



EST. 1967

RUNNYMEDE COLLEGE

Delight, Ornament, Ability



Pre-Prep School Pupil & Parent Handbook 2024-2025

Contents

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

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School Information

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

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

School Contact Details

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

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

Getting in Touch

We look forward to welcoming parents into school for scheduled events, such as Meet the Teacher Meetings, Parents' Evenings, School Plays and Musical events. 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.
- 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.
- Class Dojo - a communication platform which connects teachers, students and families through features such as a feed for photos and videos from the school day and messaging that can be translated into more than 35 languages.

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 wellbeing or friendships, please contact their class teacher by email in the first instance.

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 (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.

In the academic year 2023 - 2024 the school now has three sections: Pre- Prep (2 to 7 year olds), Prep (8 to 12 year olds) and Senior (13 to 18 year olds).

“Delight, Ornament, Ability”

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

Aims and Values

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

The aims of the School are:

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

Our Values

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 of Respect, Kindness and Curiosity. 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.



School Structure

From September 2023 the school has been restructured to create the following:

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

Preparatory (Prep) School: Years 4 - 8

Senior School: Years 9 - 13

Campus improvements:

To facilitate this school restructure, a purpose built Prep School building was constructed and opened in September 2024.

This new building includes teaching rooms for pupils in Year 3-8 as well as individual study rooms for Special Educational Needs and Music teaching. EYFS and Pre-Prep is housed in the Chalet building where the school office is located.

A dedicated exam hall and library has been built in the centre of the school.

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

The Pre-Prep School and Prep School.

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

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

School Leadership

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

Senior Management Team	
Headmaster	Mr Frank Powell
Assistant Head	Ms Georgina Powell
Chief Operating Officer	Mr Manuel Powell
Head of Logistics	Ms Cristina Powell
Head of the Prep School	Mr Duncan Bailey
Senior Deputy Head	Ms Annabel Hawkins

Senior Leadership Team in Pre-Prep

Senior Pre - Prep 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 Pre-Prep School	Ms Joanna Barr
Deputy Head	Ms Penny Mashford
Deputy Head	Ms Emily Albery

Teaching Staff

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

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

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

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. 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.

Term Dates

Key dates for 2024-25 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/>

Travelling to/from School

Parents are responsible for ensuring their children get to and from school safely. The area 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. Children in the Pre-Prep School should be accompanied to the classroom, or the playground in the case of Years 1 and 2, by an adult. Year 3 children may be dropped and make their own way to the playground.

Metro

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

School bus

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

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

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

BUS 1

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

BUS 2

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

Parking

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

Daily Timetable and Pupil Routines

Arrival

- When arriving to school in the morning early years pupils must be taken to the classroom via the external classroom doors. They should come to school in the correct uniform, following the school dress code (see Uniform).
- Children arriving by school bus will be supervised and then collected by their teachers.
- Year 1, 2 and 3 pupils should be taken to the top playground by an adult where they can be left as the playground will be supervised from 8.20am. They will line up at 8.50am and be taken to their classrooms by staff.

Registration

- Pupils who arrive 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.

Communicating absences

- Foreseen absences (such as a medical appointment) must be communicated to the Class Teacher by parents in advance. Parents should provide appointment cards wherever possible.
- If a child is unwell, parents can communicate this through the Parent Portal. This will update the Register so that the Class Teacher is made aware. We ask that parents also contact their child's Class Teacher to give them an idea of the issue and when the child is likely to return to school so that appropriate support can be put in place.
- Below 90% attendance is perceived as a pupil being persistently absent, which will lead to communication from school to support pupils in increasing their attendance.

Lunchtimes:

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

- EYFS and Year 1 and Year 2 Pupils should be collected from the classroom or designated area from 3.50pm
- Year 3 Pupils will be collected from the central square outside the Prep School from 3.50pm.
- Prep School children are not allowed to leave the school site unaccompanied
- School buses leave the school site at 16.10 and children will be escorted to the buses by staff.

- 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 Year 2 Classrooms

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.

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). 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.

Electronic devices:

- No Pre- Prep Pupil should bring a mobile phone or Smart watches to school.
- Year 3 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.

School Uniform & Dress Code

Children have a summer uniform, a winter uniform and a Physical Education (PE) uniform. The children begin the school year with the summer uniform, and you will be notified when they change to the winter uniform. The children come into school wearing their PE kits on the days of their PE lessons.

The children must wear a navy blue coat and black shoes, on PE days, they wear trainers. The children are expected to wear their blazers for school trips and photographs.

We ask the EYFS and Year 1 children to bring a full set of clothes, including underwear, which will be kept in school in case of accidents. If your child does have an accident, we will change them and send the soiled clothes home. Please send in clean clothes the following day. It is important to remind you that **all** items of clothing must be clearly labelled to avoid clothes going missing.

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

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

- **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

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

The Deputy Head (Pastoral) 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 Heads Pre- Prep School	Penny Mashford, Emily Albery
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 Pre-Nursery to Year 3	Penny Mashford

*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](#).

Rewards and Sanctions

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

We value inclusive approaches that support children from in all stages of development, and those who have additional needs.

For our youngest learners, we begin by explicitly teaching and focusing our praise and feedback around three core values: Kindness, Respect and Curiosity

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

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

We teach emotional literacy, which equips children with the language they need to express their feelings appropriately, rather than resorting to inappropriate behaviours when agitated.

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.

Negative behaviour would result in time spent reflecting on what they have done or time spent with the Head teacher to discuss their behaviour.

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 in assemblies and sessions each week with Class Teachers.
- The delivery of sessions by members of our wider school community, including parents, alumni and friends of Runnymede College is something we are interested in developing further in the future, and any registrations of interest in this would be welcomed by us.

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

Depending on the specific needs of a child, they may be entitled to exam access arrangements. This could include, for example: rest breaks; access to a laptop for typing, extra time, individual supervision.

Please bear in mind that in recent years, exam access arrangements have become more difficult to acquire, so please do not assume any access arrangement will be in place unless this has been clearly stated by the SEND team.

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

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

Academic Curriculum Overview

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

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

Parents will be sent a curriculum overview each term with the contents of study in the upcoming term.

Monitoring Academic Progress of Pupils

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

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

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

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

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

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.

- **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.
- **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](#).

Co-Curricular Programme

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

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

Co-curricular Activities

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

Extra-Curricular Activities

A key component of the co-curriculum comprises after-school extra-curricular activities, which are booked through the office 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](#).

Health & Safety

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

Health and medical care

- Parents/guardians must inform the School of any health or medical condition, disability or allergy that their child has or subsequently develops, whether long-term or short-term, including any infections.
- In order to prevent infection and create the safest school environment possible, a pupil who is ill must not attend school. Parents/guardians are asked to keep their child at home if they are ill or infectious, and not before 24 hours without fever or symptoms. If they have had symptoms of vomiting and/or diarrhoea, they must not attend school until 48 hours after symptoms have stopped. If a pupil develops unexplained rashes, they should be considered infectious until assessed by a doctor. If parents are unsure about whether or no a child should return, they should phone the school.
- If a child requires medication during the school day, this must be brought to the school office and will be kept and administered by the school nurse. Children should not be in possession of medication or self-administer it whilst at school.
- Parents/guardians must inform the School of any situations where special arrangements may be needed in relation to their child.
- If a child requires urgent medical attention while under the School's care, we will, if practicable, attempt to obtain your prior consent. However, should we be unable to contact you we shall be authorised to make the decision on your behalf should consent be required for urgent treatment (including anaesthetic or operation) recommended by a doctor. Any such decision would be made by the nurse or by a senior member of staff.

Insurance

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

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

Fire Safety Instructions (Prep Pupils)

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

1. Stay calm, file out of the building quietly, always following the instructions of their teacher or the nearest member of staff or adult.

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

Assembly points:

All of the Pre-Prep School pupils will meet on the top playground in the event of an evacuation. Year 3 will join the Prep School on the lawn.

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.

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.

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

(This will be replaced this academic year with a new system ISAMS)










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

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.

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"> - Click on the Daily Register tab - Complete the form as appropriate (day, time, reason, case and whether the child is expected to RETURN or NOT. <p>*All non-urgent medical appointments and driving lessons should not be made during school hours.</p>

