



EST. 1967

RUNNYMEDE COLLEGE

Delight, Ornament, Ability



Prep School
Pupil & Parent Handbook
2026-2027

Contents

The Pupil and Parent Handbook has been carefully prepared by the Prep School Senior Leadership Team to provide pupils and their families with clear information about school life. Each section provides the key information you are likely to need throughout the school year. However, if you have any questions or are unsure about anything, please contact the Form Tutor in the first instance, who will be happy to help. This handbook also includes links to important school policies, all of which can be accessed via 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
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La Moraleja
Alcobendas
Madrid
28109

Telephone: + 34 916 50 83 02
Email: office@runnymede-college.com
Website: www.runnymede-college.com

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.

Getting in Touch

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

THE PARENT PORTAL

The Parent Portal is a key communication and information platform that allows parents and carers 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 the login guide at the end of this handbook. If you experience any difficulties logging in or using the platform, please email parentsportal@runnymede-college.com for assistance.

EMAIL / TELEPHONE

Email/telephone - updates on School life and information about specific events are sent via email to parents of the pupils involved. Please read this information carefully, completing relevant forms as needed. Teachers will also use email or telephone 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 Form Tutor by email in the first instance. Depending on the situation, the Form Tutor, teacher or a member of the Senior Leadership Team will follow up with you.

ADDITIONAL COMMUNICATION PLATFORMS

Class Dojo - a communication platform which connects teachers, students and families through features such as a feed for photos and videos from the school day and messaging that can be translated into more than 35 languages.

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.

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](#)

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.

As of the academic year 2023-2024, the school now has three sections: Pre-Prep (children from Pre-Nursery to Year 3 - 2 to 7 year olds), Prep School (children from Year 4 to Year 8 - 8 to 12 year olds) and Senior School (children from Year 9 to Year 13 - 13 to 18 year olds).

“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 children 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 children 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 children 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 children 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 children 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.

School Structure

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

Preparatory (Prep) School: Years 4 - 8

Senior School: Years 9 - 13

The Prep School

The Prep School provides an environment where academic ambition and outstanding pastoral care go hand in hand. Our curriculum is designed to challenge, inspire and support every pupil, encouraging intellectual curiosity, resilience and a genuine love of learning. Alongside this, a carefully planned pastoral and PSHE programme equips pupils with the confidence, character and wellbeing to thrive both in and beyond the classroom.

As part of the wider Runnymede community, pupils benefit from continuity throughout their educational journey whilst enjoying the distinctive opportunities that the Prep School offers. Increased responsibility, leadership opportunities and a strong sense of belonging enable pupils to grow in confidence, develop independence and make a meaningful contribution to school life.

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 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

Teaching Staff

Pupils can usually find Prep School teachers in their classrooms, or in the Prep School Staff room. Senior School teaching staff can often be found in their teaching rooms, or in the Senior Staff Room on the Locke floor of the Founders' Building.

Parents have several opportunities to meet teachers and tutors throughout the year and dates are published in September. These include start of year Expectations Meetings and Parent Meetings.

If a parent wishes to meet with a teacher at a different time, they may arrange an appointment by email, using the following format: first initial and surname followed by @runnymede-college.com. e.g. Georgina Powell is gpowell@runnymede-college.com.

Form Tutors - 2026/2027

Prep School form tutors

Form	Alternative name	Form tutor
4.1	4G	Belinda Graham (BGr)
4.2	4H	Maddie Hickman (MHi)
4.3	4Q	Catherine Quirke (CQu)
5.1	5H	Alexander Hall (AHa)
5.2	5C	Simon Cook (SCo)
5.3	5M	Olivia May (OMa)
6.1	6L	Rakhi Llor (RLI)
6.2	6P	Clare Pinches (CPi)
6.3	6M	Andrew Moore (AMo)
7.1	7O	Abigail Owers (AOw)
7.2	7S	Jay Smith (JSm)
7.3	7W	Imogen Warley (IWa)
8.1	8RQ	Georgia Robinson/Oscar Quinn (GRo/OQu)
8.2	8A	Carolina Alonso (CAI)
8.3	8P	Jessica Papworth (JPa)
8.4	8D	Mike Davies (MDa)

Pupil Leadership

There are pupil leaders in the Pre-Prep, Prep and the Senior Schools. 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. The key pupil leadership roles within the school are listed below:

HEAD BOY & HEAD GIRL

The Head Boy and Head Girl are appointed in Year 8 by the Head of Prep School following consultation with the Prep School staff. They are expected to be positive role models who demonstrate the school's values and lead by example at all times.

Their responsibilities include representing the pupil body, supporting the organisation of school events, encouraging participation in school life, and working closely with the School Council. Above all, they are expected to set an excellent example through their behaviour, attitude, and commitment to the school community.

DEPUTY HEAD BOY & DEPUTY HEAD GIRL

The Deputy Head Boy and Deputy Head Girl support the Head Boy and Head Girl in carrying out their responsibilities. They assist with representing the pupils, helping to organise events, promoting pupil involvement, and stepping into leadership roles whenever required. Like the Head Boy and Head Girl, they are expected to be exemplary role models and ambassadors for the Prep School.

HEAD OF HOUSE

Head of House positions are appointed in Year 8 through an application process. Head of House students play a key leadership role within their House, helping to organise activities, encourage participation, and foster house spirit and enthusiasm during events such as Sports Day.

SCHOOL COUNCIL REPS

School Council Reps are nominated in Years 4 to 8 each term. They work closely with the Head Boy and Head Girl to make a positive difference in the school community. The Council is a group of children elected by their classmates and teachers to represent their views and help make the school an even better place for them. Essentially, 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 those children to develop confidence, leadership skills and a sense of community, whilst giving them an early taste of what democracy looks like in action.

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. Each of the four floors of the Senior School Founder's Building is also named for the school's houses.

As a member of a House, pupils foster a sense of group identity within the school, particularly during whole-school events like Sports Day. They also earn House Points throughout the academic year as a result of impressive behaviour and schoolwork.

Students in the Prep School in Year 8 have the opportunity to become House Captains, and all members of the school community learn about the significant achievements of Jane Austen, J.M. Keynes, John Locke and Isaac Newton.

Every child 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.

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/>

First Term	
Friday 28th August	New Staff Induction
Monday 31st August	All Staff Inset
Tuesday 1st September	New Pupil Induction & Sixth Form Induction (<i>see separate programme</i>)
Wednesday 2nd September	Term Begins
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

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

Third Term	
Monday 5th April	Term Begins
Saturday 8th May	Half Term Begins
Sunday 16th May	Half Term Ends
Friday 25th June	Term Ends
Wednesday 30th June	Last day for staff

Travelling to/from School

Parents are responsible for ensuring their children 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 pupils to leave enough time so they can be in their classrooms by 08.50.

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.

There are a large number of routes which take into account Madrid centre and the surrounding suburbs. Details can be obtained from the school office. There are two later bus services at 17.30:

BUS 1

17:55h C/ Avenida de Pio XII, 23 (Alcampo)
18:00h C/ Príncipe de Vergara, 203 (Plaza de Cataluña)
18:10h C/ Serrano, 47 (Corte Inglés)
18:20h C/ Plaza de la Independencia, 10 (Puerta de Alcalá)

BUS 2

17:40h C/ Begonia, 135 (La Moraleja - C.C. Los Porches)
17:45h Plaza de La Moraleja (Oficina BBVA)
18:05h C/ Arroyo del Monte, 131 (Parada de Bus)
18:10h C/ Gabriela Mistral, 10 (enfrente)
18:25h C/ Doctor Ramón Castroviejo esquina C/ San Martín de Porres

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.

Daily Timetable and Pupil Routines

Arrival

- When arriving to school in the morning, Prep School students must use the entrance at C/Salvia 40
- They must assemble in the zone between the Founders Building and the Julia Powell Sports Auditorium
- Pupils must come to school in the correct uniform, following the school dress code (see Uniform).

Registration

- All pupils will be escorted to the Prep School by their Form Tutors. They will be registered in their Form Rooms. Registration is taken at 08.50 by Form Tutors at that time key notices are given.
- Pupils who arrive after 09.00 must sign in at the School Office.
- Parents of pupils who are absent will receive a text message at 0920, informing them of the absence and requesting them to contact the office.
- Registration takes place at the beginning of every lesson. Parents are only contacted if there is an unexplained afternoon absence.

Time	Event	Notes
08.50 - 09.20	Registration	Registration completed in Tutor Groups by Tutor
09.20 - 10.20	Period 1	
10.20 - 10.40	Break	Pupils may bring a small snack in to eat outside at break
10.40 - 11.40	Period 2	
11.40 - 12.40	Period 3	
12.40 - 13.40	Lunch	Lunch is served in the dining room. Pupils attend in Year Groups on a rota.
13.40 - 14.40	Period 4	
14.40 - 15.00	Break	Pupils may bring a small snack in to eat outside at break
15.00 - 15.50	Period 5	
15.50 - 16.00	Registration	Pupils are dismissed at 16.00 by Tutors in Year 7 & 8. Years 4, 5 & 6 are dismissed outside by their Tutor.

Communicating absences

- All absence, whether planned or unplanned, should be communicated to Class Teachers by submitting a leave request via the Parent Portal (see guide below).
- If a child is unwell, we ask that parents also contact their child's Form Tutor to give them an idea of the issue and when the child is likely to return to school so that appropriate support can be put in place.
- 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.

Break and lunchtimes:

- The first five minutes of both morning break and lunchtime may be used to return to form rooms or lockers to collect or organise books and equipment for the following lessons. Outside of these designated times, pupils should not return to their form rooms unless they have permission from a member of staff.
- Pupils in Years 4-8 must spend the rest of their break and lunch time outside the school buildings.
- At the end of morning break and lunchtime, pupils should line up promptly in register order at the designated collection point. They will then be escorted into the Prep School by their class teacher ready for the next lesson.
- Only permission from a teacher is accepted as reason to be inside during break or lunch time.
- Special diet requests may be catered for if requested from the kitchen.

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.

End of the Day

- At the end of the school day pupils should collect their belongings from their form room. They must not take bags and coats to their last class. They should leave their form rooms tidy.
- Year 7 & 8 are allowed to leave the school site independently with parents' written permission.
- School buses leave the school site at 16.10 or 17.30.
- Pupils are not allowed to wait around the school unaccompanied beyond 16.10. They may either:
 - Attend an after school activity (sign-up with the Office)
 - Wait to be collected in the Late Room beside the School Office.

In the event that a pupil is not in school when they are expected to be, the school will follow the Missing Pupil Policy.

Headmaster's Expectations

Below are the expectations for pupils at Runnymede:

- Wait outside the classroom in an orderly fashion until asked to go inside.
- Stand behind desks until told to sit down.
- At the end of the lesson, stand behind desks until told to leave.
- Stand up when the Headmaster, Assistant Headmistress or visitors enter the classroom.

As a Runnymedian I will...

Show self-respect

- wear my uniform with pride
- take care of myself
- make the most of opportunities

Show respect for others

- be kind and helpful
- be punctual
- communicate with courtesy

Show respect for the school

- be a positive role-model
- look after the school and the environment
- support the school community and abide by the school rules

Pupil Expectations

At all times in school, members of our community are expected to behave in a way which reflects the Runnymede Values, whether in lessons, in break time, or on trips and visits away from the school site. In particular, we remind them that they must show respect: self-respect, respect for other people and respect for the school.

Attending lessons

- Pupils must arrive to all lessons on time. Arriving late to the lesson may result in a penalty, which is escalated for repeated lateness. Pupils intentionally missing a lesson will receive a detention.
- They should bring the correct equipment to each lesson. In the Prep School in Year 7 & 8 this will differ slightly between subjects, but in general will include a textbook, exercise book/file, charged iPad (for Yr 8 only).
- All children must come to lessons with a pencil case, labelled with their name and containing:
 - 2/3 black ink pens (these are a requirement for all external exams)
 - 2/3 HB writing pencils
 - pencil sharpener
 - rubber
 - a set of coloured pencils
 - a ruler (at least 15-20cm)
 - a stick glue
 - a pair of scissors
 - a highlighter
 - (Year 8) Casio fx-991SPX Classwiz scientific calculator (with a proper fraction button)
- Year 8 will have access to a school iPad for learning purposes.
- Pupils wait outside the classroom in an orderly fashion until asked to go inside and then stand behind desks until told to sit down. Pupils should stand up when the Headmaster, Assistant Headmistress or visitors enter the classroom.
- Should a teacher fail to appear for Registration or for a lesson, a pupil should go to the Staff Room to inform a member of staff.
- At the end of the lesson, students will stand behind desks until told to leave. Students should move to the next lesson calmly and quietly. They should be ready to start the next lesson when the teacher allows them into the classroom.

Speaking English

- We celebrate many nationalities at the school, including British, American, Indian, French, and Italian, but the majority of students come from Spain.
- As the language of learning, English must be spoken at all times in lessons. (The only exception to this is Spanish, Lengua, Sociales and French). This is to fulfil one of the key aims of the school: to ensure that our students leave Runnymede with a native-speaking level of English.

The following areas are out of bounds at all times:

- Any area outside the school perimeter (permission from the duty teacher must be sought to retrieve footballs, etc.).
- The walkway outside the Prep or Pre-Prep School classrooms.
- Pre-Prep or Senior School buildings for Prep pupils unless they are going to a lesson or to the nurse.

- Underground car park (there are exceptions to this rule, such as disabled pupils or pupils with injuries who need to use the lift).

Inside Prep Building

- Almost all Prep School lessons take place in the Prep School and pupils are encouraged to treat it with respect.
- Students are expected to take care of the school environment, look after and keep classrooms tidy, place all litter in the correct bins and ensure recycling duties are carried out properly. No eating is permitted inside the building.
- Pupils must be quiet and orderly when moving around the buildings.
- Pupils may not be in Prep School during break or lunch unless they are supervised by a teacher.
- Pupils may not go to the toilet between classes without seeking the permission of the teacher of their next class.
- The lift may only be used by members of staff and authorised students.

Electronic devices:

- Mobile phones are entirely prohibited at Runnymede. Should pupils need to contact their parents by telephone after school has finished they should bring a non-smart phone to school, and leave it at the school office.
- Smart watches and other personal devices should not be brought to school.
- Students must abide by the [iPad Rules](#) and the [ICT Acceptable Use policy](#).
- Students should not contact parents via email or messaging services during school hours. All communication should be done via the school office.

Academic expectations:

- Our aim is that all Runnymede Pupils develop the skills needed to become independent and curious enquirers, creative thinkers, resilient, reflective learners and self-managers.
- Pupils are expected to take responsibility for their learning, being on time prepared for their classes with the right materials and work completed.
- Pupils must be respectful towards Runnymede staff at all times.
- Pupils are expected to take responsibility for their own work, completing it on time and meet set deadlines.
- Pupils are expected to be responsible and honest. Academic honesty is an essential lesson to learn, so all pupils must do their own work, not cheat, plagiarise, copy or pass off work of others as their own. Please see the RC Academic Honesty Policy.

English Across the Curriculum Policy

INTRODUCTION

Runnymede prides itself on the level and quality of English used by its students. The school believes that the development and encouragement of the correct use of the English Language is the shared responsibility of all staff in all subject areas which are taught in English. Teachers should model excellent English usage in oral and written communication and they should look to develop subject-specific English vocabulary as part of their teaching.

The aim of maintaining and developing the quality English goes hand in hand with developing a high level of Spanish which is the mother tongue of most students at Runnymede.

SPOKEN ENGLISH

- English should be used as the means of communication in all lessons, apart from Modern Languages, Lengua and Sociales.
- Teachers should model good English in their communications with students.
- Teachers should encourage all students to speak English at all times in lessons.
- Teachers should correct students' English, though this should be done without disrupting the flow of communication.
- Teachers should correct intonation/pronunciation.
- Teachers should provide opportunities for structured talk.
- Students should be given the opportunity to use spoken English in a variety of situations such as answering questions, presenting work to peers, discussing and debating.

READING

- Students should be encouraged to read a variety of texts in all subject areas.
- Teachers should help students understanding culturally specific references in texts.
- Teachers should check the content quality of texts that are used and should try and warn students of potential difficulties before reading a text (eg complex words or phrases).
- Teachers should encourage and give advice on research and note-taking skills.
- Students should be given key words and encouraged to produce subject and topic glossaries.
- Students should be encouraged to read for pleasure.

WRITING

- Teachers should encourage the use of accurate, correct and well structured written English.
- Teachers should make clear the requirements of written tasks and should model good writing.
- Pupils in every subject should be given explicit instruction on how to improve.
- Teachers should correct spelling, grammar, expression and syntax where appropriate.
- Word processed work should be spell checked.
- Pupils should be taught subject-specific features and conventions of good writing.
- Style should be appropriate to the task and subject.
- Departments should provide lists of key words and common instruction words in their subject.

DIFFERENTIATION

- Using materials that are designed for EAL or ESL students may be appropriate for students.
- Additional materials should be provided to G&T students to extend English language skills.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers should advise on planning, structuring and checking of work.
- Teachers should model good use of English to help pupils grasp what they are aiming for.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.
- The occasional use of Spanish to help students understand the meaning of words or phrases is often appropriate.

School Uniform & Dress Code

- Runnymede College uniform can be purchased from: El Corte Inglés in Sanchinarro, or online at <https://www.elcorteingles.es/uniformes/madrid/la-moraleja-alcobendas/runnymede-college/>
- All pupils in the Prep School are expected to take pride in their appearance and arrive at school wearing the correct school uniform, in accordance with the guidelines outlined below.
- Pupils and parents should ensure all items are carefully labelled. Lost property can be located in the Sixth Form Dining Room.
- If a student is seen in the incorrect uniform, or not adhering to the dress code, they will in the first instance, be reminded of the school rules. Persistent offenders will receive sanctions in line with the Promoting Positive Behaviour Policy.

WINTER UNIFORM [October – April]

This uniform is worn during the winter months and for formal occasions, such as Prize-Giving and school photos.

- **Shoes** must be black or navy formal leather shoes. Any other type of shoe should be justified by a medical note.
- **Socks/tights** should be black or navy blue.
- **Coats** - smart navy or black overcoats may be worn when it is cold. These must be worn over the blazer, not instead of it. Fleece and puffer coats are not permitted.
- **Scarves/hats** - must be plain black or navy and should not be worn indoors.

All other items of clothing must be official school uniform as outlined below:

YEARS 4 - 8

BLAZERS The official school blazer should be worn to, from and at school.		JUMPER The official school jumper (with a logo) may be worn under the blazer. No other jumpers may be worn.		
TROUSERS Grey trousers should be worn.		SKIRTS/TROUSERS Grey skirts or trousers can be worn. The skirts must not be too short.		
WHITE SHIRT A white school shirt or blouse should be worn at all times and must be tucked in.			TIES The official school tie must be worn with shirts neatly tied at all times during the winter months.	

SUMMER UNIFORM [April-October]

During the summer term, pupils should continue to wear the winter uniform trousers or skirt, but with the school polo shirt instead of the formal shirt.

The school summer dress is compulsory for pupils in Years 4–6. For pupils in Years 7 and 8, the summer dress is optional and may be worn as an alternative to the summer uniform.

School blazers and jumpers are not required during the summer term but may be worn if the weather is cooler.

Summer Uniform		
		
		
		

SPORTS KIT (ALL STUDENTS)

- Pupils in Year 4-8 must wear the school sports kit during all PE lessons, when participating in school sports clubs and when competing in inter-schools competitions.
- Students can come to school in PE kit on the days they have PE.
- Non-school white short socks and white sports shoes must be worn.



DRESS CODE:

Wearing uniform appropriately and smartly is important. It means that we are showing ourselves respect, that we take ourselves and our education seriously and we expect others to as well. For this reason we expect all pupils to adhere to our uniform and dress code.

- **School uniform** should be worn smartly at all times, with shirts and blouses tucked in.
- **Jewellery** must be kept to a minimum. One pair of small stud earrings. Pupils may wear a necklace of personal or religious significance, but it must be hidden from view at all times. Students should not wear bracelets other than those issued by the school, nor should they wear rings or other items of jewellery. Such items will be confiscated.
- **Hair** should be clean, neatly groomed, and appropriate for the school environment. Hairstyles should be sensible, and unnatural hair colours are not permitted. Pupils with long hair must keep it tied back throughout the school day. Hair must always be tied back during science practical lessons and whenever required for health and safety reasons.
- **Nail varnish** and **makeup** should not be worn in school at any time.

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 in order to ensure that they benefit from all that the school has to offer. Key members of the pastoral team are outlined below.

Pastoral Team

Form Tutors take primary responsibility for pupils on a daily basis and parents will communicate with those members of staff in the first instance about any health, wellbeing or academic issues. They also offer support and guidance to all pupils in their care through registration, PSHE sessions, assemblies, individual meetings and mentoring sessions.

The Deputy Head Pastoral is responsible for co-ordinating their a team of Form Tutors and oversee the progress of pupils in their year group and behavioural or academic intervention.

The Deputy Head (Pastoral) leads safeguarding and pastoral provision, alongside the Coordinador de Bienestar y Protección. They may become involved if a wellbeing issue escalates or there is a more serious concern about a child.

Additional support is received by the school psychologist, the SEND coordinators, as well as visiting educational psychologists and counsellors.

DSL & Head of Pre Prep School	Emily Albery
DSL & Deputy Head (Pastoral) - Prep School	Charlotte Revie
DSL - Senior School	Brittney Howe
Coordinador de Bienestar y Protección (CBP)	Maria Minguez (School Nurse)
School Counsellor	Candelaria Martínez
SEND Co-ordinator - Year 4 - 8	Jacqueline Brackin

*DSL: Designated Safeguarding Lead

** SEND: Special Educational Needs or Disability

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 [RC 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. Years 4 - 7 will not be issued a school device. Pupils in Year 8 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 children with additional learning requirements. You can see more detail on how we support learners in the [RC SEND Policy](#).

House Points, Penalties and Sanctions

Full details of approaches to behaviour and procedures can be found in the [RC Safeguarding & Child Protection Policy](#).

Our House Points system encourages positive conduct and rewards pupils for their efforts and achievements. Examples of excellent behaviour, academic progress, and demonstration of school values are rewarded with House Points. Incidents of poor behaviour or lack of academic effort may result in Penalties.

Accumulated House Points may lead to wristbands being awarded, praise emails sent to parents, and an opportunity to meet the Headmaster for congratulations.

The accumulation of Penalties is monitored by each pupil's Tutor and may lead to the interventions below.

Negative House Points	Sanction	
1	15 minute Detention	15-minute detention during break time with a member of SLT. During this time, pupils complete a reflection sheet.
3	Green Behaviour Report	You will meet with your Form Tutor to discuss the reasons for your negative House Points and identify strategies to help you improve your behaviour. You will be placed on a Green Behaviour Report for five school days, during which your teachers will monitor and evaluate your progress against your agreed behavioural targets. In addition, you will attend a lunchtime detention with the Head of Junior Prep or Head of Senior Prep, and your parents will be informed.
10	Amber Behaviour Report	You will meet with the Deputy Head (Pastoral) to discuss the improvements required and agree clear targets for moving forward. During this time, you will report regularly to the Deputy Head (Pastoral) to review your progress. You will be placed on an Amber Behaviour Report for five school days, during which your teachers will monitor and assess your progress against your agreed behavioural targets. In addition, you will attend a one-hour detention with the Deputy Head (Pastoral), and your parents will be informed.
15	Red Behaviour Report	Your parents will be invited to attend a meeting with the Deputy Head (Pastoral) and the Head of Prep School to discuss your ongoing behaviour and the support required to help you meet the school's expectations. You will be placed on a Red Behaviour Report and will report regularly to the Head of Prep School, who will monitor your progress and review your conduct throughout the reporting period. In addition, you will attend a 90-minute detention with the Head of Prep School. Your Red Behaviour Report will be extended, and more serious sanctions, including an internal suspension, may be considered if sufficient improvement is not demonstrated.
	Headmaster Warning	Your parents will be invited to attend a meeting with the Headmaster or a senior member of the Senior Leadership Team (SLT) to discuss your conduct and the serious concerns regarding your behaviour. At this stage, an external suspension is likely, and you will receive a written final warning outlining the expectations for your future conduct. Failure to demonstrate a sustained improvement in behaviour may result in further disciplinary action, in accordance with the school's Behaviour Policy.

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. Key documents include guidance on the provision of PSHE and Relationships and Sex Education (RSE).

What is PSHE?

The topics and issues in PSHE are far reaching, and broadly cover the five areas below:

- Physical Health
- Digital Health
- Healthy Relationships
- Mental Health and Wellbeing
- Careers and Study Skills

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, in detail, as this is a huge challenge faced by twenty-first century society, both adolescent and adult.

Pupils will discuss and consider 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.

We also teach pupils about respect for themselves and others, and the importance of responsible actions and behaviours. Pupils will learn about rights and responsibilities as members of families, other groups and citizens, about different groups and communities, and the importance of respecting diversity. Topics relating to governance, economic literacy and finance will also be included.

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 by Form Tutors/Class Teachers in scheduled sessions each week, as well as through assemblies and discussion groups which may be led by staff or external specialists.
- 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.

Further Support Resources Related to PSHE and Pastoral Care

Online Safety

TikTok Parents Guide, from the Center for Countering Digital Hate

Guía de Padres: Nuevas Tecnologías, from Comunidad de Madrid

Advice for Parents By Age - English Spanish

Digital Resilience Toolkits By Age - English Spanish

Social Media Facts and Advice - English Spanish

Internet Matters also contains lots of other important and informative pages, both in English and Spanish.

Mobile Phones and Devices

Un móvil es más que un móvil: ayuda a tus hijos e hijas a hacer un uso responsable de él (AEPD)

Smartphones for Children

Respectful Friendships and Relationships

Girls on Board: An approach to help girls aged 7 to 18 navigate the choppy waters of friendship problems - [Parent Guide](#)

Bystander Revolution: Take the power out of bullying

How do I talk to my teenager about healthy relationships and consent? [English](#) [Spanish](#)

Action for Children also contains lots of other important and informative pages, both in English and Spanish.

Teenage Mental Health

Mental Health of Adolescents - Guidance for Parents (English)

Young Minds - Support for Teenagers and Parents (English)

Pornography

FAD Juventud Campaña #PorNoEducar

Action for Children, "How To Talk To Your Child About Pornography"

Gaming and Gambling

Young Gamers and Gamblers Education Trust (English)

Adicción a los videojuegos: guía para los padres

Drugs and Alcohol

Talking about drugs and alcohol to your child

Como hablar con su hijo sobre las drogas

Helplines for Parents and Pupils:

FAD Juventud - support helplines and WhatsApp messaging service relating to social issues and concerns about substances (English and Spanish)

ANAR - support helplines for children and adults about bullying and relationships (English and Spanish)

Samaritans in Spain - support helpline for children and adults who are experiencing emotional problems of any kind (English)

Llama A La Vida 024 - support helpline from the health ministry for those who are having suicidal thoughts, or for concerned family members or friends.

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 is based on the English National Curriculum. The subjects taught at the school are: English, Mathematics, Spanish, French, History, Geography, Science, Art, Music, Drama, Computer Science, Physical Education and PSHE.

Please see the Prep School 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.

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 Tutors and Heads of Year, principally using:

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

Please see the Prep School Marking and Feedback Policy for more information.

When concerns about pupil progress is raised, tutors 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 Tutors each summer help to ensure continuity of support.

iPads and Digital devices

Year 8 pupils are provided with a school iPad for educational use only. This allows them to access key resources, including those posted by teachers on Google Classroom.

Access to iPads is carefully controlled using Apple School Manager. This enables content filtering and the implementation of age-appropriate, time-sensitive restrictions.

Acceptable use of iPads:

- iPads must only be used for schoolwork during lessons and are not permitted during break or lunchtime.
- iPads must be stored in pupils' lockers during break and lunchtime, and placed on their desks at the end of the day.
- Unless an activity specifically requires iPad use, devices must be left face-down on desks. Teachers can monitor usage via the Apple Classroom app. Unauthorised use will result in a negative House Point.
- Playing games or downloading unapproved applications or VPNs is strictly prohibited and may result in a negative House Point or more serious disciplinary action.
- Messaging apps must not be used in school. Pupils may only access email during school hours with the express permission of a teacher.
- Pupils must inform a teacher before using the camera or audio recording functions. Publishing photographs or videos on any online platform is strictly prohibited.
- Pupils must keep enough storage available for schoolwork and approved applications.
- Pupils are responsible for making sure that their iPads have a fully charged battery every morning.
- iPads may return home during the week to complete homework or research projects etc, but they will never be taken home for the weekend. Form tutors will collect their form's iPads on Friday afternoon.
- Students must back up their work and save important files before returning their iPads to school.
- iPads must be reset before being returned to school.

Homework

Full details about Homework as well as pupil and parent expectations can be found in the [Prep School Assessment Policy](#).

Homework is any work that is set to be done outside the timetabled curriculum. It aims to encourage students to develop independent learning skills and take responsibility for their learning and to extend learning and reinforce skills and understanding developed in class.

Homework is allocated according to a timetable to ensure that the load is evenly spread across the week. All pupils are provided with a school homework diary to help manage their work. They are expected to complete homework in a timely fashion and adhere to deadlines set by their teachers. Where a pupil has concerns about their homework, we encourage them to communicate in a proactive way with their teacher, before the homework deadline.

Allocations differ depending on year group, as follows:

Homework allocation - Prep School

Yrs 4 - 6: (English, Maths, Humanities, Science, Spanish) roughly 45 mins per day.

Yrs 7 - 8: All subjects taught, but homework will be set on a timetabled rota to be completed before the arranged due date. No more than 45 mins per homework set.

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 activities:

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 Parent Portal or the Main School 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 Drama Club, Music Club, ballet, and Judo.

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, Basketball and Volleyball. The programme is offered to girls and boys. 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

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 no a child should return, they should phone the school.
- If a child requires medication during the school day, this must be brought to the school office and will be kept and administered by the school nurse. Children should not be in possession of medication or self-administer it whilst at school.
- Parents/guardians must inform the School of any situations where special arrangements may be needed in relation to their child.
- If a child requires urgent medical attention while under the School's care, we will, if practicable, 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 Instructions (Prep Pupils)

Fire Drills take place at the start of the academic year (planned) and during the course of the academic year (unplanned). Pupils are instructed to know how to respond, and should treat the drills as a real emergency:

1. Stay calm, file out of the building quietly, always following the instructions of their teacher or the nearest member of staff or adult.
2. Remain silent all the times until the Emergency Deputy gives the "all clear".

3. All possessions are to be abandoned.
4. Leave the building via the nearest exit which, if not obvious, will be indicated by a member of staff.
5. The exodus must be led in an orderly fashion - no running or pushing.
6. As soon as the assembly point is reached, line up quietly. (See assembly points below)
7. Line up in alphabetical order, so we can easily identify if anyone is missing behind or in front, even before the teacher calls the roll.
8. If everyone in a form is present, the pupils in that form will be asked to sit down. This way form groups with missing people will be quickly identified, as they will remain standing.

ASSEMBLY POINTS:

Years 4 - 8 on the Lawn

Pupils will line up on the Lawn (starting with Year 4 nearest the Office).

Full details can be found in the [RC Fire Safety Policy](#).

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 in advance in writing or by telephone/e mail of any reason for your child's absence other than illness. 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.

ICT use:

- As a parent/guardian you undertake to support the school in reducing screen time for Prep School students. We strongly discourage the use of screens at home for all children.
- We encourage safe boundaries around the use of technology at home, including clear parental restrictions, time limits, shared devices and purposeful use of screen time for social bonding (e.g. watching a film as a family).in ensuring your child abides by the school-pupil ICT User Agreement.

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 or your child is alleged to have suffered resulting from a reference or report given by us.
- 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.

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.

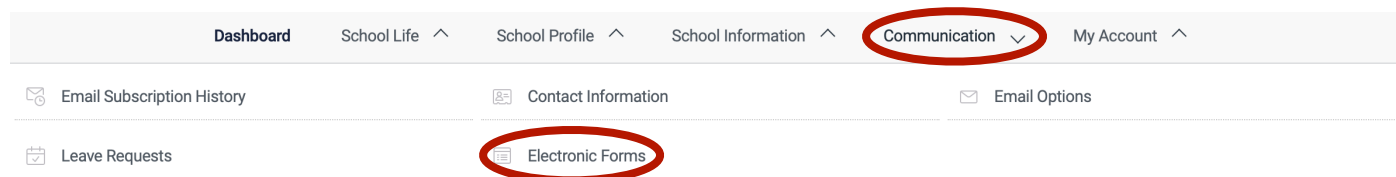
Tip: For easy access, bookmark the Parent Portal or save it as a favourite in your browser. You can also install the web app on your phone or tablet for quicker use.

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

The screenshot displays the Parent Portal interface. At the top, a navigation bar includes links for Dashboard, School Life, School Profile, School Information, Communication, and My Account (which is circled in red). On the left sidebar, a list of options includes 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 features three tabs: Registration, Detention, and Reward & Conduct. The 'Registration' tab is active, showing a message: '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, followed by the text: 'Tick this box if you would like to receive an email when pupils associated with you are marked absent from registration.' A blue 'Save Settings' button is located at the bottom of the form.

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*.



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.

Electronic Forms

Listed below are the latest forms available to you within iSAMS.

Available Forms

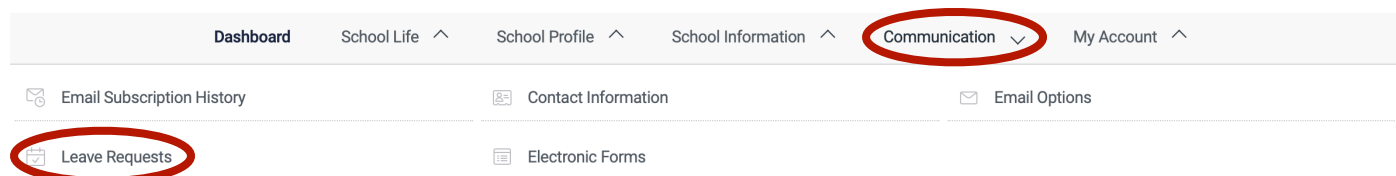
Pending Forms

History

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*:



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.

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

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*:

School Calendar

[Dashboard](#)[School Life](#) ^[School Profile](#) ^[School Information](#) v[Communication](#) ^[My Account](#) ^[Documents & Files](#)[School Directory](#)

< July > < 2025 >

Search Events

All Calendars v

All Categories v

All Sub Categories v

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

30

1

2

3

4

5

6

7

8

9

10

11

12

13

Leave Request Type

Select a Type v

Notes

Supporting Documents

Supporting Documents

Submit Leave Request

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.

School Directory

Select Student v

Select Division v

Teaching Staff

v Surname: A

7 Teaching Staff

v Surname: B

6 Teaching Staff

How to View you Child's Timetable, Attendance Record, 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						

- Attendance records are available by Term through the *Attendance* page.
- 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 [[ealbery@runnymede-college.com](mailto:realbery@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.