



EST. 1967

RUNNYMEDE COLLEGE

Delight, Ornament, Ability



Nursery
Pupil & Parent Handbook
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

Welcome to Nursery at Runnymede College Pre-Prep School!

We are a kind and caring team, dedicated to providing the best education for all our pupils. Our philosophy is based on the understanding that young children learn best through play, and that they must feel safe and secure in order to learn effectively. We see each child as an individual and work hard to provide every child with the learning experiences and challenges they need to reach the next step in their learning journey. This handbook is designed to provide you with useful information about how things work in Nursery, EYFS (Early Years Foundation Stage) and Pre-Prep school in general.

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

School Structure

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

Preparatory (Prep) School: Years 4 - 8

Senior School: Years 9 - 13

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. 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
Senior Deputy Head	Ms Annabel Hawkins
Head of Sixth Form	Ms Maria O'Driscoll
Head of the Prep School	Mr Duncan Bailey
Head of the Pre-Prep	Ms Emily Albery

Pre-Prep Senior Leadership Team

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



Ms Emily Albery

Head of Pre-Prep

éalbery@runnymede-college.com



Ms Beth Denning

Pre-Prep Deputy Head (Academic)

bdenning@runnymede-college.com



Ms Alice Townsend

Pre-Prep Deputy Head (Pastoral)

atownsend@runnymede-college.com

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

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

Term Dates

Key dates for 2025-6 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

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 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.

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:

As a Runnymedian I will...

Show self-respect

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

Show respect for others

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

Show respect for the school

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

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

Our Values

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

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

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

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

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

Life at Runnymede College Pre-Prep is centred around living to our core set of values: 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.



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:

- Mobile phones and smart watches are entirely prohibited at Runnymede. Students should not contact parents via email or messaging services during school hours. All communication should be via the school office.
- Children will have access to electronic devices only as part of specific lessons (e.g. computing) and always under close supervision from teaching staff.

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 will change to winter uniform after October half term. The children return to Summer Uniform on the first day of the Summer Term.

The children come into school wearing their PE kits on the days of their PE and Forest School 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 multiple sets of underwear and socks, 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.

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

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** and **makeup** should not be worn in school at any time.

Outdoor Learning

Children learn in different ways in different environments and we strongly believe in the power of outdoor learning. The Nursery children have an outdoor area per class as well as the Early Years playground and the Forest School Area.

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

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

Toys

We ask that children do not bring toys to school in EYFS as they can get damaged or go missing. The children in Pre-Nursery and Nursery may bring in a blanket and a soft toy to comfort them in siesta time.

Getting in Touch

The Parent 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
- You will receive information about how to log on to the parent portal via email before your child starts at Runnymede.
 - Detailed instructions on how to access and navigate the Parent Portal can be found at the end of this handbook.
 - If you experience any difficulties logging in or using the platform, please email parentsportal@runnymede-college.com for assistance.

Email / Telephone / Arc Pathway

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

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

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](#)

EYFS Curriculum

At Runnymede College we have a unique and challenging curriculum specifically developed by our team to ensure all our students reach their full potential through the Early Years. Our curriculum adheres to the English Early Years Foundation Stage (EYFS) statutory guidance, whilst considering specific needs of our community to ensure all our children are ready for the English National Curriculum in Year 1.

Our curriculum is split into 7 areas of learning:

Prime Areas	Specific Areas
Communication and Language	Literacy
Physical Development	Mathematics
Personal, Social and Emotional Development (Wellbeing)	Understanding the World
	Expressive Arts and Design

In Nursery, we focus on securing a solid foundation in the prime areas before moving on to learning around the specific areas. We believe that the most successful learning in EYFS is through play, hands-on exploration and stories. Before the start of the school year our teachers develop a classroom environment with rich opportunities for children to learn through play. Throughout the year they add and adapt this learning environment to meet the needs of the individual learners in their class and help every child reach their potential. Each week, teachers plan exciting learning based around a key text. This “book of the week” forms the foundation of all communication and vocabulary teaching, but also informs activities across the curriculum to ensure new learning is embedded through play.

Please see our [Pre-Prep Curriculum Policy](#) for more information.

Assessment and Arc Pathway

In the EYFS we use Arc Pathway, an online learning platform, to record children’s learning and progress. Each of the areas of learning is separated into developmental arcs, and children are assessed against age-related milestones within each arc. The platform then generates prioritised next steps to support that child’s specific learning journey. Through using this platform our teachers are able to individualise their teaching to support the specific needs of each child, and can work with parents at home to ensure all children are making progress in their learning.

As a British School Overseas we assess all learning related to literacy and language in English. We understand that children are able to demonstrate different levels of understanding in different languages, and as such assess other areas of the curriculum in both Spanish and English. However, we focus on ensuring all our children develop the English language skills required across the curriculum for future success in Year 1 and beyond.

Throughout the term, teachers take observations of the children’s learning and record these on Arc Pathway. These are shared with parents to give regular updates around what your child is doing at school and how you can support them at home. Parents are also encouraged to share “observations” of their child at home, linking photos for your child to share in school. For example, you may want to share photos of your child baking a cake, trying a fun new activity, playing with extended family or going on an exciting trip in the holidays. All of this helps your child understand that learning happens not just at school, and helps parents and teachers work together to ensure the best learning outcomes for our students.

At the end of each term, teachers complete a “profile” of learning for each child. This shows the developmental milestone they have reached within each arc, and highlights the next step they are working on. These profiles are shared with parents through the Arc Pathway app, acting as their end of term report.

Arc Pathway also has a function to send and receive messages, as well as care diary which provides updates around eating, sleeping, toileting and first aid. These features are not used as a daily update so as to maintain a manageable workload for staff and not overload parents. Instead we use them where there is a specific incident we would like to communicate, for example a toileting accident. You will receive comprehensive information and training around how to use Arc Pathway in the Nursery welcome meeting at the start of term. For parents with older siblings in Year 1 and above we have now replaced Class Dojo with Arc Pathway for EYFS.

Celebrations

Though Runnymede College is a non-denominational school, we celebrate various festivals throughout the year to encourage children to understand and appreciate different cultures, including their own. We invite parents to come to school to share information about their cultural and religious celebrations, running assemblies or workshops with the children to help broaden their understanding. Please contact your class teacher if you would like to share a celebration with your child's class.

Visits/Excursions

Children in Nursery enjoy trips throughout the year to enrich their topic-based learning beyond the classroom. Last year Nursery took a trip to the farm, and attended workshops at the nearby science museum in Alcobendas. They were also visited by theatre performers and police in school to give workshops and demonstrations. We are always keen for parents to visit and share aspects of their work or culture that could be beneficial for the children, so please contact your child's class teacher if you have something to share. Please ensure that you sign the parental permission form for all trips in the Madrid area at the beginning of the year, on the parent portal.

The School Day

The school day runs from 8:50 - 15:50, and is packed full of play indoors and outdoors, as well as specialist lessons in Spanish and Forest School.

An average day in Nursery may look like:

8.50-10	Welcome and Choosing Time	Children enter the classroom and are immediately invited to play in the classroom provision. Teachers take a register and welcome each child into the classroom, helping them transition into school and start the day calm and enthusiastic to learn.
10-10.20	Circle Time and Snack	Children enjoy an adult-led circle time input linked to communication and language, literacy or maths. This is followed by a fruit snack.
10.20-11.40	Choosing Time Inside and Outside	In this second learning episode, children are invited to choose activities in the classroom provision and outside in our outdoor classroom.
11.40-12.30	Lunch	All children go to the dining room to enjoy a healthy hot lunch. After this they prepare for rest time.
12.30-14.00	Rest Time	All children are encouraged to rest in their classroom, either taking a nap or resting quietly on their bed.
14.00-14.20	Circle Time and Snack	A second adult-led input followed by a biscuit.
14.20-15.20	Choosing Time or Specialist Lesson	Across the week, each class enjoys specialist lessons in Music, PE, Spanish and Forest School, taught by specialist teachers.
15.20-15.50	Home Time	Children prepare for dismissal by gathering their belongings and joining together on the mat for a story time.

Staggered Start

At the start of the school year, the Nursery children will have a brief adaptation period (approximately one week) to ensure that they make a positive start to their school year. They will first be invited to spend a few hours in school in a small group, slowly building up the length of the visit over the week until they are in all day. A staggered start in Nursery is an important part of helping young children settle into their new environment. By introducing children gradually, we can provide more individual attention, build trust, and support each child's emotional well-being during this significant transition. This approach helps reduce anxiety, promotes a sense of security, and allows staff to better understand and respond to each child's unique needs.

You will receive more information about your child's staggered start arrangements at the end of June.

Rest time

Rest plays an important part in children's emotional and physical development. Nursery children will sleep or rest every afternoon until the third term when rest time is stopped as children prepare for the transition to Reception. We encourage all of the children to rest during this time, when we darken the classroom and play soothing music to create a calm and relaxing atmosphere.

Toilet Training

It is an expectation for joining Nursery that all children are toilet trained. This broadly means that they can identify when they need to go to the toilet, that they can use the toilet independently and also that they can clean themselves independently. Your child should not be wearing nappies for any part of the day, including rest time. If your child struggles with any part of this routine, the two months of July and August should provide ample opportunity to practice and you may also find it helpful to speak with your paediatrician for advice on how to support your child with toileting.

Building Independence

A key part of learning in the EYFS is developing independence in self-care skills. Throughout the Nursery year we encourage the children to be independent in all their routines, be that pouring their water glass, putting on their painting apron or washing their hands. When your child enters the classroom at 8.50 they will put their bags on their peg and begin exploring the activities in the classroom. From the start of the year we encourage children to do this as independently as possible. Whilst your child may take some time to settle, encouraging independence from the start gives your child a strong sense of belonging in the classroom and supports them in this transition.

Travelling to/from School

Parents are responsible for ensuring their children get to and from school safely. The traffic around the school site is very busy at drop off and pick up times, so we encourage 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 a large number of routes which take into account Madrid centre and the surrounding suburbs. Details can be obtained from the school office.

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](#).

For Nursery, the arrangements are as follows:

Morning Drop-off

- Pupils in EYFS should be taken to the classroom via the external classroom doors. Classroom doors open at 8.50am. They should be accompanied by an adult or an older sibling (Year 7 or above).
- Children arriving by school bus will be supervised and then collected by their teachers.
- We recommend that children new to the school in Nursery are first brought to the classroom by their caregiver to support a smooth transition and start to the school day. As they become more confident and comfortable, you may want to make use of the the "kiss and drop" service. This is available from 8.30-8.45 each day for children from EYFS to Year 1. Parents are invited to drive onto the school site and say goodbye to their children at the bottom of the access ramp, leaving them with a member of the Pre-Prep team who will be waiting. We will then accompany children safely into the school site, leaving them in the EYFS waiting area. We ask that only children who are confident and comfortable saying goodbye to parents at the gate use this service. If your child is unsettled and unable to leave the car

independently and happily, we will ask you to drive out of the school gates and return on foot to accompany your child to their classroom.

- All children are registered in their classroom by 9.00am. If your child arrives to school after this time you must take them to the office to be registered, where they will be marked as late.

Afternoon Collection

- Pupils in EYFS should be collected from their classroom via the external classroom doors from 15.50.
- Pre-Prep School children are not allowed to leave the school site unaccompanied
- School buses leave the school site at 16.10 and children are escorted to the buses by Pre-Prep staff where they are handed over to the bus monitors.
- Extracurricular activities (ECAs) are offered for an additional cost from 16.00-17.00 each day. Details of the ECAs available to Nursery students will be shared in September.
- After 16.00, Pre-Prep students are monitored in a late room specific to their year group. This changes every term, and will be communicated to parents via email. After 16.30, any Pre-Prep students still on site (not at ECAs) are monitored in the multipurpose room. All children must be collected by 17.30.

General Guidelines

- All children should come to school in the correct uniform, following the school dress code (see Uniform).
- Runnymede has a commitment to safety and welfare, with two security guards being employed from 08.00 to 20.00.
- Parents and carers must visibly display their access cards on campus at all times. Those without a card must sign in at the gate and collect a visitor's card.
- Turnstiles will be open during peak drop-off and collection times. When closed, parents and carers must swipe their cards for access.
- If a child is going to be collected by someone other than a parent or a registered carer, the class teacher should be informed by the child's parent.
- Late arrivals, early collections and absences must be communicated via the Parents Portal by submitting a leave request prior to the start of the day.
- All changes to bus arrangements should be communicated to the school office as well as the bus monitor.
- Any last minute changes to pick-up arrangements, including bus arrangements, must be communicated to the school office and your child's class teacher via email before 2pm.
- Parents and carers should avoid using / displaying their smartphones on campus unless absolutely necessary.
- Please avoid using the suppliers ramp and the Prep School emergency exit, except for in an emergency. This is used by Kiss and Drop only.
- Children may not be dropped off on the playground in the morning as there is no supervision provided. Whilst families are waiting on the playground for classrooms to open, we ask that the children do not use the climbing frame, bikes or any of the resources in the outdoor classroom. These are set-up for our learning and are a health and safety hazard without proper supervision.
- If you need to collect your child during the school, this must be done via the school office. Parents should not collect children from the classrooms or playgrounds without informing office staff.

Pastoral System & Safeguarding

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

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

Pastoral Team

DSL & Deputy Head (Pastoral) Pre-Prep School	Alice Townsend
DSL & Deputy Head (Pastoral) - Prep School	Charlotte Revie
DSL & Deputy Head (Pastoral + SEND - Senior School)	Brittany Howe
Coordinador de Bienestar y Protección (CBP)	Maria Minguez (School Nurse)
School Counsellor	Candelaria Martinez
SEND Co-ordination - Pre-Prep	Lizzie Foster (joining Sept 26)
SEND Co-ordinator - Year 4 - 8	Jacqueline Brackin
SEND Co-ordinators - Year 9 - 13	Elizabeth Holman-Smith
	Alice Greenwood

*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 [the Pre-Prep Promoting Positive Behaviour Policy](#).

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

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

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

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

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

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

Rewards and Sanctions

Full details of approaches to behaviour and procedures can be found in the [RC Safeguarding & Child Protection Policy](#) and the [Pre-Prep Promoting Positive Behaviour Policy](#). We value inclusive approaches that support 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. From Year 1, 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 of Pre-Prep to discuss their behaviour. We always focus on restorative practice to rebuild any relationships that have been impacted and work to learn from our mistakes.

PSHE

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

What is PSHE?

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

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

Health and Wellbeing

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

Relationships

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

Living in the Wider World

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

How is it taught?

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

Special Educational Needs and Disabilities (SEND)

What are SEND?

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

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

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

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

How are SEND pupils identified?:

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

Our School Counsellor and SEND Co-ordinator work in collaboration with the Early Years team to ensure that all children are able to access the curriculum to the best of their abilities. They coordinate screening tests and assess the fulfilment of early development goals, offering support when needed to help children to overcome barriers to learning. They also work closely with speech therapists, educational psychologists and other external agencies as well as offering advice to families.

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

Food

In Early Years, the children are provided with two snacks and lunch. The school has its own kitchen, and food is prepared fresh on a daily basis. We aim to give the children a balanced diet with the guidance of an external company.

Due to the prevalence of food allergies we ask that children do not bring in any food or snacks from home. When the children are this young they do not yet understand the dangers around sharing their food and this is best avoided by not bringing food in from home. Additionally, the school has a strict no nut policy and they should never be on the school site.

Birthdays

When children celebrate their birthday at school, they may bring in something for their friends to help them celebrate. We prefer a small gift e.g. crayons, bubbles, rather than a packet of sweets. If you do bring in something edible, it is best these are individual e.g. cupcakes. Please always provide a list of ingredients to class teachers so that they can check for food allergies.

Dietary information

It is very important that we are informed about any special dietary requirements. If your child has an allergy/intolerance, it is important that we have a copy of the medical certificate, to address it correctly. As food allergies can be so dangerous, we manage these very carefully. The children eat in a set place and have their own lunch monitor to ensure that they eat the correct food. All staff are aware of children with allergies and procedures to follow in case of an emergency. In case they need any emergency medication, please bring a duplicate to keep at school.

Health & Safety

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

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



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

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

Health and Medical Care

- Parents/guardians must inform the School of any health or medical condition, disability or allergy that their child has or subsequently develops, whether long-term or short-term, including any infections.
- In order to prevent infection and create the safest school environment possible, a pupil who is ill must not attend school. Parents/guardians are asked to keep their child at home if they are ill or infectious, and not before 24 hours without fever or symptoms. If they have had symptoms of vomiting and/or diarrhoea, they must not attend school until 48 hours after symptoms have stopped. If a pupil develops unexplained rashes, they should be considered infectious until assessed by a doctor. If parents are unsure about whether or 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. A doctor's note is necessary for prescription medications e.g. antibiotics.
- Parents/guardians must inform the School of any situations where special arrangements may be needed in relation to their child.
- If a child has live nits we will ask for them to be collected and treated. Children may return to school once they have been treated and eggs removed. All parents of the children in the class will be informed via email and encouraged to do a treatment to avoid further spread.
- If your child is unwell and you are not sure whether they can come to school, please contact Nurse Maria via the school office phone. Maria is available from on school site from 9.00-17.00 every day.
- In the event of an accident or injury at school you will be informed. For minor day-to-day bumps and bruises, we will let you know via the care diary function on Arc Pathway. In the rare event that more serious medical treatment is required, we will contact you by phone.
- If a 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

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

Parental Expectations

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

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

Parental support:

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

Punctuality, preparation and appearance:

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

Absence:

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

Bullying and online abuse:

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

Entry into the Sixth Form:

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

Suspension and expulsion:

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

References and information:

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

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

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

The School's obligations:

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

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

Parent Portal

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

Features of the Parent Portal

Through the Parent Portal, you can:

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

How to Access the Parent Portal

1. Open your preferred web browser on a desktop, laptop, or mobile device. You may want to download the iSAMS Parent Portal App onto your mobile.
2. Go to the Parent Portal website: <https://runnymedecollege.parents.isamshosting.cloud/#/>
3. Click **Login**.
4. If you have not yet created an account, click **Create an account** (top right corner) and follow the instructions using your portal access code and portal access password provided by the school (via email)
5. Use the email address registered with the school to complete the setup.
6. Once registered, check your email inbox for a confirmation message.
7. Click the link in the confirmation email to verify your account and log in.

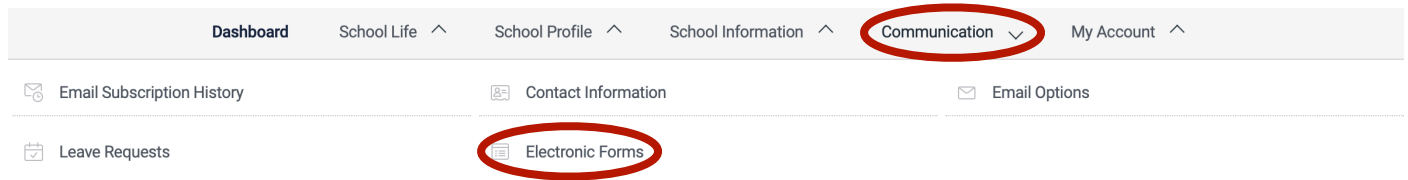
Tip: For easy access, bookmark the Parent Portal or save it as a favourite in your browser. You can also install the web app on your phone or tablet for quicker use.

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

The screenshot displays the Parent Portal interface. At the top, a navigation bar includes links for Dashboard, School Life, School Profile, School Information, Communication, and My Account (circled in red). On the left sidebar, the 'Notification Options' menu item is also circled in red. The main content area shows the 'Notification Options' settings for 'Registration'. It includes a section for 'Receive Email' with a checked checkbox and a 'Save Settings' button.

How to Complete an Electronic Form

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



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

Electronic Forms

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

Available Forms

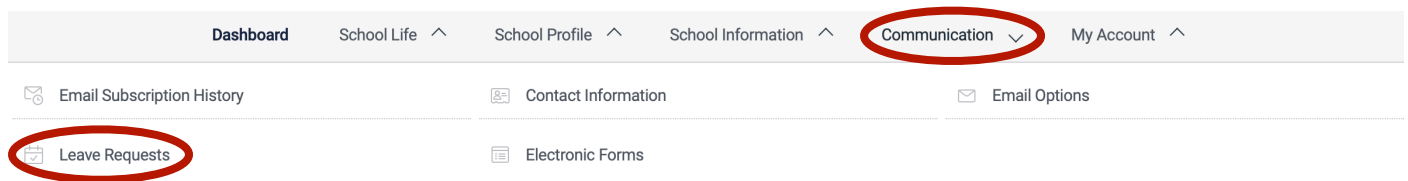
Pending Forms

History

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

How to Submit a Leave Request

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



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

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

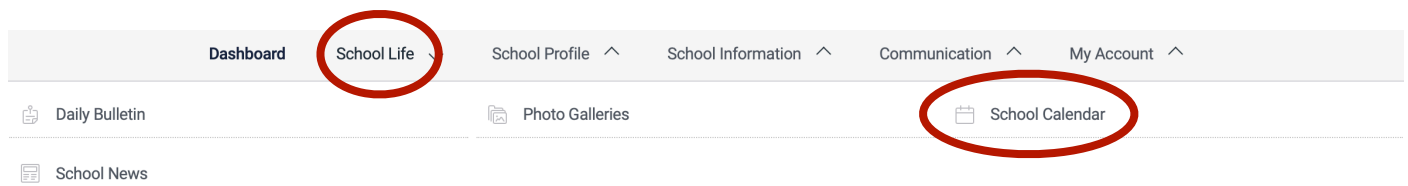
From this page you can also view any leave requests you have previously submitted:

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

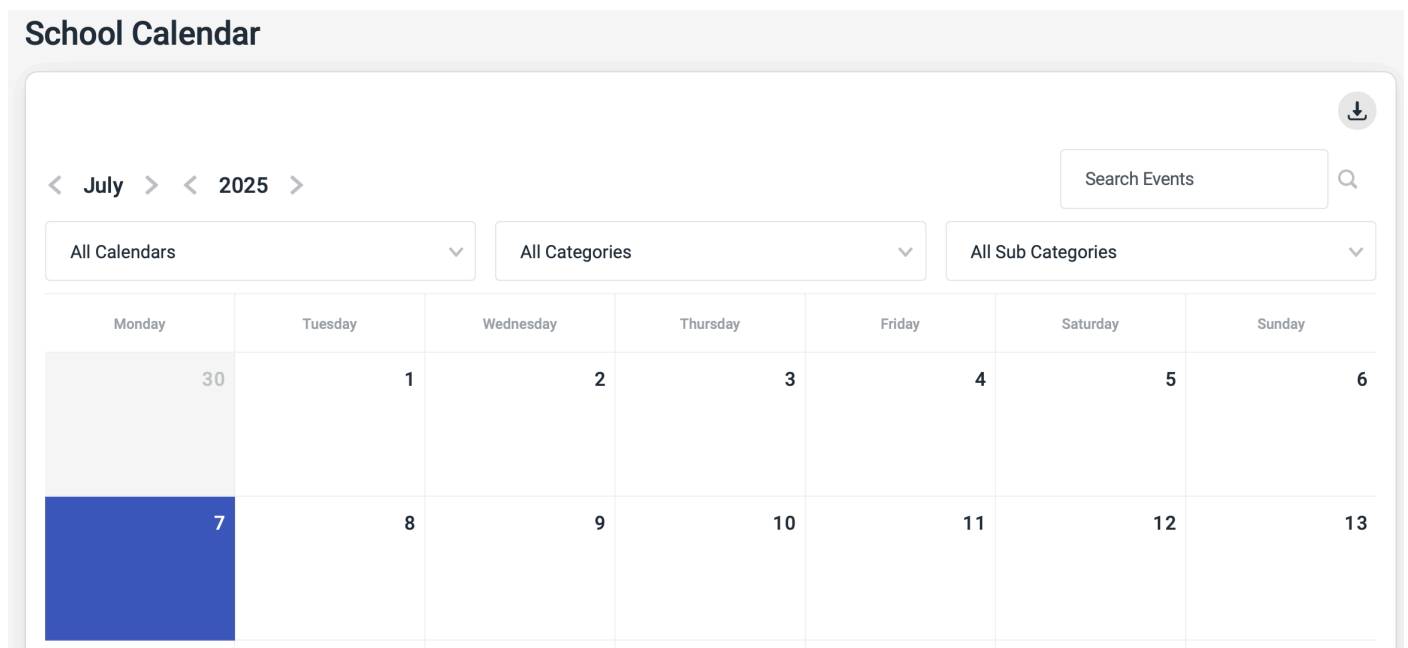
Show: 10 Page 1 of 1 << < > >>

How to View the School Calendar

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

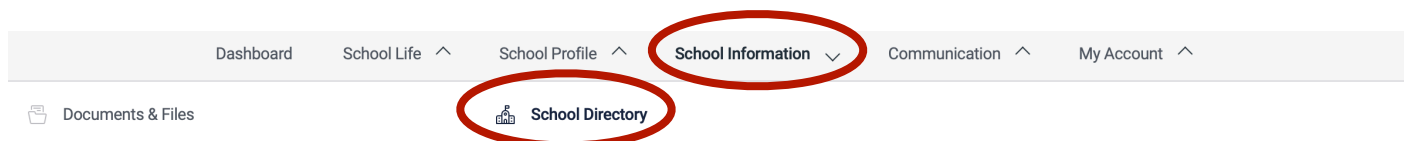


You can view the full calendar for each month, search a specific event, or use the icon in the top right corner to download the school calendar as a PDF.



How to Find Staff Contact Information

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

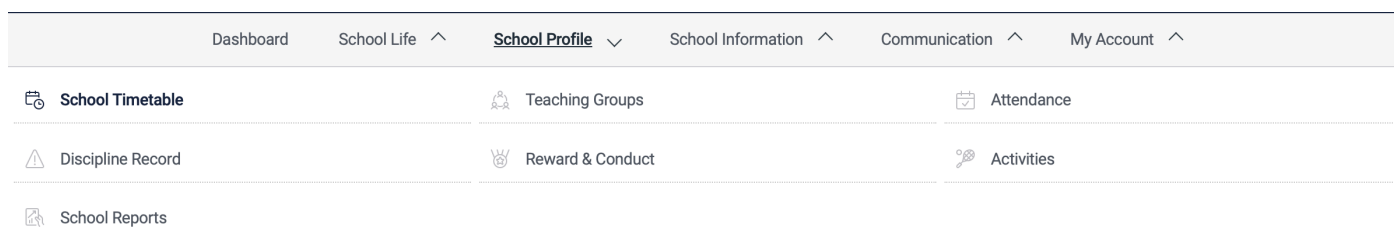


You can then use the drop down menus to find the email address of every staff member in the school. You can use the *Select Student* menu to find the teaching staff timetabled to teach your child. You can use the *Select Division* menu to find the teaching staff timetabled to teach in each section of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



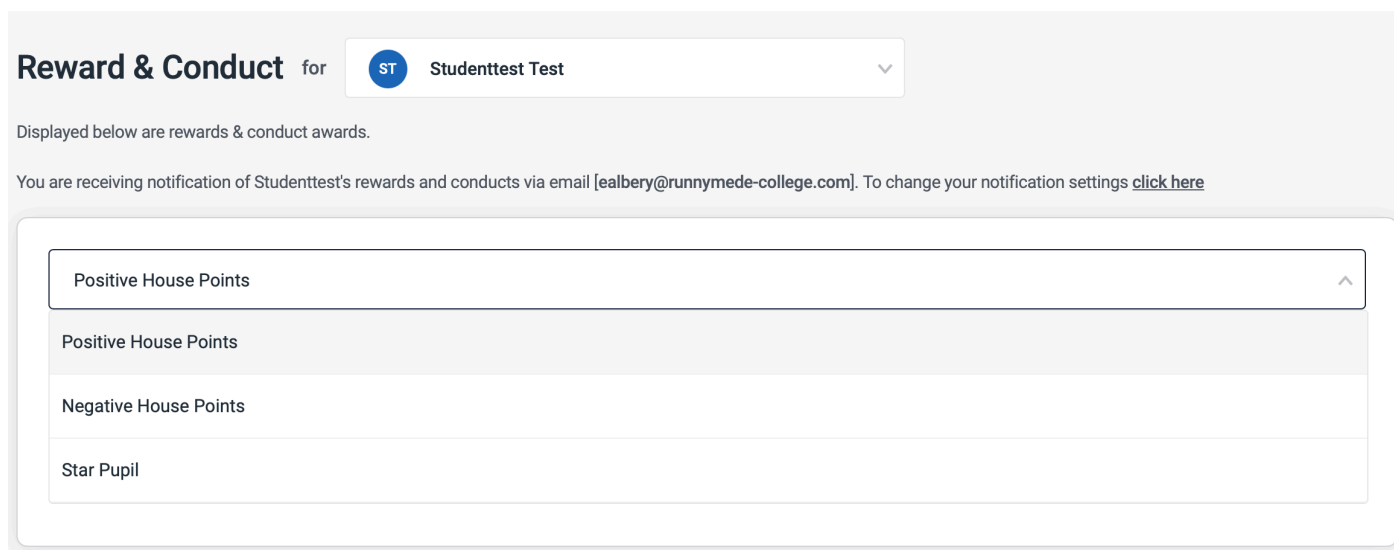
How to View you Child’s Timetable, Attendance Record, Detentions, Positive and Negative Points, Star Pupil Awards and School Reports

Click on the *School Profile* tab:



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

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



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.