



EST. 1967

RUNNYMEDE COLLEGE

Delight, Ornament, Ability



Pupil & Parent Handbook
Senior School (Year 9-11)
2026-2027

Contents

The Pupil and Parent Handbook has been put together to cover key things you may need to know. Also included are links to important school policies, which can be found on the school website: <https://runnymede-college.com/about-us/school-policy-tech-documents/>

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School Information

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

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

School Contact Details

Runnymede College,
Calle Salvia 30
La Moraleja
Alcobendas
Madrid
28109

Telephone: + 34 916 50 83 02

Email: office@runnymede-college.com

Website: www.runnymede-college.com

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

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

School Structure

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

Preparatory (Prep) School: Years 4 - 8

Senior School: Years 9 - 11

VI Form: Years 12 - 13

School Leadership

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

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

Senior School Leadership Team

Runnymede Leadership is comprised of the Senior Management Team which oversees operational matters and strategic direction for the whole school. The wider Senior Leadership teams lead the separate sections of the school. Please see below the Senior Leadership Team for the Senior School, with the contact email addresses.

Head of Senior School	Mr Duncan Byrne dbyrne@runnymede-college.com
Head of Sixth Form	Ms Maria O'Driscoll modriscoll@runnymede-college.com
Deputy Head (Years 9-11)	Ms Brittany Howe bhowe@runnymede-college.com
Deputy Head (Academic)	Ms Fran Grimes fgrimes@runnymede-college.com

Heads of Year

The Head of Year provides strategic pastoral leadership for a year group, ensuring that every pupil is known, supported and challenged to achieve their academic and personal potential. Working closely with Form Tutors, subject teachers, the safeguarding team and parents, the Head of Year oversees the wellbeing, behaviour, attendance and progress of all pupils within their year group. Please see below the list of the Heads of Year for 2026-27, alongside their contact email addresses.

Head of Year 9	Mr Kai Smith ksmith@runnymede-college.com
Head of Year 10	Ms Ruth Clague rclague@runnymede-college.com
Head of Year 11	Mr Jack Baxter jbaxter@runnymede-college.com
Assistant Head of Sixth Form	Ms Kate Lowdon klowdon@runnymede-college.com

Term Dates

Key dates for 2026-7 can be found listed below. All term dates can be found on the school website where they are updated: <https://runnymede-college.com/school-life/school-calendar/>

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

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

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

Getting in Touch

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

The Parents Portal

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

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

Email / Telephone

- 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 or Tutors 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 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.

Pupil & Parent Contact Details

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

Aims and Values

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

The aims of the School are:

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

Our Values

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

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

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

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

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

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

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.

Houses

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

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

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

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

Pupil Leadership

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

Runnymede College School Rules

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

Manners

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

Punctuality & Attendance

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

Academic Expectations

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

Uniform

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

Use of Devices

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

Non-Negotiables / Red Lines

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

Campus Rules

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

Library Rules

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

The Julia Rules

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

Sports Pitches & Courts

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

Dining Hall Rules

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

Break & Lunchtime Rules

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

Trips & Visits

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

Fire Alarm & Emergency Procedures

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

Daily Timetable and Pupil Routines

Arrival

- When arriving to school in the morning, Senior School pupils must use the entrance at C/Salvia 40
- Pupils must come to school in the correct uniform, following the school dress code (see Uniform).
- **Pupils must not bring a mobile phone** onto the school site or on the school buses.

Registration

- All pupils 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 an email at approximately 09.20, informing them of the absence and requesting them to contact the office.
- Pupils are registered in every lesson in the Senior School.

Time	Event	Notes
08.50 - 09.00	Registration	Registration 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	
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 via the Parent Portal as a Leave Request, which will be approved by the Form Tutor.
- If a child is unwell, parents must inform the school via the Parent Portal. We ask that parents also contact their child's Form Tutor, via email, 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
- Leave Requests that do not state a reason for the absence may be rejected to be resubmitted with a reason.

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 9-11 must spend the rest of their break and lunch time outside the school buildings.
- 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.

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.
- 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)
 - Wait to be collected in the Sixth Form Dining Room beside the School Office.
- If a pupil is not collected by the time that has been agreed with parents or the school, they should go directed to the Office to be supervised there until collection.

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

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.
- 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)
 - Small whiteboard marker for use with dry-wipe show me boards
- They will have access to a school iPad for learning purposes.
- 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.

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 Prep School buildings for Senior pupils unless they are going 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 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 must seek the permission of the teacher if they wish to use the toilet during lesson time.
- 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 found on Page 19.
- Students should not contact parents via email or messaging services during school hours. All communication should be 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 and Runnymede staff and pupils 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](#).

Parental Expectations

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

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

Parental support:

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

Punctuality, preparation and appearance:

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

Absence:

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

Bullying and online abuse:

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

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. Visiting the school site

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

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

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

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

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

Travelling to/from School

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

Metro

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

School bus

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

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

There are two later bus services at 17.30:

BUS 1

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

BUS 2

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

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

Pastoral System & Safeguarding

In Years 9-11 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 Head of Years 9-11 (Ms Howe) leads safeguarding and pastoral provision, alongside the Coordinador de Bienestar y Protección (See Pastoral System & Safeguarding). 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.

Key senior members of the pastoral team are outlined below:

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

*DSL: Designated Safeguarding Lead

** SEND: Special Educational Needs or Disability

Are you worried about someone?

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



M. Minguez
Coordinador de Bienestar y Protección
School Nurse*



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



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



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



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



C. Martinez
School Counsellor

Anonymous Reporting





RUNNYMEDE COLLEGE
Delight, Ornament, Ability

House Points, Penalties and Sanctions

Full details of approaches to behaviour and procedures can be found in the [RC Promoting Positive Behaviour 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.

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.

Learning Support: at Runnymede we expect all students to make exceptional progress and have a team of specialists dedicated to support pupils with additional learning requirements. You can see more detail on how we support learners in the [RC Learning Support 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. Please see our [PSHE and RSE Policy](#) for more information.

What is PSHE?

The topics and issues in PSHE are far reaching, and broadly cover 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 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.

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 \(AEPD\)](#)

Respectful Friendships and Relationships

[Girls on Board: An approach to help girls aged 7 to 18 navigate 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.](#)

Additional Care and Support

Overview/purpose

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

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

Contents of policy....

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

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

- *Child Protection and Safeguarding Policy*

Additional Care and Support Policy

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

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

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

Counselling Support:

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

A short summary of all contacts and any concerns will also be written up on the school's secure internal system (MyConcern) which is available to be viewed by the relevant internal staff members. Information added and shared will be proportionate and on a need-to-know basis to uphold a level of confidentiality. This process will be explained to pupils where possible. A pupil may be encouraged to speak to the school counsellor by a teacher, by a parent, or they may go and speak to the school counsellor themselves when needed. Where appropriate, pupils of concern will be discussed within the weekly team

around the child meetings and with any other relevant staff member. If additional support is needed (such as scheduled 1-1 check in sessions or the team feel there is a potential need for external support) the parents will be informed. As this is meant to be a safe space for the pupil to express how they are feeling, parents will not be routinely informed of every contact with the school counsellor. Pupils will be encouraged to share, where possible, with their parents, and the school counsellor may even seek the consent of the pupil to get in touch with parents directly. Relevant documents or reports that are provided to the school counsellor, will be stored securely on the school's safeguarding and wellbeing recording system (MyConcern), with access restricted to authorised staff. The school counsellor will maintain professional confidentiality in accordance with applicable Spanish law, including data protection legislation, safeguarding requirements and school policy.

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

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

Counselling liaising with external professionals:

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

Nurse / Coordinador de bienestar y protección support

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

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

Pupils may speak to the school nurse about a wide range of concerns, including physical or emotional health, self-harm, intentions to harm others, or situations where they feel unsafe or have been hurt. The school nurse will always listen with empathy and respect. However, confidentiality is not absolute, and she cannot promise secrecy. If a pupil shares information that indicates they—or someone else—may be at risk of harm, the school nurse has a legal and professional duty to take action and share the concern appropriately. All welfare, wellbeing or safeguarding concerns—whether low-level, cumulative, or high-risk—are recorded on MyConcern following school procedures. Information is passed to the Safeguarding Team, and when required by law, to external agencies, ensuring that the pupil receives timely and effective protection. The school nurse always aims to maintain the pupil's trust by explaining what will happen next, who will be informed, and why these steps are necessary for their safety. The school nurse and school counsellor work together in safeguarding and emotional wellbeing support.

As *Coordinadora de Bienestar*, the school nurse also oversees preventive work, whole-school wellbeing initiatives, staff training, and compliance with the Spanish legal framework on *bienestar y protección del alumnado*. The role includes supporting teaching staff, advising leadership, monitoring patterns of concern, promoting a safe school culture, and ensuring that the school meets its responsibilities toward pupils' physical and emotional wellbeing.

Across all aspects of this work, the school nurse upholds the principles of privacy, proportionality, transparency, and child-centred practice, balancing confidentiality with the duty to safeguard, protect and care for every pupil.

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

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

Health & Safety

Key Health and Safety guidelines are included in the [RC Health and Safety Manual](#), however a summary of such procedures can be found below. This document drives 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 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 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 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 within the RC Health and Safety Handbook.

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 9 - 11 - PLAZA

- Line up in in the Plaza in front of Founders' building with Year 9 closest to the library

Years 12-13 - Steps in front of Founders' building

- Assemble by form on the long steps coming down from the Plaza, in between the white benches
- Pupils who have exited the building through the Fire exit must 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.
- VI Form pupils who have exited the building through the main entrance should take their way directly to the steps.

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

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, Computer Science, 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 and Computer Science) 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.

Key Academic Policies - Years 9-11

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.

- **Assessment & Homework:** 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 & Homework Policy](#).
- **Curriculum Guides:** These guides contain an overview of the courses studied in Year 9 and at IGCSE. They provide a list of topics covered in each subject and guidance on IGCSE subject selection. For further details, see the [Year 9 Curriculum Guide](#) or [IGCSE Curriculum Guide](#) in the Senior School section of the school website.
- **Teaching, Learning and Curriculum Policy:** Runnymede follows the English National Curriculum and pupils are prepared for (I)GCSE and A Level external examinations. See further details in the [RC Curriculum Policy \(Senior School\)](#).
- **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.

Homework

Full details about Homework as well as pupil and parent expectations can be found in the RC Assessment and Homework Policy and in the Year 9 and IGCSE Curriculum Guides.

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.

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 Form 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, Form 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.

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

- Pupils 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.
- Pupils should be given key words and encouraged to produce subject and topic glossaries.
- Pupils 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. iPads and Digital devices

Pupils in Year 9-11 are provided with a school iPad to use for school work only. This allows them to access key resources including those posted in Google Classroom by teachers. The devices are allowed to be taken home where they should be charged overnight. Access to the school iPads, is restricted to 06:00-22:00.

The iPads are controlled by **Jamf School**, Apple's mobile device management (MDM) software for educational institutions. We use Jamf School to manage the installed apps, schedule usage and control the use of the devices by teachers during lessons. Information about parents can use Jamf to apply their own individualised settings can be found below.

As a school we are committed to ensuring safe use of the internet. We use **Linewize** for content filtering. This software allows you to filter web content by device, i.e. it filters content both in and out of school. It also monitors searches and produces real-time alerts for certain content, such as adult content, bullying, depression, suicide and academic dishonesty. This allows our pastoral team to intervene if a pupil is accessing concerning material online.

Acceptable use of iPads:

- Pupils are reminded that the iPad they are provided with is school-owned device and they are responsible for looking after it. Loss or damage to the iPad may result in their parents being charged for a replacement.
- iPads must only be used for work and in lessons. They must not be used during break or lunchtime.
- iPads will be left in pupils' lockers during break and lunchtime, and taken home at the end of the day.
- Pupils are responsible for charging their iPads at home. They can only be charged in school in exceptional circumstances.
- Unless an activity specifically requires the use of an iPad, these must be left face-down on pupils' desks. Teachers can monitor the use of iPads through the Apple Classroom app. Unauthorised use of iPads in class will be punished with a negative House Point.
- Playing games or downloading applications or VPNs which have not been approved by the school is forbidden and doing so will be reason for a negative House Points or more serious disciplinary action.
- The use of messaging applications in school is strictly forbidden. Students should not use the email without the express permission of teaching staff in school hours.
- Pupils are required to inform the teacher or others when using the camera or audio recording functions and are reminded that they must not publish photographs or videos on any online network.
- Pupils should ensure they leave sufficient space on the iPad to store school work and school-related applications.
- Pupils should back up their work and save important files and material before returning the iPads to the school.

Parental Management for Pupil iPads

The school uses a device management system called Jamf. This allows us to monitor device use and access. Jamf has a parent tool which enables families for to manage pupils' school iPads when at home: Jamf Parent.

Jamf Parent is a tool which helps to promote responsible and balanced use of digital devices at home, providing visibility and control. Jamf Parent focuses on restrictions and time-based rules.

Directly connected to the school's device management system (Jamf School), it allows parents to set restrictions and schedules for their child's school iPad outside school hours. Parents can allow or block specific apps and websites or set schedules for when the iPad can be used. Its goal is to support balanced device use by limiting distractions (although it does not track activity or generate reports).

How to configure

Parents can link the Jamf Parent app to their child's iPad themselves at home. A step-by-step guide is available in both English or Spanish explaining how to complete this setup:

ENGLISH: <https://www.jamf.com/resources/product-documentation/jamf-parent-guide-for-parents/?nav=1>

SPANISH: <https://www.jamf.com/es/recursos/documentacion-productos/guia-de-jamf-parent-para-padres/>

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, the Runnymede Times, Chess Club, Debate 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](#).

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/>
- 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 Half Term – End of the Spring Term]

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 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.

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 [Summer Term - October Half Term]

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.



SPORTS KIT (ALL STUDENTS)

- Pupils in Year 9-11 must wear the school sports kit during all PE lessons, when participating in school sports clubs and when competing in inter-schools competitions.
- Pupils come to school in PE kit on the days they have PE in the afternoon. **Pupils are not permitted to wear PE kit on other days when they do not have PE.**
- Non-school white short socks and white sports shoes must be worn.



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.

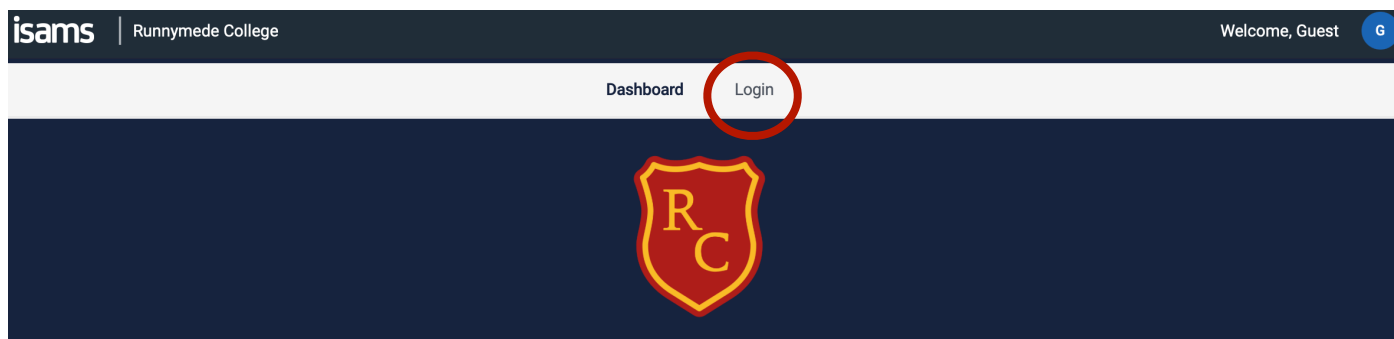
Features of the Parent Portal

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.

DashboardSchool LifeSchool ProfileSchool InformationCommunicationMy Account

My PasswordSecurity QuestionsCommunication HistoryNotification OptionsMy NotificationsMy SettingsLogout

Notification Options

RegistrationDetentionReward & Conduct

Receive notification of pupils associated with you that are marked absent during a school registration period.

☒ Receive Email

Tick this box if you would like to receive an email when pupils associated with you are marked absent from registration.

Save Settings

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*.

DashboardSchool LifeSchool ProfileSchool InformationCommunicationMy Account

Email Subscription HistoryContact InformationEmail Options

Leave RequestsElectronic Forms

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 FormsPending FormsHistory

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

How to Submit a Leave Request

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

Dashboard

School Life ^

School Profile ^

School Information ^

Communication v

My Account ^

Email Subscription History

Contact Information

Email Options

Leave Requests

Electronic Forms

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

New Leave Request

Select Child(ren)

0 Selected

Default Times

Select Time Of Day

Start Date

Select Start Date

End Date

Select End Date

Leave Request Type

Select a Type

Notes

Supporting Documents

Supporting Documents

Submit Leave Request

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

Overview

Pending

Approved

Rejected

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

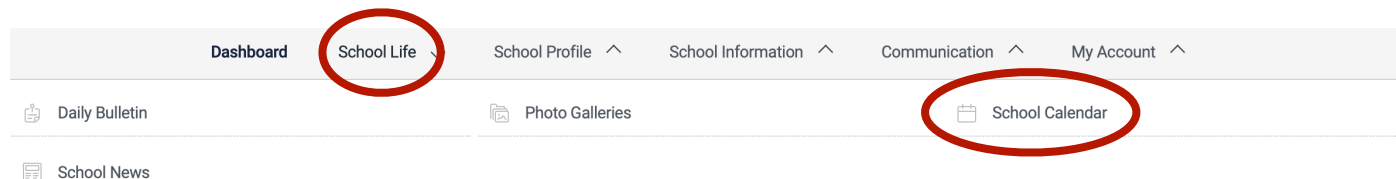
Show: 10

Page 1 of 1

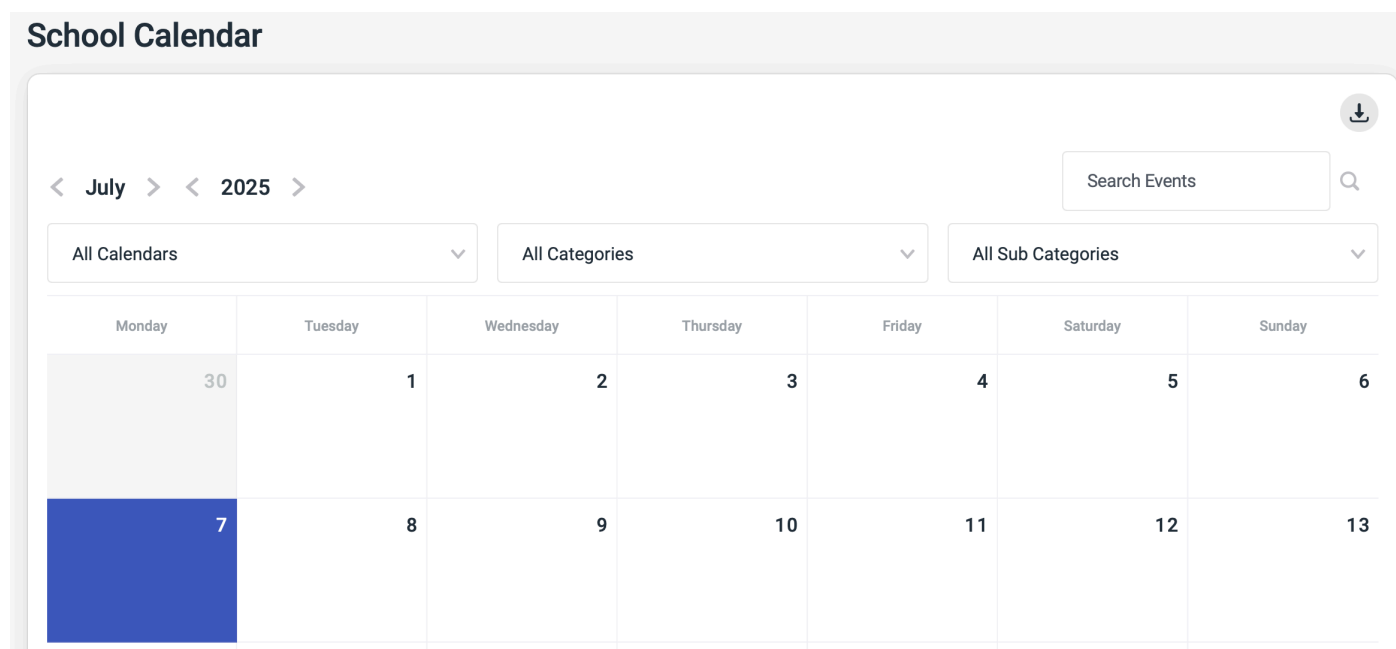
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How to View the School Calendar

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

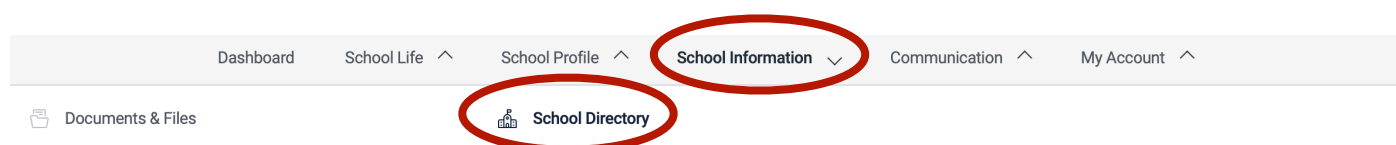


You can view the full calendar for each month, search a specific event, or use the icon in the top right corner to download the school calendar as a PDF.



How to Find Staff Contact Information

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



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



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

Click on the *School Profile* tab:

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

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

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

Reward & Conduct for

ST

 Studenttest Test v

Displayed below are rewards & conduct awards.

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

Positive House Points ^

Positive House Points

Negative House Points

Star Pupil

Support and Further Information

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