



EST. 1967

# RUNNYMEDE COLLEGE

Delight, Ornament, Ability



## Senior School Pupil & Parent Handbook 2023-2024

# Contents

The Pupil and Parent Handbook has been put together by the Senior staff. Each section should cover key things you should need to know, but if in doubt please ask a Form Tutor or Head of Year 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

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Calle Salvia 30  
La Moraleja  
Alcobendas  
Madrid  
28109

Telephone: + 34 916 50 83 02  
Email: [office@runnymede-college.com](mailto:office@runnymede-college.com)  
Website: [www.runnymede-college.com](http://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](mailto:gpowell@runnymede-college.com).

# Getting in Touch

We look forward to welcoming parents into school for scheduled events, such as Expectations Meetings, Parents' Evenings, Options Meetings, 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.

## **Communication from the school:**

- Runnymede Parents Portal - is a streamlined means of connecting Runnymede parents, and is a one-stop opportunity to access a wide range of key information about your child's life and progress at Runnymede College, such as: Timetable, Reports, Extra-Curricular activities, Registration updates, Trip permissions. Details of how to access and use Parent Portal can be found towards the end of this handbook. Should you have issues using the portal please email [parentsportal@runnymede-college.com](mailto:parentsportal@runnymede-college.com).
- 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/Tutors will also use email or telephone when they wish to communicate directly with individual parents.

## **Communication to the school:**

- For any administrative concerns - such as registering a child as late, access to our Parent Portal (details can be found in this handbook) or other IT systems, or for information about buses or extra-curricular activities, please contact the school office.
- 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 Tutor, Head of Year or a member of the Senior Leadership Team will follow up with you.

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.

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.

## “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:

- To provide an all-round, academic, liberal humanist education to all students.
- To help each child to fulfil their potential.
- To foster an international outlook, awareness of and respect for different cultures.
- To ensure all students attain a native level of English.
- To encourage the development of positive values in all Runnymedians

## Our Values

At Runnymede we also recognise that we each have a responsibility to reflect upon everything we have been given and strive to make the most of the opportunities available to us.

Everything we do at Runnymede is centred around living to our core set of values. They 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.

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

# School Structure

From September 2023 the school is being restructured to create the following structure:

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

**Preparatory (Prep) School:** Years 4 - 8 (*Years 4-7 in 2023 only*)

**Senior School:** Years 9 - 13

## **Campus improvements:**

To facilitate this school restructure, a purpose built Prep School building will be constructed on the previous site of the Blue Playground. Building for this is scheduled to take place between June 2023 and June 2024.

This new building will include teaching rooms for pupils in Year 3-8 as well as individual study rooms for Special Educational Needs and Music teaching. The Nursery/Pre-Prep will remain in the Chalet building that houses the school office.

In due course, the Gazebo and Train buildings will be demolished to make way for a larger play area and outside pitches/courts. Furthermore, a dedicated exam hall will be built in the centre of the school to replace that function of the Gazebo.

We look forward to welcoming you showing you all these exciting new changes.



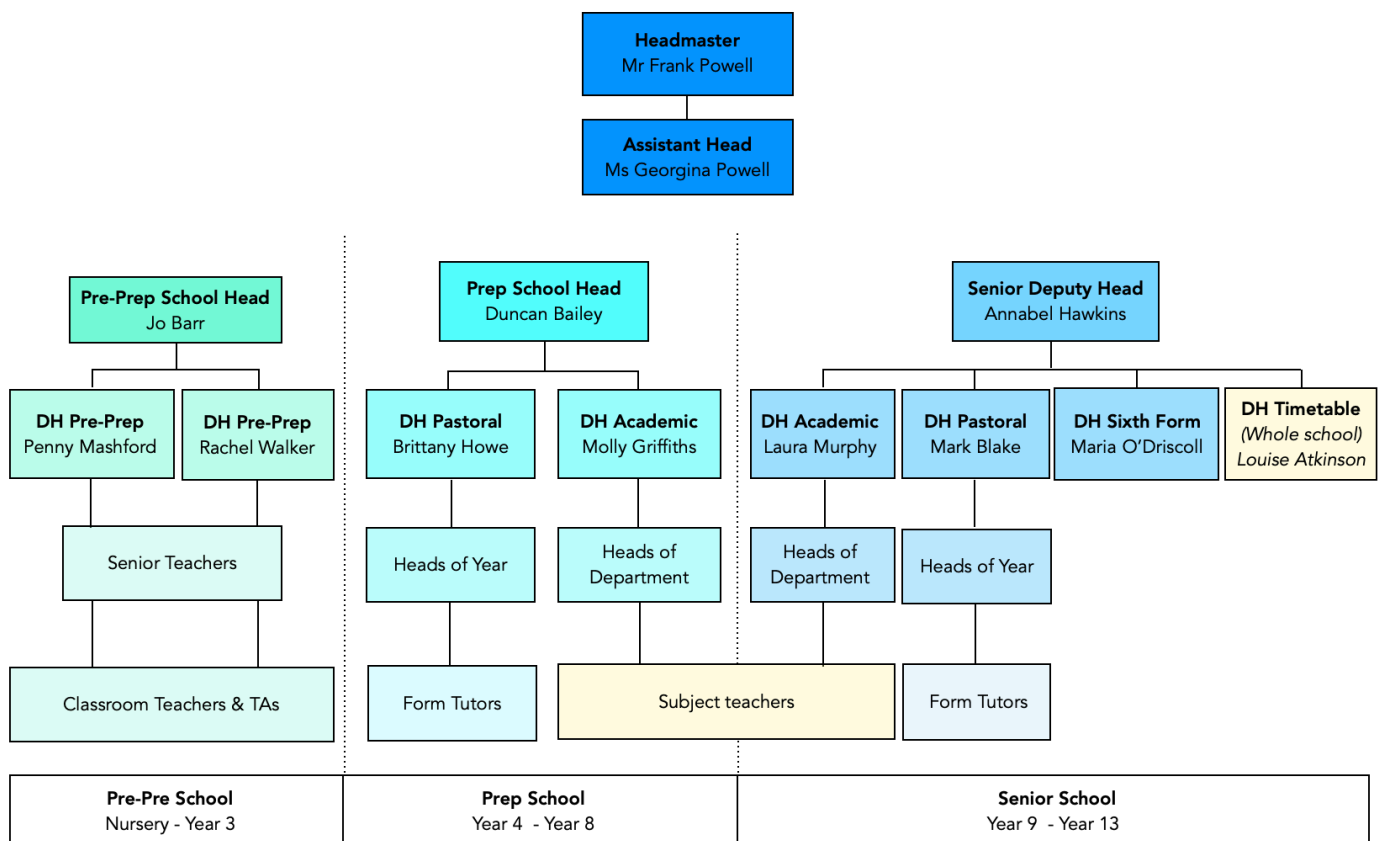
# School Leadership

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 Prep School	Mr Duncan Bailey
Senior Deputy Head	Ms Annabel Hawkins

## Senior Leadership Team

The structure of the SLT in each area of the school is shown below:



# Teaching Staff

Pupils can usually find senior school teaching staff in their teaching rooms or in the 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 by Heads of Year in September. These include start of year Expectations Meetings, Parent Meetings and other events such as Options Evenings.

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](mailto:gpowell@runnymede-college.com).

# 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:

## HOUSE CAPTAINS

House Captains are appointed in several key year groups across the school, notably Year 9 and Year 12. 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.

## PUPIL LEADERSHIP TEAM

In the Senior School the PLT is led by the Head Pupils, with Sixth Form Prefects acting as Chairs for each of the five committees that make up the PLT. The Whole PLT meets for an agenda setting meeting at the start of the academic year, and meet thereafter in weekly break time meetings. Each committee focuses on a different strand to school life and outreach, as outlined below. SLT representatives support each committee and help to guide and support their ideas.

Head Pupils x2					
Chair the PLT and provide feedback to the Senior Leadership Team Contribute to and help lead assemblies and key school events Lead Prefect Team and draw up rotas for duties					
	House/ Pastoral Committee	Sustainability Committee	Charity Committee	International Committee	Academic Committee
MEMBERS	<b>Chairs:</b>  House Captains - from 8 x Yr 9/10 8 x Yr 12/13  Any pupils from the Senior School who wish to be involved.	<b>Chairs:</b> <b>2 x Prefects</b>  Any pupils from the Senior School who wish to be involved.	<b>Chairs:</b> <b>2 x Prefects</b>  Existing Community Committee  Any pupils from the Senior School who wish to be involved.	<b>Chairs:</b> <b>2 x Prefects</b>  Any pupils from the Senior School who wish to be involved.	<b>Chairs:</b> <b>2 x Prefects</b>  Any pupils from the Senior School who wish to be involved.
	<b>Mr Blake</b>	<b>Ms Hawkins</b>	<b>Ms O'Driscoll</b>	<b>Ms Atkinson</b>	<b>Ms Murphy</b>
	Prefects				
Chair committees within the Pupil Leadership Team as outlined above. Represent the student body and pupils' voice Support the organisation of key school events (Prize Giving, VI form dinner, etc) Support the integration of new pupils Undertake duties in school according to a rota drawn up by the Head Pupils					

# 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 Years 6, 9 and 12 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. Year 8 are in House-based Form groups in order to foster a sense of House identity at the start of the Senior School.

# Term Dates

Key dates for 2023-24 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	
Wednesday 30th August	New Staff Induction
Thursday 31st August	All Staff Back
Monday 4th September	New Pupil Induction
<b>Tuesday 5th September</b>	<b>Term Begins</b>
Thursday 12th October	Holiday: Nacional de España
Friday 13th October	Puente
<b>Saturday 28th October</b>	<b>Half Term Begins</b>
<b>Sunday 5th November</b>	<b>Half Term Ends</b>
Thursday 9th November	Holiday: La Almudena
Wednesday 6th December	Holiday: Constitución
Thursday 7th December	Puente
Friday 8th December	Holiday: Inmaculada Concepción
<b>Friday 22nd December</b>	<b>Term Ends</b>

Second Term	
Monday 8th January	Term Begins
Saturday 10th February	Half Term Begins
Sunday 18th February	Half Term Ends
<b>Friday 22nd March</b>	<b>Term Ends</b>

Third Term	
Monday 8th April	Term Begins
Wednesday 1st May	Holiday: Fiesta del trabajo
Thursday 2nd May	Holiday: Comunidad de Madrid
<b>Friday 3rd May</b>	<b>Puente</b>
<b>Friday 15th May</b>	<b>Holiday: San Isidro</b>
<b>Wednesday 26th June</b>	<b>Term Ends</b>

# 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.

In the afternoon, staff are welcome to travel on any of the pupil buses which leave school at 16.10. 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 is a later bus at 17.30 which provides a service for children attending after school activities or staff working late. The route typically stops at Avenida de Pío XII, 23, Plaza de Cataluña, Calle Serrano (El Corte Inglés: Carrusel), Plaza de la Independencia.

## **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, Senior School students must use the entrance at C/Salvia 40
- Pupils must come to school in the correct uniform, following the school dress code (see Uniform).
- Any mobile phones must be put into the boxes beside the school office and then pupils should go straight to their form rooms.

## Registration

- All pupils, including Sixth Form, must be in their form room before 08.50. Registration is taken at 08.50 by Form Tutors at that time, and key notices are given.
- Pupils who arrive to their form rooms after 08.50 will be marked late.
- 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 09.30, informing them of the absence and requesting them to contact the office.
- Registration takes place again immediately after lunch. Parents are only contacted if there is an unexplained afternoon absence.

Time	Event	Notes
08.50 - 09.00	Registration	<b>Registration</b> completed in Tutor Groups by Tutor
09.00 - 09.40	Period 1	
09.40 - 10.20	Period 2	
10.20 - 11.00	Period 3	
11.00 - 11.20	Break	Pupils may bring a small snack in to eat outside at break
11.20 - 12.00	Period 4	
12.00 - 12.40	Period 5	
12.40 - 13.20	Period 6	
13.20 - 14.00	Period 7 & Senior Lunch	Lunch is served in the dining room. Pupils attend in Year Groups on a rota which is published at the start of term. Some lessons may take place in Period 7 or Period 8, depending on the day.
14.00 - 14.40	Period 8 & Senior Lunch	
14.40 - 15.20	Period 9	<b>Registration</b> completed in <b>teaching groups</b> by P9 teachers
15.20 - 16.00	Period 10	Pupils are dismissed at 16.00 to go home, attend an activity, or wait in the Sixth Form Dining Room to be collected.

## Communicating absences

- Foreseen absences (such as a medical appointment) must be communicated to the Form Tutor by parents in advance.
- If a child is unwell, parents can communicate this through the Parent Portal. This will update the Register so that the Tutor is made aware. We ask that parents also contact their child's 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 arranged.

## **Break and lunchtimes:**

- The first and last 5 minutes of break and lunch time can be used to return to form rooms/lockers to organise books for the following periods. Pupils should not return to their form rooms other than during these breaks.
- Pupils in Years 8-11 must spend the rest of their break and lunch time outside the school buildings.
- Only Sixth Form pupils may use the coffee or vending machines in the Sixth Form Common Room during the school day.
- At the end of break and lunch, pupils must collect books and materials from their lockers and be ready to start their next lesson on time, either waiting outside their classroom or sitting inside.
- 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.
- Sixth Form pupils who have no afternoon lessons may be given the privilege of leaving early. They must sign out at the front gate. If a pupil abuses that privilege or is not able to ensure that they are in school at the correct times, the privilege may be rescinded.

## **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.
- If waiting to be picked up for a short time at 16.00, they may wait in front of the school gates or on the lawn.
- Senior School children are allowed to leave the school site independently
- School buses leave the school site at 16.10 or 17.30.
- Pupils are not allowed to wait around the school unaccompanied beyond 16.15. They may either:
  - Attend an after school activity (sign-up with the Office)
  - Attend after school Homework Club (sign-up with the Office)
  - Wait to be collected in the Sixth Form Dining Room beside the School Office.



# 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 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 Senior School this will differ slightly between subjects, but in general will include a textbook, exercise book/file, charged iPad.
- 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
  - protractor
  - set of compasses
  - Casio fx-991SPX Classwiz scientific calculator (with a proper fraction button)
- They will have access to using a school device (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 of 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 between the warning bell and the second bell. They should be ready to start next lesson on the second bell.

## 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 Junior School classrooms.
- Junior School buildings for Senior pupils unless they are going to the nurse.
- Car park during break and lunchtime.

### **Inside Founders' Building**

- Almost all Senior School lessons take place in Founders' Building 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 Founders' Building 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:**

- If mobile phones are brought into school by a pupil they must be left at the school office on arrival. If a pupil is seen with a mobile phone throughout the school day it will be confiscated.
- Smart watches and other personal devices should not be brought to school, with exception to laptops in the VI Form.
- 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:**

- Pupils are expected to take responsibility for their own work, completing it on time and meet set deadlines.
- 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.

# 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 Senior School must arrive to school wear the uniform as laid out in the following guidelines.
- 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
- **Socks/tights** should be black / 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. Fleeces 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 8 - 11

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

## YEARS 12 - 13 (Sixth Form)

### 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.



### BLUE SHIRT

A blue school shirt or blouse should be worn at all times and must be tucked in.



### TIES

The official Sixth Form school tie must be worn with shirts neatly tied at all times during the winter months.



## SUMMER UNIFORM [April-October]

Trousers and skirts should be worn as the winter uniform, except pupils should wear a school polo shirt rather than a shirt. School blazers and jumpers do not need to be worn, unless it is cold.



**YEARS 8-11**



**YEARS 12-13**

## SPORTS KIT (ALL STUDENTS)

- Pupils in Year 7-11 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 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 do 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 or small hoops may be worn. Pupils may wear a necklace of personal or religious significance, but it must be hidden from view. Students should not wear bracelets other than those issued by the school, nor should they wear rings or other items of jewellery.
- **Hair** must be sensibly cut and appropriate for a school environment. No unnatural hair colour is allowed.
- **Nail varnish** 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.

Heads of Year are 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	Jo Barr
DSL* & Deputy Head (Pastoral) - Prep School	Brittany Howe
DSL* & Deputy Head (Pastoral) - Senior School	Mark Blake
Coordinador de Bienestar y Protección (CBP)	Maria Minguez (School Nurse)
Educational Psychologist	Peter Rouco
SEND** Co-ordinator - Year 1 - 6	Jacqueline Brackin
SEND** Co-ordinator - Year 7 - 9	Elizabeth Holman-Smith
SEND** Co-ordinator - Year 10 - 13	tbc

\*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. Pupils sign to have said that they have read the E Safety Policy and iPad Rules at the start of each academic year: [E Safety Policy](#); [iPad Rules](#); [New Technologies: a guide for parents](#).

# 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 the school values are rewarded with House Points. Incidents of poor behaviour or a poor academic attitude lead to the issuing of Penalties.

The accumulation of House Points leads to the awarding of wristbands, the sending of emails to parents and opportunities to meet with the Headmaster and receive congratulations.

The accumulation of Penalties is monitored by the Head of Year, leading to the interventions below:

<b>Negative House Points</b>	<b>Sanction</b>	
<b>3</b>	<b>Form Tutor/Class Teacher Warning</b>	You will spend a break time or a lunch time with your Form Tutor or Class Teacher discussing the reasons for your penalties and will consider how to improve your conduct in the future.
<b>5</b>	<b>Parent Notification</b>	Your Form Tutor or Class Teacher will contact your parents to notify them that you are not meeting the behavioural standards of Runnymede College, and to discuss the necessary improvements.
<b>10</b>	<b>Behaviour Report</b>	You will spend a lunch time with your Head of Year discussing the reasons for your negative house points and consider how to improve. You will be issued with a behaviour report for a period of 10 school days, in which each of your teachers will comment to what extent you have met your behavioural objectives. Your parents will be notified that this is taking place.
<b>15</b>	<b>Parent Meeting</b>	Your parents will be called to school to meet with your Form Tutor or Class Teacher and your Head of Year to discuss your poor behaviour and conduct. Your behavioural report will be extended and more serious sanctions such as an internal suspension will be considered at this time.
<b>20</b>	<b>Headmaster Warning</b>	Your parents will be called to the school to meet with the Headmaster or appropriate member of the Senior Leadership Team. An external suspension is a likely sanction at this time, as well as a final warning on your conduct.



# 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 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 by Form Tutors/Class Teachers in scheduled sessions each week, as well as through assemblies and discussion groups which may be led by Heads of Year, other 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.

## Useful PSHE links:

- [Young Gamers and Gamblers Education Trust](#)
- [The PSHE Association](#)
- [Supporting Your Child's PSHE Education](#)
- [Fundación Anar](#)
- [Girls on Board](#)

# Special Educational Needs of 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 for 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.

<b>SEND TEAM</b>	
Educational psychologist	Peter Rouco
SEND Co-ordinator - Year 1 - 6	Jacqueline Brackin
SEND Co-ordinator - Year 7 - 9	Elizabeth Holman-Smith
SEND Co-ordinator - Year 10 - 13	Alice Greenwood

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 Language and Literature, Mathematics, Spanish, French, Latin, History, Geography, Ciencias Sociales, Physics, Chemistry, Biology, Art, Music, Drama and PSHE. Economics, Business Studies and Further Maths are also taught in the sixth form.

There is a selective entrance test. Most classes are mixed ability usually determined by form groupings, but some subjects such as Spanish, French, English and Mathematics may be set.

All students take the International General Certificates of Secondary Education (IGCSEs) or GCSEs (Art) at the end of Year 11 and Advanced Level Examinations of the GCE at the end of Year 13 (A levels).

We prepare pupils for higher education, and every year the majority of Year 13 students go to university in the UK, the USA or attending top universities in Spain as well as other world-renowned European universities.

# 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

When concerns about pupil progress is raised, tutors collect information and together with the pupil, parents, Heads of Year, 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 Heads of Year each summer help to ensure continuity of support.

# Key Academic Policies

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

- **Academic Expectations (Senior School):** This summarise the expectations we have of all pupils to take responsibility for themselves, to be motivated and engaged, in order to learn and make progress. See further details in [Academic Expectations \(Senior\)](#).
- **Assessment & Marking:** Our approach to assessment, feedback and the grades we use when marking is consistent across the school. Parents receive a summary of grades at regular intervals throughout the school. See further details in [RC Assessment & Marking Policy](#).
- **Homework:** We use homework as a way of reinforcing learning and as preparation for future challenges. See further details in [RC Homework Policy](#).
- **SEND:** Identification and support for pupils with additional learning needs is carefully structured throughout the school in order to ensure all pupils can make appropriate progress. See further details in: [RC SEN 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: [E Safety Policy](#); [iPad Rules](#); [New Technologies: a guide for parents](#).

# Homework Policy

Full details about Homework as well as pupil and parent expectations can be found in the RC [Homework 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 - Senior School

Time per week	Key Stage 3		IGCSE		A Level	
Subject	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
English	1 x 60 mins or 2 x 30 mins	1 x 60 mins or 2 x 30 mins	2 x 1 hour	2 x 1 hour		
Maths	1 x 60 mins or 2 x 30 mins	1 x 60 mins or 2 x 30 mins	2 x 1 hour	2 x 1 hour		
Science	1 x 30 mins	Biology: 1 x 30 mins				
		Chemistry: 1 x 30 mins				
		Physics: 1 x 30 mins				
History	1 x 30 mins	1 x 30 mins				
Geography	1 x 30 mins	1 x 30 mins				
French	1 x 30 mins	1 x 30 mins	1 x 1 hour	1 x 1 hour		
Latin	1 x 30 mins	1 x 30 mins				
Spanish (or Lengua)	1 x 30 mins	1 x 30 mins	1 x 1 hour	1 x 1 hour		
Sociales	1 x 30 mins	1 x 30 mins	1 x 1 hour	1 x 1 hour		
Drama	1 x 30 mins	1 x 30 mins				
Art	1 x 30 mins	1 x 30 mins				
Supplementary English (if studied)	1 x 30 mins	1 x 30 mins				
Each option subject			1 hour	1 hour	5 hours	5 hours
<b>Total hours per week</b>	<b>6 hours 30mins or 7 hours</b>	<b>7 hours 30 mins or 8 hours</b>	<b>12 hours</b>	<b>12 hours</b>	<b>15-25 hours (depending number of options)</b>	

# 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.

They include the Model United Nations Club (for Years 12 and 13), the Runnymede Times, Creative Club, Music Society, Juggling, and many more.

At the start of each academic year there is a Co-Curricular Fair. This provides an opportunity for all Co-Curricular activities to show case what they do, and for pupils to sign up to whichever activities they would like to try.

## Extra-Curricular Activities

A key component of the co-curriculum comprises after-school extra-curricular activities, which are booked through the office and Mrs Powell. 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 the Duke of Edinburgh Award scheme.

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](#).



# Sixth Form Guidelines

Entry into the VI Form marks a major transition and students are expected to adopt an adult approach to their studies and their general behaviour. This new approach to study is reflected in the greater freedom and the privileges they enjoy as senior members of the student body. The school rules nonetheless still apply and students must make sure they follow them.

## **Academic performance**

Academically, students must become far more self-sufficient than at IGCSE, showing the level of organisation necessary to juggle the demands of their specific subjects. It is assumed that students have a genuine interest in their chosen subjects and that they will not only complete all set assignments to a high standard and on time but also read around the topic, contribute in class, voluntarily engage in further study and explore "super-curricular" interests.

Students not showing the required level of application may be asked to leave a subject.

## **Use of technology**

Students are encouraged to use technology effectively and appropriately to aid their learning. During lessons subject teachers will advise as to how technology should be used for research, note-taking etc.

Students will follow the school's rules on mobile phones.

## **Study periods**

During the school day most students will have study periods. They must use their time responsibly and effectively to complete work as well as super-curricular activities. Students must respect other pupils' need to concentrate by maintaining a quiet atmosphere in study spaces.

## **Study spaces**

VI formers are able to work in the study spaces around the school premises, including in the Founder's building, in the Sixth Form spaces and in class rooms. Students must look after these spaces and maintain an appropriate atmosphere conducive to studying.

# Sixth Form University Preparation

In the Sixth Form we have an extensive university preparation programme.

## Orientation - University Preparation

In the second term of Year 12 students embark on an orientation programme coordinated by the Head of Sixth Form. During Orientation, the following sessions take place:

- Presentations regarding researching and making an application to various destinations (including the UK, US, Spain and elsewhere in Europe).
- How to write a personal statement. During IELTS classes, students are then guided through personal statement writing.
- Study skills and growth mindset
- The Heads of VI Form also speak to Year 12 parents about the procedure for applying to university.
- Parents are encouraged to discuss options with their children and are invited to seek an interview with either the Head of Sixth Form or the Headmaster.
- Subject teachers offer advice on summer reading and super-curricular activities, and students should think carefully about the referee and teacher advisor they will choose to help them through the process from the September of Year 13.

## University Presentations

During both Years 12 and 13, we receive visits from university representatives who speak to students about specific institutions and the general application process. In the past we have had visits from Cambridge, Warwick, LSE, UCL, King's College London, ICADE, IE,

In the Autumn term we have a University Fair where representatives from various universities are invited to come to the school and share information about their universities and the application process.

## Unifrog

Year 12 are given access to Unifrog, an online research platform which they can use to investigate different course and university options. They also log all information about their super-curricular activities to build up a profile that their advisors and referees can use to help write references or recommendation letters.

## Work Place Visits

In April sixth formers take part in a 'Take a Runnymedian to work' visit, where they get a flavour of what the working world is like. Most of the visits are to Old Runnymedians who share their experiences about their careers.

## Work Placement Programme

The school office manages a work placement scheme through contacts that the school has. During the second half of the academic year details are made available about work placements (which take place typically in July) and students are encouraged to consider them and make applications.

## Visiting speakers

Outside speakers (often Old Runnymedians) aim to widen students' horizons in terms of future plans (both university courses and career options), and give them insights in the world of work. Visiting speakers may present to sixth formers over the course of the year, but particularly during Orientation.

### **Aspire Club**

There are weekly Friday break time sessions to develop students critical thinking, debate and other transferable skills.

### **Oxbridge and Medicine Preparation Programme**

There is an extensive programme to support students applying for Oxford, Cambridge or Medicine. This includes weekly meetings, extra support with wider reading and the admissions tests, and interview practice.

## 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 (Senior 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:
  - Newton (Ground floor) - external classroom/lab doors.
  - Locke 1 to 6 - main stairs and entrance
  - Keynes 1 to 6 - main stairs and entrance
  - Austen (Music Room) - the entrance through the Music Room
  - Locke 7 to 14 - the Emergency exit stairs
  - Keynes 7 to 14 - the Emergency exit stairs
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 8 - 11 - LAWN

- Line up in order alongside the car park (starting with Year 8 on the side nearest the Sixth Form Common Room): Years 8, 9, 10 and 11.

##### Years 12-13 - area between Founder’s building and the Julia Powell Hall

- Assemble by form at the back of the Founder’s building (starting with Year 12 on the left as seen from Founders)
- VI Form pupils who have exited the building through the Fire exit must walk straight to the area between Founder’s building and the Julia Powell Sports Hall and Auditorium.
- VI Form pupils who have exited the building through the main entrance should turn right and walk along the North-facing side of the building to the area between Founder’s building and the Julia Powell Sports Hall and Auditorium.

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 ensuring your child abides by the school-pupil ICT User Agreement.

## **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

Runnymede Parents Portal, adapted for both desktop and mobile, offers a streamlined and efficient means of connecting with parents and is a one-stop opportunity to access a wide range of key information about your child's life and progress at Runnymede College.










Here you will be able to:

- access your child's academic timetable
- view their school reports
- check their attendance record
- manage your parental permissions for school trips
- sign up for an exciting range of after-school activities

To access the portal, please visit the following site: URL: <https://parents.runnymede-college.com>

We will provide you with login details by email in July before your child starts school in September. If you cannot locate your login details, please use the "Forgot your Password?" function to reset your login details. Please enter your email address. We will send you a new password. Should you have other issues please email [parentsportal@runnymede-college.com](mailto:parentsportal@runnymede-college.com).

## Parents Portal Overview

	NOTIFICATIONS	Stay up to date with school information and events.
	PUPIL INFO	This section shows pupil and family information. Here you can also authorise direct debit payments, provide information about your child's medical requirements and change your login details. It is very important that this area is always updated, as it is linked directly to our database.
	FAQS	Where can I buy the School Uniform? How to I access the Parents' Evening School Cloud? I am collecting my child early, where do I collect them? Find the answers to these questions and more in this section
	TEAM RUNNYMEDE	Explore Team Runnymede options and sign up an activity: athletics, gymnastics, rhythmic gymnastics, volleyball, ski surf, football, judo, basketball, netball.
	EXTRACURRICULAR	Explore the options, and sign your child up. Runnymede ECAs include coding, drama club, kumon, swimming, homework club, music academy.
	REPORTS	Here you can view and download your child's reports.
	ATTENDANCE	Review your child's attendance using this tab.
	PERMISSIONS	The area to manage school trip permissions. Parent authorisations are essential for your child to attend a trip. Complete the form as appropriate and click 'submit'
	DAILY REGISTER	<p>Parents must use the Daily Register to report pupils' attendance, including absence due to illness, medical appointments during the day or late arrival to school etc. It will be used for study leave periods too.</p> <p>This information will be automatically linked to the class register and will send a copy to the Form Tutor. It must be completed before 14.00 the day before.</p> <p>Please note that permission is subject to approval by your child's form tutor.</p> <ul style="list-style-type: none"> <li>- Click on the Daily Register tab</li> <li>- Complete the form as appropriate (day, time, reason, case and whether the child is expected to RETURN or NOT.</li> </ul> <p>*All non-urgent medical appointments and driving lessons should not be made during school hours.</p>