance of boys and girls.

Pupil Leadership

There are pupil leaders in the Pre-Prep, Prep and the Senior Schools. Positions include members of the Pupil Councils and Heads of House. Selection differs depending on the school phase but usually takes place through applications, or nominations by staff and pupils. Pupil Leaders take responsibility for supporting school events, encouraging participation, charity fundraising, and representing the views of their peers.

House Captains

House Captains are appointed in Year 3 in the Pre-Prep School. Their responsibility is to lead the pupils within their Houses to help organise and encourage participation and enthusiasm in House Events, such as Sports Day. They are also responsible for announcing the House Points totals in assemblies. In the Pre-Prep School, different children are chosen each term in order to allow more children the opportunity to lead their house.

School Council

Our School Council is a group of children elected by their classmates and teachers to represent their views and help make our school an even better place. It gives pupils a voice and encourages them to share ideas, take responsibility, and work together to bring about positive changes. Being part of the Student Council helps children develop confidence, leadership skills, and a sense of community, whilst giving them a taste of what democracy looks like in action. The Pre-Prep Student Council meets at least once a month, and representatives change termly to give more children the opportunity to take part. In Year 3, the House Captains also represent their classes in the student council.

School Uniform

You can find the uniform required in Pre-Prep at this link: https://www.runnymede-college.com/downloads/uniform_requirements_pre_prep.pdf

Pupils have a summer uniform, a winter uniform and a Physical Education (PE) uniform. The pupils begin the school year with the summer uniform, and will change to winter uniform after October half term. Pupils return to Summer Uniform during the summer term, usually at the start of May.

Pupils should come into school wearing their PE kits on the days of their PE and Forest School lessons.

When wearing school uniform, pupils should wear smart black shoes. Pupils must wear a navy blue coat in cold weather. Pupils are expected to wear their blazers for school trips and photographs.

We ask that pupils in EYFS and Year 1 bring a full set of clothes, including multiple sets of underwear and socks, which will be kept in school in case of accidents. If a pupil has an accident, they will be supported to change and we will send the soiled clothes home. Please send in clean clothes the following day. **All items of clothing must be clearly labelled to avoid clothes going missing.**

The school uniform can be bought from El Corte Inglés in Sanchinarro, or online.

<https://www.elcorteingles.es/uniformes/madrid/la-moraleja-alcobendas/runnymede-college/>

Outdoor Learning - EYFS

Pupils learn in different ways in different environments and we strongly believe in the power of outdoor learning. Pre-Nursery and Nursery share an outdoor area across the two classes, as well as the Early Years playground and the Forest School Area.

In order for pupils to access the outdoor area comfortably, including in their Forest School sessions, they need to be prepared for all weathers. All pupils should have wellington **boots** and a **navy blue raincoat** which they leave at school. They should also have a **navy blue cap** which they wear to school on sunny days, and a **winter hat, gloves and scarf** for when it is cold. Runnymede College caps can be bought at the school office.

We have a set of all-in-one waterproof suits which pupils wear in the Forest.

Toys

We ask that pupils in Pre-Prep do not bring toys to school as they can get damaged or go missing. Pupils in Pre-Nursery and Nursery may bring in a blanket and a soft toy to comfort them during rest time. Pupils in Years 1, 2 and 3 may bring a book to read or share with friends at break time.

Visiting the school site

We warmly welcome parents onto the school site for events during the year and to speak with their children's teachers. In order to keep all our pupils safe, however, all visiting adults must understand and adhere to our Visitor Policy.

All parents must be wearing their **Green Lanyard** when entering the school site. All visitors (who are not parents) must sign in at the gate and be issued with a **Yellow Lanyard**, before reporting to the school office.

Please note, "Visitors" applies to all those who are not employed by the school or who have not undergone the school's safer recruitment checks and completed the minimum safeguarding training. This includes, but is not limited to:

- All external visitors entering the school site during the school day or for after school activities (including peripatetic tutors, sports coaches, and topic related visitors e.g. authors, journalists)
- All parents and volunteers
- All former pupils
- Other education related personnel (County Advisors, Inspectors)
- Building & Maintenance and all other independent contractors visiting the school premises

For full details see [RC Visitor Policy](#)

Travelling to/from School

Parents are responsible for ensuring pupils get to and from school safely. The traffic around the school site is very busy at drop off and pick up times, so we encourage parents and pupils to leave enough time so they arrive on time.

Metro

La Moraleja Metro station is a 6 minute walk from school. It is on Line 10 and in fare zone B1.

School bus

The school buses operate several different routes across Madrid. Morning buses arrive at school in time for Registration. Afternoon buses leave at 16.10. There is also a late bus at 17.30 which returns to the city centre for pupils attending after school activities.

Registers take place before the bus departs so any pupil wishing to travel on the a school bus will need to have been signed up in advance. Parents should contact the school Office for details of each route as they vary slightly at the start of each year.

Parking

There is no parking for parents or pupils on the school site. There is a limited amount of permit parking in the streets surrounding the school.

Please see information about **Runnymede's Drop-off and Collection Policy and Procedures** in the [Campus Access Policy](#).

Daily Timetable and Pupil Routines

Morning Drop-off:

- School starts at 8.50am and children are registered from 8.50-9.00 am
- Pupils who arrive after 09.00 must sign in at the School Office and will be marked as late.
- Pupils in EYFS should be taken to the classroom via the external classroom doors. Classroom doors open at 8.50am. They should be accompanied by an adult or an older sibling (Year 7 or above).
- Pupils arriving by school bus will be supervised and then collected by their teachers.
- We recommend that pupils new to the school in Nursery are first brought to the classroom by their caregiver to support a smooth transition and start to the school day. As they become more confident and comfortable, you may want to make use of the "kiss and drop" service. This is available from 8.30-8.45 each day for pupils from EYFS and Year 1. Parents are invited to drive onto the school site and say goodbye to their pupils at the bottom of the access ramp, leaving them with a member of the Pre-Prep team who will be waiting behind the barrier. We will then accompany pupils safely into the school site, leaving them in the EYFS waiting area. We ask that only pupils who are confident and comfortable saying goodbye to parents at the gate use this service. If your child is unsettled and unable to leave the car independently and happily, we will ask you to drive out of the school gates and return on foot to accompany your child to their classroom.
- All pupils are registered in their classroom by 9.00am. If your child arrives to school after this time you must take them to the office to be registered, where they will be marked as late.

Breaktimes:

- Children in Years 1, 2 and 3 have a morning break 10.40-11am and an afternoon break 2.20-2.40pm.
- Children in Years 1, 2 and 3 are invited to bring healthy snacks to eat at break times, one piece of fruit in the morning, and an additional healthy snack in the afternoon.
- Children in EYFS do not have defined break times as they spend the majority of their day in free play.
- Children in EYFS receive fruit and biscuit snacks at 2 points during the day.

Lunchtimes:

- All children in Pre-Prep eat School Lunch between 11.40am and 1pm.
- Special diet requests may be catered for if requested from the kitchen. Parents should contact Nurse Maria (nurse@runnymede-college.com) to explain any dietary requirements and she will pass requests on to the kitchen.

Afternoon Collection:

- Pupils in EYFS should be collected from their classroom via the external classroom doors from 15.50.
- Pre-Prep School pupils are not allowed to leave the school site unaccompanied
- School buses leave the school site at 16.10 and pupils are escorted to the buses by Pre-Prep staff where they are handed over to the bus monitors.
- Extracurricular activities (ECAs) are offered for an additional cost from 16.00-17.00 each day. Details of the ECAs available to Nursery students will be shared in September.
- After 16.00, Pre-Prep pupils are monitored in the late room which is located in the Multipurpose Room, next to the School Office.

General Guidelines:

- Runnymede has a commitment to safety and welfare, with two security guards being employed from 08.00 to 20.00.

- Parents and carers must visibly display their access cards on campus at all times. Those without a card must sign in at the gate and collect a visitor's card.
- Turnstiles will be open during peak drop-off and collection times. When closed, parents and carers must swipe their cards for access.
- If a pupil is going to be collected by someone other than a parent or a registered carer, the class teacher should be informed by the pupil's parent.
- Late arrivals, early collections and absences must be communicated via the Parents Portal by submitting a leave request prior to the start of the day.
- Parents of pupils who are absent without prior authorisation via a leave request will receive an email at approximately 09.20, informing them of the absence and requesting them to contact the office.
- Below 90% attendance is perceived as a pupil being persistently absent, which will lead to communication from school to support pupils in increasing their attendance. Classes in years 1, 2 and 3 compete attendance bear, awarded at the end of each half term to the class with the highest attendance.
- All changes to bus arrangements should be communicated to the school office as well as the bus monitor.
- Any last minute changes to pick-up arrangements must be communicated via a leave request before 2pm.
- Any last minute changes to bus arrangements, must be communicated to the school office and your child's class teacher via a leave request before 2pm.
- Parents and carers should avoid using / displaying their smartphones on campus unless absolutely necessary.
- Please avoid using the suppliers ramp and the Prep School emergency exit, except for in an emergency. This is used by Kiss and Drop only.
- Pupils may not be dropped off on the playground in the morning as there is no supervision provided. Whilst families are waiting on the playground for classrooms to open, we ask that the pupils do not use the climbing frame, bikes or any of the resources in the outdoor classroom. These are set-up for our learning and are a health and safety hazard without proper supervision.
- If you need to collect your child during the school day,, this must be done via the school office so that they can be marked as out for school . Parents should not collect pupils from the classrooms or playgrounds without informing office staff.

Leaving school early:

- If pupils are unwell, they will be asked to visit the nurse, and may then be signed out of school to be collected by parents.
- In the event your child is unwell and needs to be collected, Nurse Maria will contact you by phone.
- If you need to collect your child early due to a medical appointment or other reason, please inform your child's class teacher by submitting a leave request on the Parent Portal. If you need to collect your child early and can only communicate this on the day, please let the school office and your child's class teacher know by emailing them directly.

For more information on the daily timetable for Pre-Nursery and Nursery, please see the [Pre-Nursery and Nursery Parent Handbooks](#).

Pastoral System & Safeguarding

Pastoral care is concerned with promoting personal, social, emotional and intellectual development in order to help every child reach their full potential and be equipped with the skills to succeed in all aspects of life.

The Pastoral Team includes all members of staff and promotes positive relationships in school and the active participation of every student in the education process. Key members of the pastoral team are outlined below.

Pastoral Team

DSL & Deputy Head (Pastoral) Pre-Prep School	Alice Townsend
DSL & Deputy Head (Pastoral) - Prep School	Charlotte Revie
DSL - Senior School	Brittany Howe
Coordinador de Bienestar y Protección (CBP)	Maria Minguez (School Nurse)
School Counsellor	Candelaria Martinez
SEND Co-ordination - Pre-Prep	Elizabeth (Lizzie) Foster
SEND Co-ordinator - Year 4 - 8	Jacqueline Brackin
SEND Co-ordinators - Year 9 - 13	Elizabeth Holman-Smith
	Rosie Gregory

*DSL: Designated Safeguarding Lead

** SEND: Special Educational Needs or Disability

Are you worried about someone?

If you don't feel safe, or you are concerned about the wellbeing of one of your friends, the pastoral team is here to help. You can talk to us, your class teacher, or any other teacher at school.



M. Minguez
Coordinador de Bienestar y Protección
School Nurse



A. Townsend
Pre-Prep Deputy Head (Pastoral)
Designated Safeguarding Lead



C. Revie
Prep School Deputy Head (Pastoral)
Designated Safeguarding Lead



B. Howe
Deputy Head (Years 9-11)
Designated Safeguarding Lead



M. O'Driscoll
Head of VI Form
Designated Safeguarding Lead



C. Martinez
School Counselor

Anonymous Reporting





RUNNYMEDE COLLEGE
Delight, Ornament, Ability

Key Pastoral Policies

Below is a summary of some of the school policies which all parents and pupils are expected to familiarise themselves with. They cover the school guidelines, rules and response to range of important issues.

Promoting Positive Behaviour: We expect all our pupils to strive to meet the school values in all they do, both in lessons and outside the classroom. We seek to reward pupils who meet demonstrate those values, and respond when their behaviour goes against them. For further details, please refer to [the Pre-Prep Promoting Positive Behaviour Policy](#).

Safeguarding & Child Protection: Safeguarding and promoting the welfare of children is everyone's responsibility. The school will always act in the best interest of the child where there is any doubt over a child's welfare or where there is specific cause for concern. Sometimes the school may involve external agencies where they have a responsibility to do so. For details on this crucial topic, please see the [RC Safeguarding & Child Protection Policy](#)

Personal, Social, Health, Economic Education (PSHE): An age-appropriate spiral curriculum is in place throughout the school to help our pupils acquire the knowledge, understanding and skills they need to look after themselves and live healthy, safe, productive, responsible and balanced lives. Full details of SEND procedures and support can be found in the [RC PSHE Policy](#).

Alcohol, Smoking and Drugs: We have a zero tolerance policy to illegal and unauthorised drugs on or off the school premises. See further details in [RC Alcohol, Smoking & Drugs Policy](#)

Bullying: this is purposeful and repeated action conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation. We are committed to an anti-bullying culture where the bullying of any member of the school community is not tolerated in any form. Prejudice, discrimination and bullying are likely to be met with serious consequences. More information can be found in the [RC Preventing Bullying Policy](#)

Online behaviour and use of digital devices: we celebrate the benefits that technology has brought to education, whilst continuing to recognise and respond to the unique pressures that children face when using it on a regular basis. Pupils sign to have said that they have read the [E Safety Policy and iPad Rules](#) at the start of each academic year.

Special Educational Needs: at Runnymede we expect all students to make exceptional progress and have a team of specialists dedicated to support pupils with additional learning requirements. You can see more detail on how we support learners in the [RC SEND Policy](#).

Additional Care and Support

Overview/purpose

This policy outlines the school's procedures and expectations with regards to additional care and support provided at the school. This includes...

1. Counselling support
2. Referral to external agencies
3. Medical support (nurses)

Contents of policy....

The policy contains information regarding the different avenues of additional support provided at Runnymede College to ensure that each pupil is receiving holistic and well-rounded support from all sides including their emotional wellbeing. The policy also contains an outline of how the information that is shared with the school counsellor and the nurse is kept secure and is shared with the relevant individuals depending on need and risk.

This policy should be read in conjunction with the following additional policies:

- *Child Protection and Safeguarding Policy*

Additional Care and Support Policy

We want every pupil at Runnymede College to feel safe, secure and supported. There is no problem too small or too big; we encourage our pupils to talk to someone they feel comfortable with.

We have a multi-tier support system in place for day-to-day concerns, including Class or Form Tutors, Heads of Year (Senior School) and Head of Years 9-11 and the Head of VI Form.

At times during their school life, however, pupils may seek support from other people, such as the School Counsellor or the Nurse, and may wish to do so privately. The information below outlines our approach to confidentiality when it comes to counselling and medical support, or referrals to external organisations.

Counselling Support:

Our school counsellor provides support for emotional wellbeing across all areas of the school. This may be in the form of workshops, groups, 1-1 support/advice, as well as training sessions and assemblies. It is important to note that the support provided is not psychological therapy. The school counselling service is part of the school's pastoral and safeguarding provision. It is designed to work collaboratively with relevant school staff to support pupils within the educational setting rather than to provide confidential clinical therapy. Information shared with the school counsellor is not held solely by the counsellor. Relevant information will routinely be shared with appropriate members of the pastoral team to enable coordinated planning, monitoring and support for the pupil. Any information shared will be proportionate, relevant and only shared with members of staff who require it to fulfil their professional responsibilities. This is important to ensure multi-disciplinary working and to ensure the best quality support for each pupil.

A short summary of all contacts and any concerns will also be written up on the school's secure internal system (MyConcern) which is available to be viewed by the relevant internal staff members. Information added and shared will be proportionate and on a need-to-know basis to uphold a level of confidentiality. This process will be explained to pupils where possible. A pupil may be encouraged to speak to the school counsellor by a teacher, by a parent, or they may go and speak to the school counsellor themselves when needed. Where appropriate, pupils of concern will be discussed within the weekly team around the child meetings and with any other relevant staff member. If additional support is needed (such as scheduled 1-1 check in sessions or the team feel there is a potential need for external support) the parents will be informed. As this is meant to be a safe space for the pupil to express how they are feeling, parents will not be routinely informed of every contact with the school counsellor. Pupils will be encouraged to share, where possible, with their parents, and the school counsellor may even seek the consent of the pupil to get in touch with parents directly. Relevant documents or reports that are provided to the school counsellor, will be stored securely on the school's safeguarding and wellbeing recording system (MyConcern), with access

restricted to authorised staff. The school counsellor will maintain professional confidentiality in accordance with applicable Spanish law, including data protection legislation, safeguarding requirements and school policy.

However, if during any of these contacts there are any concerns raised either in terms of safeguarding, risk to self, (such as suicidal ideation and/or self-harm) risk to others, or risk from others this will be shared with the DSL, and where appropriate and safe to do so, with parents and/or relevant statutory authorities as this is the school counsellors duty of care and is in line with Spanish law. This communication may take place despite the pupil wishing to maintain confidentiality, as confidentiality cannot be promised in such cases and it is imperative that parents, carers, and all relevant external agencies are able to fully support the pupil. The school counsellor will work alongside relevant DSLs and the school nurse if safeguarding or risk concerns are raised. If information is needed to be shared with external agencies, the school counsellor will seek consent from the parents, explain the reasons why this information is being shared, with whom, and for what purpose. It will be explained to pupils that confidentiality cannot be guaranteed. If further steps are required following a disclosure of risk, the pupil will be informed of the next steps, where possible. This serves to maintain a sense of trust and understanding with the pupil. In some cases the school may need to refer a case to external agencies. For more information about this procedure, please see our *Child Protection and Safeguarding Policy* for more information.

The school may offer pupils access to the school counsellor as part of its pastoral care provision. Parents who do not wish their child to access this support (except where safeguarding concerns require the school's involvement) should notify the relevant staff member in writing: Ms Townsend (Pre-Prep), Ms Revie (Prep), Ms Howe (Years 9-11) or Ms O'Driscoll (VI Form). If you do not wish for your child to access the school counsellor service, it is imperative that you inform your child so that they are aware. Please do note however, that if there are any urgent concerns regarding risk or safeguarding, Ms Martinez will be involved as part of the pastoral team and for the protection and wellbeing of your child. You will be made aware of this if this happens.

Counselling liaising with external professionals:

During their time at school a pupil might already be seeking (or will begin to seek) support from external agencies (such as external psychologists and therapists). We believe that it is very important for the school to be able to liaise with these external professionals to ensure effective communication and to help ensure that the support received is consistent and coordinated across home, school, and external services. Where appropriate, this also helps enable the school to implement recommendations made by external professionals and share relevant information on any important matters that may influence their work with the pupil. Except where disclosure is required by law or necessary to protect a child from significant harm, the school will obtain parental consent before contacting or sharing information with external professionals. Only relevant information will be shared with external professionals and these contacts will be documented on MyConcern. Wherever appropriate, parents will be invited to participate in meetings or copied into email correspondence between the school and external professionals and pupils will be informed that information is being shared and the reasons for doing so. Please note that, as parents, you can always change your consent decision when and if needed.

Nurse / Coordinador de bienestar y protección support

In the nurse's combined role as School Nurse and Coordinadora de Bienestar / Designated Safeguarding Lead (DSL), the school nurse manages pupils' health information and safeguarding needs with the highest standards of professional confidentiality and in full alignment with school policy, Spanish legislation, and statutory safeguarding guidance.

All medical records, care plans and clinical observations are treated as sensitive information and stored securely. Health information is shared only on a strict need-to-know basis, and solely with staff members who require it to support the pupil's learning, wellbeing or safety. When appropriate, the school nurse coordinates with families, external healthcare specialists, and mental-health professionals, ensuring that any information shared is limited, proportionate and in the pupil's best interests.

Pupils may speak to the school nurse about a wide range of concerns, including physical or emotional health, self-harm, intentions to harm others, or situations where they feel unsafe or have been hurt. The school nurse will always listen with empathy and respect. However, confidentiality is not absolute, and she cannot promise secrecy. If a pupil shares information that indicates they—or someone else—may be at risk of harm, the school nurse has a legal and

professional duty to take action and share the concern appropriately. All welfare, wellbeing or safeguarding concerns—whether low-level, cumulative, or high-risk—are recorded on MyConcern following school procedures. Information is passed to the Safeguarding Team, and when required by law, to external agencies, ensuring that the pupil receives timely and effective protection. The school nurse always aims to maintain the pupil's trust by explaining what will happen next, who will be informed, and why these steps are necessary for their safety. The school nurse and school counsellor work together in safeguarding and emotional wellbeing support.

As *Coordinadora de Bienestar*, the school nurse also oversees preventive work, whole-school wellbeing initiatives, staff training, and compliance with the Spanish legal framework on *bienestar y protección del alumnado*. The role includes supporting teaching staff, advising leadership, monitoring patterns of concern, promoting a safe school culture, and ensuring that the school meets its responsibilities toward pupils' physical and emotional wellbeing. Across all aspects of this work, the school nurse upholds the principles of privacy, proportionality, transparency, and child-centred practice, balancing confidentiality with the duty to safeguard, protect and care for every pupil.

In some safeguarding cases, referral to external agencies such as the Agentes Tutores, Equipo de Familia - Servicios Sociales, Policía Nacional (GRUME), and/or Fiscalía de Menores will be sought. In such cases, parents/carers will be made aware of the referral. The Coordinadora de Bienestar will work closely with the School Counsellor and DSLs as well as management to proceed accordingly.

Questions: If you have any questions regarding this policy, please do speak with the relevant school DSL, with the school nurse (Maria Minguez), or with the school counsellor (Candelaria Martinez Sosa).

PSHE

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. In our capacity as a British Schools Overseas centre, we follow the guidance of the UK government in shaping our curriculum. Please see our [PSHE and RSE Policy](#) for more information.

What is PSHE?

The topics and issues in PSHE are far reaching, and broadly cover three key areas:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Health and Wellbeing

In this area of the curriculum pupils will consider how to maintain physical, mental and emotional health and wellbeing, and how to anticipate and manage risks their health and wellbeing. They will consider ways of keeping physically fit and emotionally resilient, especially when facing personal changes during puberty and adolescence. Maintaining healthy online habits will be addressed here, too.

Relationships

This area of the PSHE curriculum begins with pupils learning how to develop effective and respectful relationships, and how to navigate the natural turbulence of all types of relationships. It also allows pupils to become aware of the boundaries and expectations of healthy relationships. Topics such as bullying, consent and personal assertiveness will be taught, here.

Living in the Wider World

This third area, fundamentally, teaches pupils about respect for themselves and others, and the importance of responsible actions and behaviours. It teaches about rights and responsibilities as members of families, other groups and citizens, about different groups and communities, and the importance of respecting diversity.

How is it taught?

- The nature of PSHE is that it encourages personal opinions and reflection and it includes topics that may be uncomfortable for pupils. As such, firm ground rules of mutual respect are made clear to students during PSHE lessons.
- PSHE is delivered in assemblies and sessions each week with Class Teachers.
- The delivery of sessions by members of our wider school community, including parents, alumni and friends of Runnymede College is something we are interested in developing further in the future, and any registrations of interest in this would be welcomed by us.

Special Educational Needs and Disabilities (SEND)

What are SEND?

A child is considered to have special educational needs or disabilities (SEND) if they have needs which call for special educational provision to be made for them.

At Runnymede, a student is considered to have special educational needs if they have:

- Been previously diagnosed as having a learning difficulty which interferes with their academic progress.
- A significantly greater difficulty in learning (or communicating) than most children of the same age.
- A disability which prevents/hinders them from making use of regular educational facilities provided for children of the same age
- An emotional difficulty that affects, for example, motivation or self-esteem
- Shown limited proficiency in home language(s) and/or language(s) of instruction
- Displayed serious attention seeking and disruptive behaviour

Examples of learning difficulties of Runnymede SEND pupils are: Dyslexia, Dyspraxia, Dysgraphia, Dyscalculia, ADD and ADHD. There are also G&T students and some students with medical or emotional issues which also require additional support.

How are SEND pupils identified?:

The process of identifying pupils with SEND will vary depending on individual circumstances. However, typically, someone will notice a pattern which indicates a child might need additional support. This could be a parent, a teacher or the child themselves. For instance, a teacher might notice that a pupil has more difficulty with certain tasks, or takes longer to complete them. They may refer the child to a member of the SEND team who will then become involved to liaise with parents, identify a child's specific needs and decide on a plan of support.

Do SEND pupils get special conditions for exams?

As a school teaching a British curriculum, at Runnymede we are required to adhere to the UK's Joint Council for Qualifications (JCQ) regulations and code of Practice. This means that a child who is entitled to access arrangements (such as extra time) in Spain, may not automatically receive that for exams at Runnymede.

Whether a child is entitled to special exam arrangements will depend on their specific needs as outlined in an Educational Psychologist report. That report must meet the explicit requirements outlined by JCQ, and so in some cases this may mean a child has to have an additional assessment.

Depending on the specific needs of a child, they may be entitled to exam access arrangements. This could include, for example: rest breaks; access to a laptop for typing, extra time, individual supervision. Please bear in mind that in recent years, exam access arrangements have become more difficult to acquire, so please do not assume any access arrangement will be in place unless this has been clearly stated by the SEND team.

All members of the SEND Department liaise widely with members of the school community including Subject Teachers, Heads of Year, Form Tutors/Class Teachers, School Nurse, Senior Leadership Team, Safeguarding Leads and Deputy Heads, Exams Officer. They also liaise with external psychologists and educational support providers.

Full details of SEND procedures and support can be found in the [RC SEND Policy](#).

Academic Curriculum Overview

The education offered in Pre-Prep is based on the English National Curriculum and adapted to meet the specific needs of our community. In EYFS, learning is organised into 7 areas: Communication and Language, Wellbeing, Physical Development, Literacy, Maths, Understanding the World and Expressive Arts and Design. From Year 1, the subjects taught in the Pre-Prep school are: English Language and Literature, Mathematics, Spanish/Lengua, History, Geography, Science, Art and Design, Music, PSHE, and Computing.

At Runnymede, we recognise that learning happens through link making, and children thrive when they are exposed to concepts in a multitude of ways. Our Heads of Department and specialist teachers work tirelessly to ensure our learning and curriculum is cross-disciplinary.

Please see the [Pre-Prep Curriculum Policy](#) for more information. Parents will be sent a curriculum overview each term with the contents of study in the upcoming term, and these can also be found on the school website.

Pre-Prep Heads of Department	
English	Mr Scott Elliott
Reading	Ms Elizabeth (Lizzie) Foster
Spanish/Lengua	Ms Bárbara Martín-Peñasco
Maths	Ms Amelia Silvester
Science and Computing	Ms Claire Nugent
History and Geography	Ms Lyndsay Forbes
Art	Ms Carys Williams
Music	Ms Alice Orton

Monitoring Academic Progress of Pupils

Runnymede College prides itself on possessing an in-depth knowledge and understanding of all the students at the school. This understanding is based on staff experience of the pupils, knowledge of the character and circumstances of each student together with information in the pupil profile, reports, internal and external assessments.

Student progress is recorded and monitored by Class Teachers, principally using:

- teacher and pupil feedback
- assessment data
- subject reports including attitude and attainment grades
- rewards and sanctions

Please see the [Pre-Prep Marking and Feedback policy](#) for more information.

When concerns about pupil progress is raised, Class Teachers collect information and together with the pupil, parents, teachers and SEND Co-ordinators (where appropriate) devise an action plan. This may include the introduction of additional feedback points, such as the use of a report card.

Handovers between teachers each summer help to ensure continuity of support.

Co-Curricular Programme

The broad and enriching co-curriculum programme at Runnymede is an essential element of our educational provision. Pupils of all ages are expected to engage with activities in order to develop new skills, boost confidence and develop team and leadership skills.

The programme is made up of co-curricular activities and extra-curricular:

Co-curricular Activities

These are the academically and creatively enriching clubs, societies and activities which are run within school hours (usually at lunchtimes), and which students can contribute to individually during their free time. There are no charges for these.

Extra-Curricular Activities

A key component of the co-curriculum comprises after-school extra-curricular activities, which are booked through the office. These include Team Runnymede*, the school's sports teams, run by the PE department, as well as all other activities which students can choose to take part in after school. These include the creative activities like LAMDA, Music and Movement, Ballet and Contemporary Dance.

These extra-curricular activities are booked on a termly basis before the start of each term, although some will accept students joining later in the term. Instructions on how to book, with a detailed timetable, are sent to parents and are available on the school website.

Most of these do incur charges if an external specialist coach is employed, the activity occurs out of school, or there are additional external costs such as travel, equipment, entrance fees etc.

Further details about Extra-Curricular Activities can be found on the [school website](#).

***Team Runnymede**

Team Runnymede is the project with which Runnymede College seeks to develop our pupils' physical and motor skills and help them achieve excellence in sports and become all-rounders. Through this structured program, Runnymede College seeks to complement our pupils' academic aptitudes with the social and physical benefits derived from taking part in team sports.

The project has been developed as an integral part of the co-curricular programme and is focused on four major sports: Athletics, Football, Rugby and Volleyball. The programme is offered to girls and boys from Years 1 to 13 and structured into two phases that allow pupils to try out the four sports before specialising in a particular area in which they will aim to achieve high standards.

Since September 2015 Team Runnymede has been registered as a Sports Club, meaning our squads may be enrolled in Spanish federated leagues and tournaments at a local and national level.

Further details about Team Runnymede can be found on the [school website](#).

Health & Safety

Our School Nurse, María Mínguez, manages all first aid and illness at school. She also speaks to the pupils to raise their awareness of how to stay healthy and prevent illness, including hand hygiene, healthy eating and oral hygiene.

It is mandatory to fill out the Runnymede College Health Form for each pupil before they begin at Runnymede College. This will be sent to you as part of the registration form on the parent portal. If your child has any changes to their medical needs at any point throughout the school year, please also ensure that you communicate this with Nurse María and your child's class teacher.



You can contact Nurse María via email: nurse@runnymede-college.com

Key Health and Safety guidelines are included within this Handbook, as they drive many of the rules and expectations which are in place for pupils in school to keep them safe. Additionally, please be aware of the following:

Health and Medical Care

- Parents/guardians must inform the School of any health or medical condition, disability or allergy that their child has or subsequently develops, whether long-term or short-term, including any infections.
- In order to prevent infection and create the safest school environment possible, a pupil who is ill must not attend school. Parents/guardians are asked to keep their child at home if they are ill or infectious, and not before 24 hours without fever or symptoms. If they have had symptoms of vomiting and/or diarrhoea, they must not attend school until 48 hours after symptoms have stopped. If a pupil develops unexplained rashes, they should be considered infectious until assessed by a doctor. If parents are unsure about whether or not their child should return to school following illness, they should contact Nurse Maria.
- If a pupil requires medication during the school day, this must be brought to the school office and will be kept and administered by the school nurse. Pupils should not be in possession of medication or self-administer it whilst at school. A doctor's note is necessary for prescription medications e.g. antibiotics.
- Parents/guardians must inform the School of any situations where special arrangements may be needed in relation to their child.
- If a pupil has live nits we will ask for them to be collected and treated. Pupils may return to school once they have been treated and eggs removed. Parents of all pupils in the class will be informed via email and encouraged to do a treatment to avoid further spread.
- If your child is unwell and you are not sure whether they can come to school, please contact Nurse Maria via the school office phone. Maria is available from on school site from 9.00-17.00 every day.
- In the event of an accident or injury at school you will be informed. For minor day-to-day bumps and bruises, we will let you know via the care diary function on Arc Pathway. In the rare event that more serious medical treatment is required, we will contact you by phone.
- If a pupil requires urgent medical attention while under the School's care, we will, if practical, attempt to obtain your prior consent. However, should we be unable to contact you we shall be authorised to make the decision on your behalf should consent be required for urgent treatment (including anaesthetic or operation) recommended by a doctor. Any such decision would be made by the nurse or by a senior member of staff.

Insurance

- The school has insurance which provides cover for pupils during any school activity taking place with the full knowledge and authority of the school, including direct travel to and from such activities, including optical and dental expenses coverage. The premium for this cover is included in your school fees. All students are automatically covered and there is no need to fill out any form to join.
- The school also has travel insurance to cover health care in the event of an accident or illness.

For further details on insurance, see the [School Accident Insurance](#) information on the website

Fire Safety

Full details can be found in the [RC Health and Safety Manual](#).

Parental Expectations

We recognise the fundamental importance of working alongside parents to support the development and progress of each child. We welcome open communication with all parents, for positive reasons, as well as when dealing with more complicated matters relating to wellbeing, behaviour or complications associated with growing up.

It is an expectation of remaining at Runnymede College that all members of our community - including parents - work to abide by the values of the school in everything we do.

Parental support:

- In order to fulfil our obligations, we need your co-operation, in particular by:
 - fulfilling your own obligations by encouraging your child in their studies, and giving appropriate support at home;
 - keeping the School informed of matters which affect your child;
 - maintaining a courteous and constructive relationship with School staff; attending meetings and keeping in touch with the School where your child's interests so require;
 - ensuring that your child's social life does not adversely impact on his/her ability to meet the School's requirements in relation to academic work and/or other School activities or commitments.

Punctuality, preparation and appearance:

- Parents/guardians undertake to ensure that their child attends school when required, arrives punctually and leaves on time at the conclusion of his/her commitments, has the right equipment for academic work, sport or other obligations, is appropriately dressed in accordance with the School's uniform regulations and conforms to any other school standards relating to appearance.

Absence:

- Wherever possible the School's prior consent should be sought for absence from school. The school must be informed via iSAMs. In the case of unforeseen illness you should contact the school before school on the first day of illness and should send a confirmatory note on your child's return to School.
- Parents/guardians are expected to avoid taking your child out of school for holidays during school terms.

Bullying and online abuse:

- Parents/guardians understand that any instance of abuse or bullying by their child, either in person or online, can result in expulsion. Parents/guardians should try to set an example to your child in terms of language and behaviour at home and in your communications with the School.

Entry into the Sixth Form:

- The School is not be obliged to permit your child to enter the sixth form unless satisfied that it is appropriate to do so with regard to their academic achievement and with regard to their behavioural and attendance record. The School may make a decision as to whether your child may enter the sixth form after the results of IGCSE examinations and make entry to the sixth form conditional upon the results of these examinations.

Suspension and expulsion:

- The Head may require you to remove or may suspend or expel your child from the School if it is considered that your child's attendance, progress or behaviour is seriously unsatisfactory and in the reasonable opinion of the Head the removal is in the School's best interests or those of your child or other children. For further details see [Promoting Positive Behaviour Policy](#)

References and information:

- You consent to our supplying information and a reference in respect of your child to any educational institution which you propose your child may attend. Any reference supplied by us

shall be confidential subject to the disclosure rules of the receiving body. We will take care to ensure that all information that is supplied relating to your child is accurate and any opinion given on his/her ability, aptitude for certain courses and character is fair. However, we cannot be liable for any loss you are, or your child is, alleged to have suffered resulting from a reference or report given by us. UCAS references written by the School can be obtained from UCAS and so can be read by pupils or parents in the Head's office.

- You consent to us making use of information relating to your child whilst he or she is at the School and after he or she has left for the purposes of communicating, providing references and managing relationships with pupils and former pupils of the School. You accept that such information is stored in files and on computer and is subject to the data protection legislation currently in force.

The School's obligations:

- While your child remains a pupil of the School, we undertake to exercise reasonable skill and care in respect of his or her education and welfare. This obligation will apply during school hours and at other times when your child is permitted to be on School premises or is participating in activities organised by the School.
- We cannot accept any responsibility for the welfare of your child while off the School premises unless he is taking part in a school activity or otherwise under the supervision of a member of the School staff. Some pupils have the privilege of being allowed off site unsupervised at certain times and the above will apply in such circumstances.

For more information on any of the above points, please refer to the School's terms and conditions and individual School Policies, which are available on the website.

Parent Portal

The **Parent Portal (provided through iSAMS)** allows parents and carers to have secure and convenient access to a range of school information and services. It is an essential tool for staying up to date with your child's school life and communicating with the school when needed.

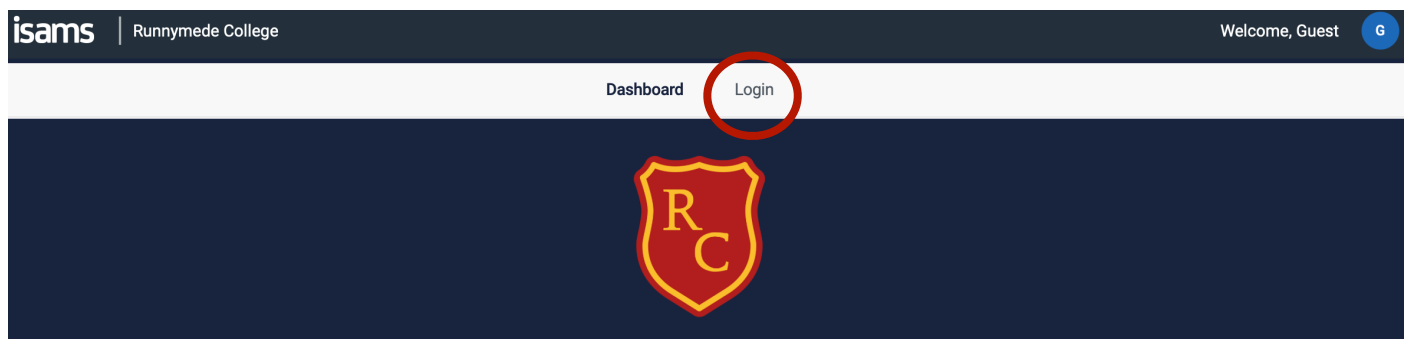
Features of the Parent Portal

Through the Parent Portal, you can:

- View attendance records
- Log student absences (by submitting a leave request)
- Access timetables
- Receive school notifications and announcements
- View the school calendar
- Complete electronic permission forms
- Download school reports
- Sign up for extra-curricular activities

How to Access the Parent Portal

1. Open your preferred web browser on a desktop, laptop, or mobile device. You may want to download the iSAMS Parent Portal App onto your mobile.
2. Go to the Parent Portal website: <https://runnymedecollege.parents.isamshosting.cloud/#/>
3. Click **Login**.



4. If you have not yet created an account, click **Create an account** (top right corner) and follow the instructions using your portal access code and portal access password provided by the school (via email)
5. Use the email address registered with the school to complete the setup.
6. Once registered, check your email inbox for a confirmation message.
7. Click the link in the confirmation email to verify your account and log in.

Tip: For easy access, bookmark the Parent Portal or save it as a favourite in your browser. You can also install the web app on your phone or tablet for quicker use.

Tip: Please ensure you have email notifications turned on for Registration, Detention (Prep and Senior) and Reward & Conduct.

The screenshot shows the 'My Account' page with a sidebar on the left containing links: My Password, Security Questions, Communication History, Notification Options (circled in red), My Notifications, My Settings, and Logout. The main content area is titled 'Notification Options' and has three tabs: Registration (selected), Detention, and Reward & Conduct. Under the 'Registration' tab, there is a text box stating: 'Receive notification of pupils associated with you that are marked absent during a school registration period.' Below this, there is a checkbox labeled 'Receive Email' which is checked. A note below the checkbox says: 'Tick this box if you would like to receive an email when pupils associated with you are marked absent from registration.' At the bottom of the form is a blue 'Save Settings' button.

How to Complete an Electronic Form

When you receive an email from a member of school staff asking you to fill out a form on the parent portal, this can be accessed by clicking on the *Communication* tab then clicking *Electronic Form*.

The screenshot shows the 'Communication' menu. The top navigation bar has 'Dashboard', 'School Life', 'School Profile', 'School Information', 'Communication' (circled in red), and 'My Account'. Below this, the 'Communication' dropdown menu is open, showing options: 'Email Subscription History', 'Contact Information', 'Email Options', 'Leave Requests', and 'Electronic Forms' (circled in red).

This will bring up a list of forms available to you and you need click *Complete Form* and fill in the relevant information. You can also click on *History* to view any forms you have previously completed.

The screenshot shows the 'Electronic Forms' page. It has a header 'Electronic Forms' and a sub-header 'Listed below are the latest forms available to you within ISAMS.' Below this are three tabs: 'Available Forms' (selected), 'Pending Forms', and 'History'. A table displays the available forms with columns: Name, Description, Due, Entered, Remaining, and Open. The first row shows 'Enrolment Forms - GDPR and Image Consent' with 0 forms entered and 1 remaining. A 'Complete Form' button is located in the 'Open' column for this row.

Name	Description	Due	Entered	Remaining	Open
Enrolment Forms - GDPR and Image Consent			0	1	Complete Form

How to Submit a Leave Request

Click on the *Communication* tab, then click on *Leave Requests*:

Dashboard

School Life ^

School Profile ^

School Information ^

Communication v

My Account ^

Email Subscription History

Contact Information

Email Options

Leave Requests

Electronic Forms

Click on *New Leave Request* and fill out the form, making sure to include all relevant information including notes on the type of leave request and attaching any appointment justification.

New Leave Request

Select Child(ren)

0 Selected

Default Times

Select Time Of Day

Start Date

Select Start Date

End Date

Select End Date

Leave Request Type

Select a Type

Notes

Supporting Documents

Supporting Documents

Submit Leave Request

From this page you can also view any leave requests you have previously submitted:

Overview

Pending

Approved

Rejected

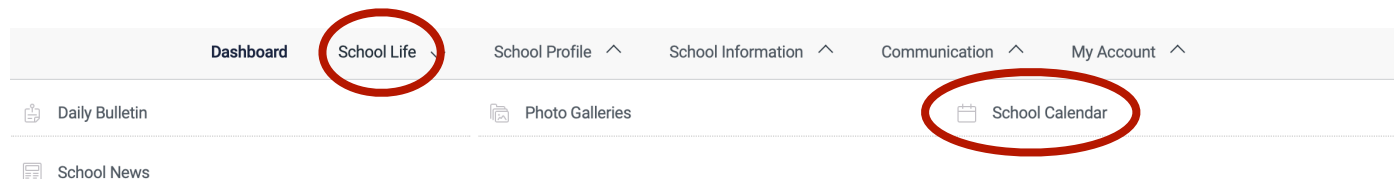
Start Date	End Date	Request Type	Notes	Documents	Requested Date	More
17 Dec 2024 12:00	17 Dec 2024 13:00	Medical app	medical app		17 Dec 2024	More Info

Show: 10

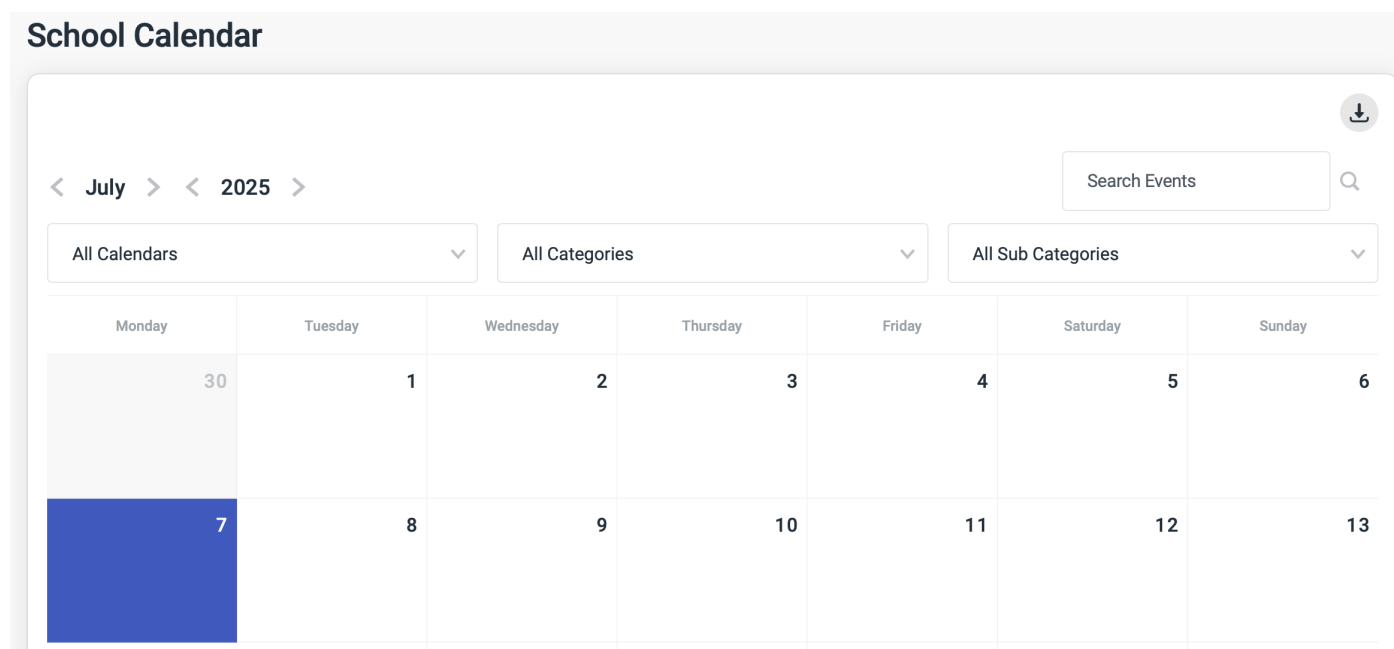
Page 1 of 1 << < > >>

How to View the School Calendar

Click on the *School Life* tab, then click on *School Calendar*:

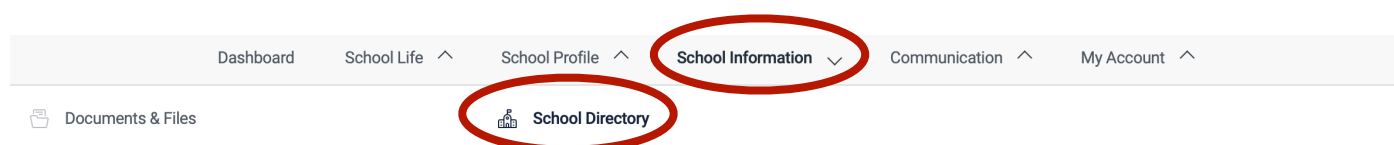


You can view the full calendar for each month, search a specific event, or use the icon in the top right corner to download the school calendar as a PDF.

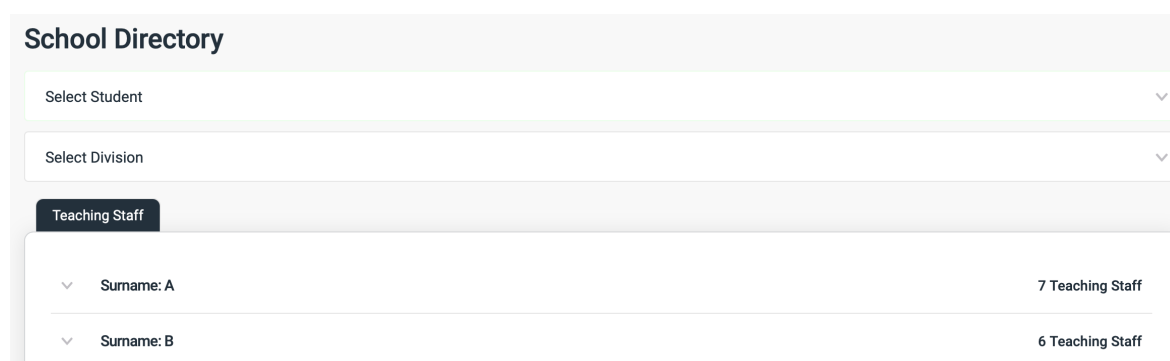


How to Find Staff Contact Information

Click on the *School Information* tab, then click on *School Directory*:



You can then use the drop down menus to find the email address of every staff member in the school. You can use the *Select Student* menu to find the teaching staff timetabled to teach your child. You can use the *Select Division* menu to find the teaching staff timetabled to teach in each section of the school.



How to View a Pupil's Timetable, Detentions, Positive and Negative Points, Star Pupil Awards and School Reports

Click on the *School Profile* tab:

Dashboard		School Life ^	<u>School Profile</u> v	School Information ^	Communication ^	My Account ^
 School Timetable	 Teaching Groups			 Attendance		
 Discipline Record	 Reward & Conduct			 Activities		
 School Reports						

- Detentions are shown through the *Discipline Record* (Not relevant to Pre-Prep)
- All Academic Reports are available to download through the *School Reports* page.

Positive and Negative House Points (Prep and Senior), and **Star Pupil Awards** (Pre-Prep), are shown through the *Reward & Conduct* page. Use the top dropdown menu to select the student, and then the lower dropdown menu to view the different reward and conduct options.

Reward & Conduct for

ST

 Studenttest Test v

Displayed below are rewards & conduct awards.

You are receiving notification of Studenttest's rewards and conducts via email [calbery@runnymede-college.com]. To change your notification settings [click here](#)

Positive House Points ^

Positive House Points

Negative House Points

Star Pupil

Support and Further Information

If you experience any issues logging in or using the Parent Portal, please contact our IT department on parentsportal@runnymede-college.com. They can assist with login problems, updating contact information, or resetting your access credentials if necessary.