



EST. 1967

RUNNYMEDE COLLEGE

Delight, Ornament, Ability



Sixth Form
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

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

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

School Contact Details

Runnymede College,
Calle Salvia 30
La Moraleja
Alcobendas
Madrid
28109

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

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

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

School Structure

Pre-Preparatory (Pre-Prep) School: Pre-Nursery - Year 3
Preparatory (Prep) School: Years 4 - 8
Senior School: Years 9 - 13

School Leadership

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

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

Senior School Leadership Team

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

Sixth Form Team

Ms O'Driscoll - Head of Sixth Form (modriscoll@runnymede-college.com)

Ms Lowdon - Assistant Head of Sixth Form (klowdon@runnymede-college.com)

Ms Rendall - Exams Officer (exams@runnymede-college.com)

Dr Muñoz - Directora Técnica (amuñoz@runnymede-college.com)

Sixth Form Tutors:

1. Ms Graham (dgraham@runnymede-college.com)
2. Mr Brownlee (lbrownlee@runnymede-college.com)
3. Mr White (wwhite@runnymede-college.com)
4. Ms Koppinen (skoppinen@runnymede-college.com)
5. Ms Risacher (mrисacher@runnymede-college.com)
6. Ms Scott (tscott@runnymede-college.com)
7. Ms Fahy (rfahy@runnymede-college.com)
8. Ms Logan (klogan@runnymede-college.com)
9. Mr Spillane (bspillane@runnymede-college.com)
10. Mr Lyons (tlyons@runnymede-college.com)

Senior School Team

Ms Grimes - Deputy Head (Academic) (fgrimes@runnymede-college.com)

Ms Leon - Head of Timetable (ileon@runnymede-college.com)

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

Getting in Touch

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

The Parents Portal

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

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

Email / Telephone

- Email/telephone - updates on School life and information about specific events are sent via email to parents of the pupils involved. Please read this information carefully, completing relevant forms as needed. Teachers or Tutors will also use email or telephone when they wish to communicate directly with individual parents.
- For any queries which relate to a pupil's academic work or pastoral issues, such as homework, wellbeing or friendships, please contact their Form Tutor by email in the first instance. Depending on the situation, the Tutor, Head of Year or a member of the Senior Leadership Team will follow up with you.

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

Pupil & Parent Contact Details

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

History

Runnymede College was founded as a private non-denominational day school in 1967 to provide a British secondary education for English-speaking boys and girls of all nationalities living in Madrid. A primary school was started in 1987. Since 1993 it has been authorised by the Spanish Ministry of Education and Culture to have Spanish students. In 1998 the school moved to its current location in La Moraleja.

The name Runnymede College was chosen by Arthur Powell, the school's founder, to reflect his view of the school's role and values. It deliberately recalls the small island in the River Thames where, in 1215, the Magna Carta was sealed. This famous medieval document, which confirmed many significant rights and liberties of the English people, inspired Arthur Powell and his wife Julia to create a school where students in Madrid, including their own children, would have the opportunity to experience an education that was free-thinking, challenging and enriching.

In 1967, Runnymede began as an island of liberty in a river of scholastic limitation and rote-learning. Today, under the headmastership of Frank Powell, Arthur's son, the school continues to be proud of offering an intellectually stimulating educational environment that prizes critical and creative thinking, and helps young people to fulfil their potential as globally-minded, compassionate and thoughtful individuals.

“Delight, Ornament, Ability”

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

Houses

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

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

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

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

Pupil Leadership

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

Aims and Values

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

The aims of the School are:

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

Our Values

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

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

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

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

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

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

Sixth Form Life

At Runnymede College, our Sixth Formers have high expectations and work incredibly hard to achieve excellent results and go on to secure places at top university destinations worldwide. From day one, they are encouraged to apply themselves fully, supported by a dedicated Sixth Form team.

Our Sixth Formers grow into well-rounded and balanced individuals through their active participation in the school community. They engage in a wide range of co-curricular clubs, sports, and super-curricular activities, while also contributing to the school and wider society.

A strong bond quickly develops between Sixth Formers and Sixth Form staff, including specialist subject teachers, tutors, support staff, the management team, and the Headmaster.

Sixth Form Curriculum

Our Sixth Form curriculum allows pupils to explore any combination of A level subjects and develop transferable skills through additional learning opportunities



International English Language Testing System (IELTS)

All Sixth Form pupils take the IELTS exam at the end of Year 12 to demonstrate English proficiency, which supports university applications and reinforces pupils' written and spoken fluency.

Extended Project Qualification (EPQ)

The EPQ is an optional, independent research project worth half an A level that allows pupils to explore a topic of their choice in depth, supported by weekly skills lessons and guidance from supervisors.

Fit-Formers

Fit-Formers sessions promote physical and mental well-being by offering a range of fitness activities, including yoga, pilates, and CrossFit, led by expert coaches.

Key Academic Policies

Below is a summary of some of the school policies all parents and pupils should familiarise themselves with.

- **Assessment & Homework:** Our approach to assessment, feedback and the grades we use when marking is consistent across the school. Parents receive a summary of grades at regular intervals throughout the school. See further details in [RC Assessment & Homework Policy](#).
- **Curriculum Guides:** These [guides](#) contain an overview of the courses studied at A Level.
- **Teaching, Learning and Curriculum Policy:** Runnymede follows the English National Curriculum and pupils are prepared for (I)GCSE and A Level external examinations. See further details in the [RC Curriculum Policy \(Senior School\)](#).
- **Online behaviour and use of digital devices:** we celebrate the benefits that technology has brought to education, whilst continuing to recognise and respond to the unique pressures that children face when using it on a regular basis. Pupils sign to have said that they have read the E Safety Policy at the start of each academic year.

Monitoring Academic Progress of Pupils

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

Student progress is recorded and monitored by Form Tutors and Heads of Sixth Form, principally using:

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

When concerns about pupil progress is raised, Form Tutors collect information and together with the pupil, parents, Heads of Year, Teachers and SEND Co-ordinators (where appropriate) devise an action plan.

English Across the Curriculum Policy

INTRODUCTION

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

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

SPOKEN ENGLISH

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

READING

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

WRITING

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

DIFFERENTIATION

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

Sixth Form Expectations

Be Positive Role Models

Always demonstrate politeness, respect, and good manners.
Strive for academic excellence through consistent hard work.

Be Participative

Take an active role in lessons, the Pupil Leadership Team, Tea with the Headmaster, fundraising efforts and other school events.

Be Prepared

Dedicate approximately 4 hours daily to academic work at home, with additional time on weekends.
Continually develop your understanding of subjects and strengthen your academic English.

Be Proactive

Participate in sports and both extra- and super-curricular activities.
Use screen time wisely and avoid unnecessary digital distractions.

Academic Expectations

To help ensure a strong start to Sixth Form life, pupils are encouraged to prepare and take action. This proactive approach sets the tone for success and independence throughout their Sixth Form journey.

Preparation

1. Buy a diary/planner.	A-Levels cover a wider depth and breadth of knowledge than iGCSEs. It is essential to keep up to date with your work and be aware of upcoming deadlines.
2. Ensure you are properly equipped for each of your subjects.	Your teachers will advise you of the materials necessary for each subject. It is also strongly recommended to build up a set of revision notes as you progress through the academic year.
3. Plan out which study periods you will dedicate to each of your subjects.	Having a plan in advance will ensure that you are able to work effectively and efficiently throughout the school day.

Action

1. Do your homework at home	Completing homework is the minimum expectation in the Sixth Form. Each subject will set up to 5 hours of homework a week.
2. Use study periods to consolidate content you have learned in lessons	For those seeking the best grades, you will need to work beyond any classwork or homework set. e.g. write out a set of condensed notes based on class notes, create/use flashcards, complete past exam questions, read textbook chapters and answer corresponding questions.
3. Seek out your teachers and/or the Sixth Form team as soon as you are unsure.	You will make much more progress if you approach staff for help as problems arise. It is important to keep on top of your work and not let issues build up!

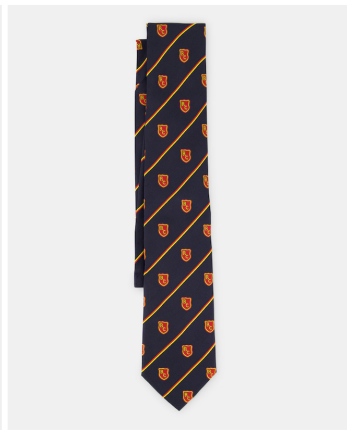
Daily Timetable

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

Sixth Form Uniform

Sixth Form pupils are expected to maintain a smart appearance at all times. The required uniform includes:

- Sixth Form blazer with the gold Runnymede badge
- Grey trousers or skirt
- Blue shirt during the colder months
- Blue polo shirt in the warmer months
- Sixth Form tie



Sixth Form PE Kit

On the days pupils have Fit-Formers (their physical education lessons) the Sixth Form will be required to wear the new Sixth Form PE kit. It will be available for purchase from el Corte Ingles in Sanchinarro. Please find the links to the items below:

[Sixth Form T-shirt](#)

[Sixth Form zip-up sweatshirt](#)

[Sixth Form PE trousers](#)

[Sixth Form leggings for girls](#)

Those pupils who would like to wear shorts or a PE skirt can purchase the following:
[PE shorts](#) or [PE skirt](#)



Runnymede College School Rules

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

Manners

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

Punctuality & Attendance

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

Academic Expectations

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

Uniform

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

Use of Devices

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

Non-Negotiables / Red Lines

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

Campus Rules

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

Library Rules

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

The Julia Rules

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

Sports Pitches & Courts

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

Dining Hall Rules

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

Break & Lunchtime Rules

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

Trips & Visits

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

Fire Alarm & Emergency Procedures

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

Electronic Devices & Staying Safe Online

Sixth Form Device Use

- Sixth Formers are permitted to use their own laptops or iPads for **educational purposes only**. Devices must be **registered with the IT Department** prior to use.

E-Safety Expectations

- All use of personal devices must comply with the school's **E-Safety Policy**.
- The school reserves the right to monitor communications and network usage for safety. If there is a suspicion that devices may be used inappropriately, the school reserves the right to perform random checks on any device brought into school by pupils.
- Any e-safety breaches or concerns should be reported to the Designated Safeguarding Lead (DSL) immediately.

Attendance & Punctuality

There is a direct correlation between attendance and academic success, so **Sixth Formers are expected to be punctual and present every day.** Pupils must be in their form room by 8:50am for registration and remain on site until 4:00pm to fully benefit from the school day.

Punctuality:

If a Sixth Former is late to registration they will have a **break time detention.**

If they are late to lessons, they will receive an **after-school detention.**

Persistent issues with punctuality will be treated seriously and may result in further sanctions. These may include meetings with the Head of Sixth Form or Headmaster, communication with parents, the recording of punctuality concerns on the student's permanent record, the sharing of relevant information with universities, the review of Sixth Form privileges, and any other appropriate disciplinary measures.

Absence:

If a Sixth Former is absent, they are expected to be **proactive** in catching up on all missed work and ensuring they stay on track academically.

Parental Communication:

We request communication from parents in the following manner:

Inform	Request permission	To be avoided
Illness, university admissions tests/ interviews	Sporting competitions, university visits, family events	Medical/ dental appointments during school hours, driving tests, extended holidays
Create Leave Request via Parent Portal	Request permission via email from Head of Sixth Form (modriscoll@runnymede-college.com) and copy in Form Tutor & Create Leave Request via Parent Portal	Request permission via email from Head of Sixth Form (modriscoll@runnymede-college.com) and copy in Form Tutor & Create Leave Request via Parent Portal

Sixth Form Timeline

Sixth formers are encouraged to work consistently hard over the two years, so as to develop the knowledge and skills necessary to tackle any assessment they may face. This puts them in a strong position when doing their final exams.

You can see an overview of the two years below:

	Year 12			Summer	Year 13		
Term	Term 1 (Autumn/ Winter)	Term 2 (Winter/ Spring)	Term 3 (Summer)		Term 1 (Autumn/ Winter)	Term 2 (Winter/ Spring)	Term 3 (Summer)
Academic	Regular in-class assessments Half-termly grade reports		Internal exams Early Predicted Grades issued	Revisiting Year 12 content Preparing for assessments/ coursework	Assessments Final Predicted Grades shared	Mock exams	Final A level exams (May - June)
Meetings/ Presentations	Expectations meeting Parents' evening	Orientation presentations	Orientation presentations		Expectations meeting for parents Parents' evening		Sixth Form Graduation & Leavers' Ceremony
University	University fairs, visits, talks - take place throughout the two years.						
	Orientation sessions - exploration through reading, research, panel events, Unifrog, etc		April - Take a Runnymedeian to work Choosing university courses	Reading, research & drafting university written tasks	University Applications (UK, USA & elsewhere) Early Applications (Oct - Oxbridge, Nov - US) Admissions tests &/ interviews	More University Applications (Spain, Europe)	Choose Firm & Insurance options (UK)
Extra/ Super- curricular	Sign-up/ start co-curricular clubs, Join Pupil Leadership Team	Be proactive & reliable members of clubs & keep up with extra/ super-curricular activities		Super-curricular reading & activities	Continue extra/ super-curricular activities		

Orientation

We offer a comprehensive orientation programme to support pupils in their university applications. This includes university fairs and presentations on applying to universities in different countries, aimed at both pupils and parents. Peer-led events also play a key role, with Old Runnymedians and Year 13 pupils sharing their insights and advice, offering valuable peer-to-peer support.

Sixth Formers are expected to take ownership of their university applications, supported by the Sixth Form team and the Unifrog platform, which helps them explore options and manage the process. Each pupil also selects one referee as well as having an advisor to support them through their individual application journey.

For applicants to Oxbridge and U.S. universities, weekly support sessions are provided to help pupils navigate the highly competitive process. In addition, mock admissions tests and interview practice are offered for those applying to specific courses in the UK that require them.

For those applying to Spanish universities, access to required documentation is co-ordinated through the Directora Tecnica, and transcripts for all applications are issued by the Exams Officer.

The Headmaster and Ms Powell also take an active role, regularly offering advice and insights during meetings and also at "Tea with the Headmaster".

University Timeline

UK, US, Spain, Europe



Rolling: Apply to Spain, Netherlands, Switzerland, Germany, Italy. Admissions tests/ interviews for private unis

Sixth Form Opportunities

Sixth Formers benefit from a range of bespoke experiences and privileges designed to enrich their academic journey and personal development.

Tea with the Headmaster

Each week, a group of Sixth Formers is invited to “Tea with the Headmaster” to discuss school life, share ideas, and reflect on their future aspirations. This is a fantastic opportunity to speak to and get advice from Mr Powell.

Mixed Forms

Form groups are vertical, with a mixture of Year 12 and Year 13 pupils in each group. This structure helps to facilitate relationships and create a strong sense of community. Year 12 pupils benefit from learning about the university application process and what to expect in Sixth Form from Year 13 pupils. Meanwhile, Year 13 pupils enhance their communication skills by offering support and guidance to their younger peers.

Sixth Form Summit

At the start of the academic year, pupils participate in the Sixth Form Summit - a day of academic and creative team-building challenges. This event encourages collaboration, personal growth, and connections within tutor groups.

Speakers' Morning

Each Sixth Former is expected to deliver a short talk during Speaker's Morning, which follows a rota and takes place during morning registration. This initiative aims to develop public speaking skills.

Sixth Form Dining

Pupils enjoy the use of Sixth Form dining room and common room. These spaces promote social interaction and community among Sixth Formers.

Study Periods

Sixth formers can study in the Frank Murphy library or in study spaces around the Founders' building. They can also use this time to speak to teachers or have meetings regarding co-curricular clubs or fundraising events.



Co-Curricular Programme

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

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

Co-curricular Activities

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

They include the Model United Nations Club, the Runnymede Times, Chess Club, Debate Society, Juggling, and many more.

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

Extra-Curricular Activities

A key component of the co-curriculum comprises after-school extra-curricular activities, which are booked through the office and Mrs Powell. These include Team Runnymede, the school's sports teams, run by the PE department, as well as all other activities which students can choose to take part in after school. These include the creative activities like Drama Club, Music Club, ballet, and the Duke of Edinburgh Award scheme.

These extra-curricular activities are booked on a termly basis before the start of each term, although some will accept students joining later in the term. Instructions on how to book, with a detailed timetable, are sent to parents and are available on the school website.

Most of these do incur charges if an external specialist coach is employed, the activity occurs out of school, or there are additional external costs such as travel, equipment, entrance fees etc.

Further details about Extra-Curricular Activities can be found on the [school website](#).

Team Runnymede

Team Runnymede is the project with which Runnymede College seeks to develop our pupils' physical and motor skills and help them achieve excellence in sports and become all-rounders. Through this structured program, Runnymede College seeks to complement our pupils' academic aptitudes with the social and physical benefits derived from taking part in team sports.

The project has been developed as an integral part of the co-curricular programme and is focused on four major sports: Athletics, Football, Rugby and Volleyball. The programme is offered to girls and boys from Years 1 to 13 and structured into two phases that allow pupils to try out the four sports before specialising in a particular area in which they will aim to achieve high standards.

Since September 2015 Team Runnymede has been registered as a Sports Club, meaning our squads may be enrolled in Spanish federated leagues and tournaments at a local and national level.

Further details about Team Runnymede can be found on the [school website](#).

Career and Work Experience

Take a Runnymedian to Work

Pupils are given the opportunity to participate in work experience by visiting a workplace for a day. This provides valuable insight into the professional world and exposes them to diverse working environments.

Internships

Sixth formers can apply for internships during school holidays, often arranged with the support of Old Runnymedians and parents. These placements, both in Spain and abroad, provide valuable work experience and help pupils build transferable skills.

Panel Events

Throughout the year, guest speakers from various academic and professional backgrounds are invited to share their experiences. These interactive sessions give pupils direct insight into different industries and career paths.



Leadership Opportunities

Pupil Leadership Team

Pupils can apply for key leadership roles including Head Pupils, Prefects, House Captains, and positions within the Community Committee. These roles come with meaningful responsibilities and offer opportunities to lead and represent the pupil body.

- **Head Pupils** act as spokespeople, communicate with the Senior Management Team, and represent the school at events such as Prize Giving and Graduation Ceremony.
- **Prefects** support the wider school community by mentoring younger pupils, visiting forms and helping with the smooth day-to-day running of the school.
- **House Captains** lead and organise house involvement in school events and competitions.
- The **Fundraising Committee** leads charitable efforts for Fundación Runnymede, with members taking on roles such as Presidents, Vice-Presidents, Secretaries, Event Organisers, Marketing Officers, and Treasurers.

Fundación Runnymede College

Fundación Runnymede College (FRC) was created with input from Sixth Formers and is committed to offering full scholarships to exceptional pupils from public schools in Alcobendas to study at leading universities in the UK and US. Sixth Formers continue to play an active role by contributing ideas, providing mentorship, and supporting fundraising events such as charity galas, auctions, and fairs.



Pastoral System & Safeguarding

Pastoral care is concerned with promoting personal, social, emotional and intellectual development in order to help every pupil 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.

Class/Form 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.

Key senior 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 (Years 9-11)	Brittany Howe
DSL (Sixth Form)	Maria O'Driscoll
Coordinador de Bienestar y Protección (CBP)	Maria Minguez (School Nurse)
School Counsellor	Candelaria Martínez
SEND Co-ordination - Pre-Prep	Elizabeth (Lizzie) Foster
SEND Co-ordinator - Year 4 - 8	Jacqueline Brackin
SEND Co-ordinators - Year 9 - 13	Elizabeth Holman-Smith
	Rosie Gregory

*DSL: Designated Safeguarding Lead

** SEND: Special Educational Needs or Disability

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.

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

Additional Care and Support

Overview/purpose

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

11. Counselling support
12. Referral to external agencies
13. Medical support (nurses)

Contents of policy....

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

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

- *Child Protection and Safeguarding Policy*

Additional Care and Support Policy

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

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

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

Counselling Support:

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

A short summary of all contacts and any concerns will also be written up on the school's secure internal system (MyConcern) which is available to be viewed by the relevant internal staff members. Information added and shared will be proportionate and on a need-to-know basis to uphold a level of confidentiality. This process will be explained to pupils where possible. A pupil may be encouraged to speak to the school counsellor by a teacher, by a parent, or they may go and speak to the school counsellor themselves when needed. Where appropriate, pupils of concern will be discussed within the weekly team around the child meetings and with any other relevant staff member. If additional support is needed (such as scheduled 1-1 check in sessions or the team feel there is a potential need for external support) the parents will be informed. As this is meant to be a safe space for the pupil to express how they are feeling, parents will not be routinely informed of every contact with the school counsellor. Pupils will be encouraged to share, where possible, with their parents, and the school counsellor may even seek the consent of the pupil to get in touch with parents directly. Relevant documents or reports that are provided to the school counsellor, will be stored securely on the school's safeguarding and wellbeing recording system (MyConcern), with access

restricted to authorised staff. The school counsellor will maintain professional confidentiality in accordance with applicable Spanish law, including data protection legislation, safeguarding requirements and school policy.

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

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

Counselling liaising with external professionals:

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

Nurse / Coordinador de bienestar y protección support

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

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

Pupils may speak to the school nurse about a wide range of concerns, including physical or emotional health, self-harm, intentions to harm others, or situations where they feel unsafe or have been hurt. The school nurse will always listen with empathy and respect. However, confidentiality is not absolute, and she cannot promise secrecy. If a pupil shares information that indicates they—or someone else—may be at risk of harm, the school nurse has a legal and

professional duty to take action and share the concern appropriately. All welfare, wellbeing or safeguarding concerns—whether low-level, cumulative, or high-risk—are recorded on MyConcern following school procedures. Information is passed to the Safeguarding Team, and when required by law, to external agencies, ensuring that the pupil receives timely and effective protection. The school nurse always aims to maintain the pupil's trust by explaining what will happen next, who will be informed, and why these steps are necessary for their safety. The school nurse and school counsellor work together in safeguarding and emotional wellbeing support.

As *Coordinadora de Bienestar*, the school nurse also oversees preventive work, whole-school wellbeing initiatives, staff training, and compliance with the Spanish legal framework on *bienestar y protección del alumnado*. The role includes supporting teaching staff, advising leadership, monitoring patterns of concern, promoting a safe school culture, and ensuring that the school meets its responsibilities toward pupils' physical and emotional wellbeing. Across all aspects of this work, the school nurse upholds the principles of privacy, proportionality, transparency, and child-centred practice, balancing confidentiality with the duty to safeguard, protect and care for every pupil.

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

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

Health & Safety

Key Health and Safety guidelines are included 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 not their child should return to school following illness, they should contact Nurse Maria.
- If a pupil requires medication during the school day, this must be brought to the school office and will be kept and administered by the school nurse. Pupils 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 pupil requires urgent medical attention while under the School's care, we will, if practical, 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

Fire Safety Instructions (Senior Pupils)

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

1. Stay calm, file out of the building quietly, always following the instructions of their teacher or the nearest member of staff or adult.
2. Remain silent all the times until the Emergency Deputy gives the "all clear".
3. All possessions are to be abandoned.
4. Leave the building via the nearest exit which, if not obvious, will be indicated by a member of staff:
 - Newton (Ground floor) - external classroom/lab doors.
 - Locke 1 to 6 - main stairs and entrance
 - Keynes 1 to 6 - main stairs and entrance
 - Austen (Music Room) - the entrance through the Music Room
 - Locke 7 to 14 - the Emergency exit stairs
 - Keynes 7 to 14 - the Emergency exit stairs
5. The exodus must be led in an orderly fashion - no running or pushing.
6. As soon as the assembly point is reached, line up quietly. (See assembly points below)
7. Line up in alphabetical order, so we can easily identify if anyone is missing behind or in front, even before the teacher calls the roll.
8. If everyone in a form is present, the pupils in that form will be asked to sit down. This way form groups with missing people will be quickly identified, as they will remain standing.

ASSEMBLY POINTS:

Years 9 - 11 - PLAZA

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

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

- Assemble by form on the long steps coming down from the Plaza, in between the white benches
- Pupils who have exited the building through the Fire exit must turn right and walk along the North-facing side of the building to the area between Founder's building and the Julia Powell Sports Hall and Auditorium.
- VI Form pupils who have exited the building through the main entrance should take their way directly to the steps.

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

Visiting the school site

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

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

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

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

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

Travelling to/from School

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

Metro

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

School bus

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

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

There are two later bus services at 17.30:

BUS 1

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

BUS 2

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

Parking

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

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

Parental Expectations

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

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

Parental support:

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

Punctuality, preparation and appearance:

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

Absence:

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

Bullying and online abuse:

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

ICT use:

- As a parent/guardian you undertake to support the school in ensuring your child abides by the school-pupil ICT User Agreement.

Entry into the Sixth Form:

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

Suspension and expulsion:

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

References and information:

- You consent to our supplying information and a reference in respect of your child to any educational institution which you propose your child may attend. Any reference supplied by us shall be confidential subject to the disclosure rules of the receiving body. We will take care to ensure that all information that is supplied relating to your child is accurate and any opinion given on his/her ability, aptitude for certain courses and character is fair. However, we cannot be liable for any loss you are or your child is alleged to have suffered resulting from a reference or report given by us. UCAS references written by the School can be obtained from UCAS and so can be read by pupils or parents in the Head's office.
- You consent to us making use of information relating to your child whilst he or she is at the School and after he or she has left for the purposes of communicating, providing references and managing relationships with pupils and former pupils of the School. You accept that such information is stored in files and on computer and is subject to the data protection legislation currently in force.

The School's obligations:

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

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

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.

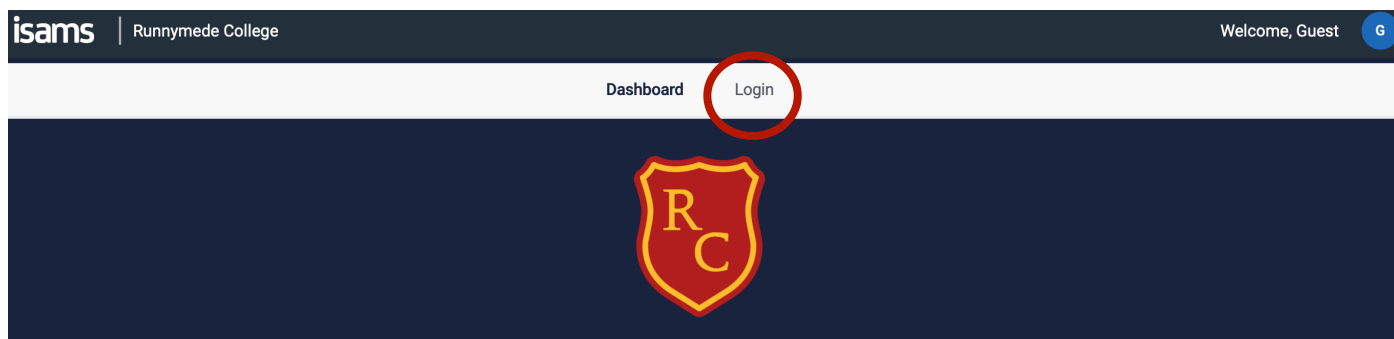
Features of the Parent Portal

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 shows the 'My Account' page with a sidebar on the left containing links: My Password, Security Questions, Communication History, Notification Options (circled in red), My Notifications, My Settings, and Logout. The main content area is titled 'Notification Options' and has three tabs: Registration (selected), Detention, and Reward & Conduct. Under the 'Registration' tab, there is a text box stating: 'Receive notification of pupils associated with you that are marked absent during a school registration period.' Below this, there is a checkbox labeled 'Receive Email' which is checked. A note below the checkbox says: 'Tick this box if you would like to receive an email when pupils associated with you are marked absent from registration.' At the bottom of the form is a blue '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*.

The screenshot shows the 'Communication' menu. The top navigation bar has 'Dashboard', 'School Life', 'School Profile', 'School Information', 'Communication' (circled in red), and 'My Account'. Below this, there are three main categories: 'Email Subscription History', 'Contact Information', and 'Email Options'. Under 'Contact Information', there is a sub-link 'Electronic Forms' (circled in red).

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.

The screenshot shows the 'Electronic Forms' page. At the top, it says 'Listed below are the latest forms available to you within ISAMS.' Below this are three tabs: 'Available Forms' (selected), 'Pending Forms', and 'History'. A table follows with the following columns: Name, Description, Due, Entered, Remaining, and Open. The table contains one row: 'Enrolment Forms - GDPR and Image Consent'. The 'Entered' value is 0 and the 'Remaining' value is 1. To the right of the table is a blue button labeled 'Complete Form'.

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

How to Submit a Leave Request

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

Dashboard

School Life ^

School Profile ^

School Information ^

Communication v

My Account ^

Email Subscription History

Contact Information

Email Options

Leave Requests

Electronic Forms

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

New Leave Request

Select Child(ren)

0 Selected

Default Times

Select Time Of Day

Start Date

Select Start Date

End Date

Select End Date

Leave Request Type

Select a Type

Notes

Supporting Documents

Supporting Documents

Submit Leave Request

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

Overview

Pending

Approved

Rejected

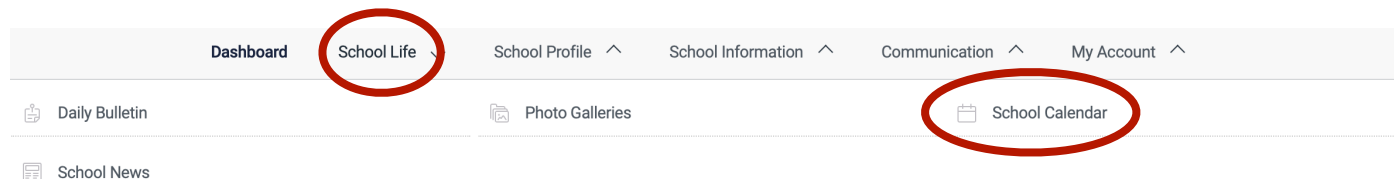
Start Date	End Date	Request Type	Notes	Documents	Requested Date	More
17 Dec 2024 12:00	17 Dec 2024 13:00	Medical app	medical app		17 Dec 2024	More Info

Show: 10

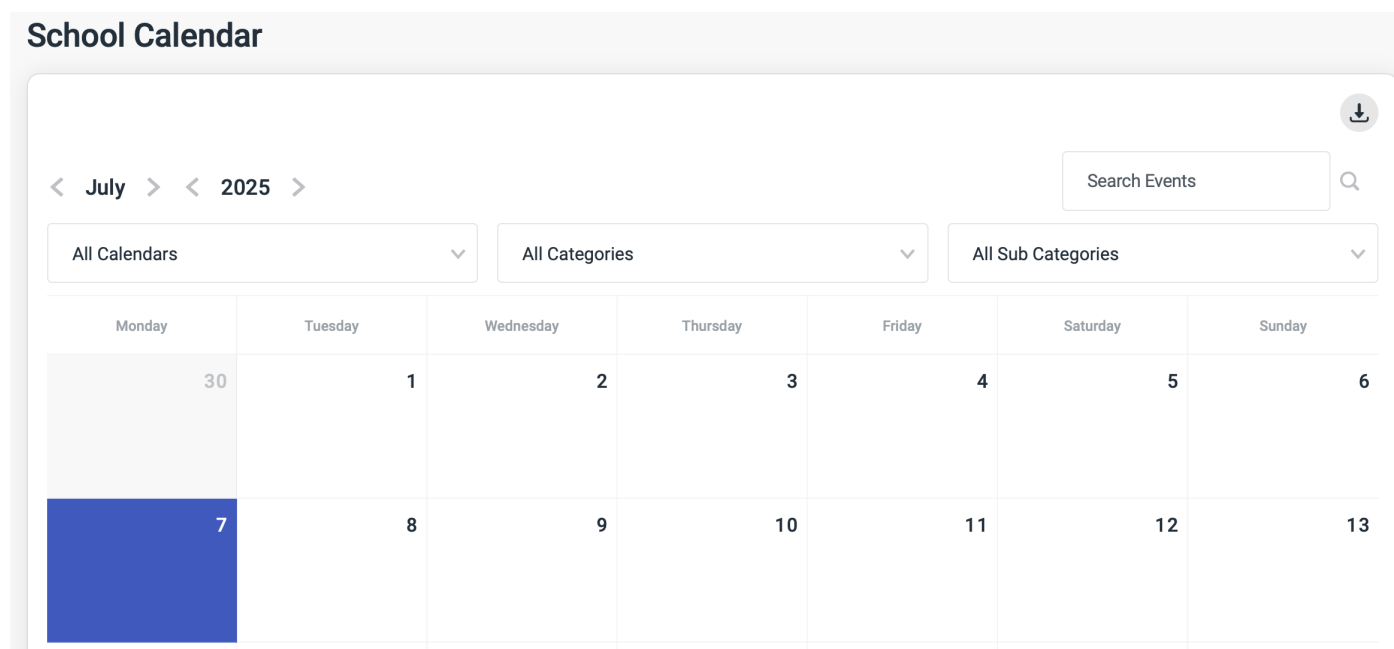
Page 1 of 1 << < > >>

How to View the School Calendar

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

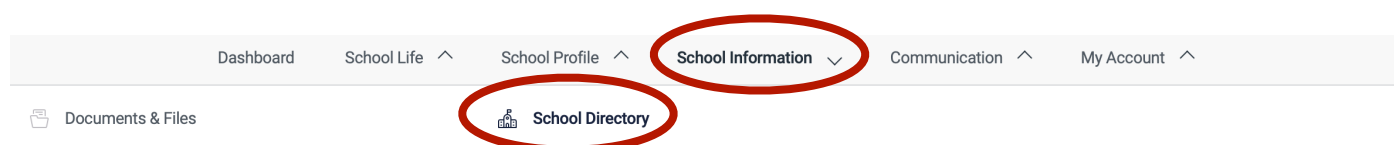


You can view the full calendar for each month, search a specific event, or use the icon in the top right corner to download the school calendar as a PDF.

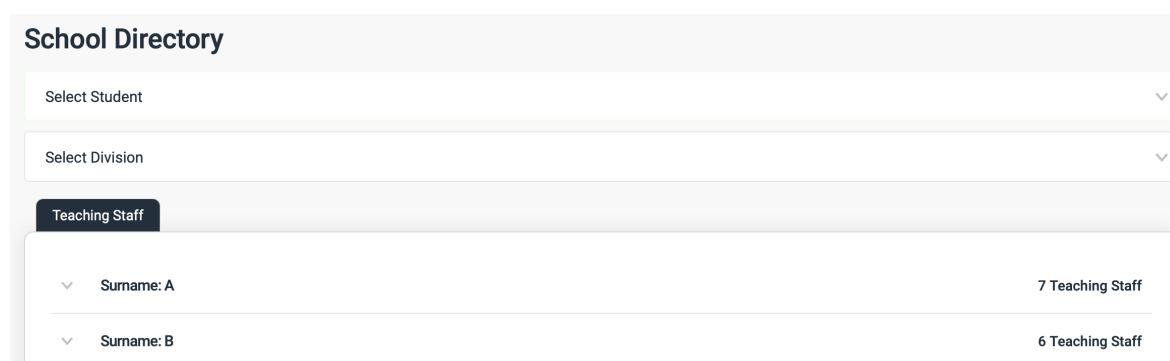


How to Find Staff Contact Information

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



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



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

Click on the *School Profile* tab:

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

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

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

Reward & Conduct for

ST

 Studenttest Test v

Displayed below are rewards & conduct awards.

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

Positive House Points ^

Positive House Points

Negative House Points

Star Pupil

Support and Further Information

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