



EST. 1967

RUNNYMEDE COLLEGE

Delight, Ornament, Ability



Senior School Pupil & Parent Handbook (2022-23)



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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.

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

Motto

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.



RUNNYMEDE COLLEGE
Delight, Ornament, Ability

Vision and Values

Vision

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

Discrimination of any sort has no place at Runnymede and the values of respect, tolerance and open-mindedness underpin everything we do.

The aims of the School are:

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

Values

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



Background information

The Pupil and Parent Handbook has been put together by the Senior staff. It contains much that is useful and covers several important areas. Each section should cover key things you should need to know, but if in doubt please ask a Form Tutor or Head of Year in the first instance.

Pastoral Overview

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

There is a dedicated Pastoral Team including Form Tutors and Heads of Year that offers support and guidance through registration, PSHEE sessions, assemblies, individual meetings and mentoring sessions.

Our House Points System encourages positive conduct and rewards pupils for their efforts and achievements. Negative House Points are awarded as a first-level sanction.

Curriculum Overview

The education offered is based on the British National Curriculum. The subjects taught at the school are: English Language and Literature, Mathematics, Spanish, French, Latin, History, Geography, Ciencias Sociales, Physics, Chemistry, Biology, Art, Music, Drama and PSHEE. Economics and Further Maths are also taught in the sixth form.

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

Pupils take the End of Key Stage assessments, at the end of Years 2 and 6. CAT4 diagnostic tests are taken in Year 6, Year 9 and Year 11 or at the start of Year 12. All students take the International General Certificates of Secondary Education (IGCSEs) or GCSEs (Art) at the end of Year 11 and Advanced Level Examinations of the GCE at the end of Year 13 (A levels).

Our ultimate goal is to prepare pupils for higher education, and every year the majority of Year 13 students go to university in the UK with significant minorities going to the USA or attending top universities in Spain. We are, in addition, investigating other European options in the wake of the developments over Brexit. We have an excellent worldwide reputation that we strive to maintain.

Co-curricular Overview

There are numerous co-curricular opportunities at the school, including Drama, Music, Model United Nations and the Duke of Edinburgh Award. As many students as possible are encouraged to get involved and develop their skills beyond the classroom. There are many sports teams representing Team Runnymede, including football, volleyball, rugby and athletics.

Student Body & Importance of English

We celebrate many nationalities at the school, including British, American, Indian, French, and Italian, but the majority of students come from Spain.

Apart from French, Spanish and Sociales, all lessons are taught in English. 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. As such, students are encouraged to speak English at all times, both within and beyond the classroom. This will open doors for them at every stage in their life, and provide a myriad of educational, personal and professional opportunities for them in the future.



My Goals and Key Dates

Complete the following:

Name:	
Form:	
House:	

My goals for the year:

	
	
	
	
	



My timetable and homework timetable

Fill out your timetable below:

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Registration	8.50-9.00am					
1	9.00-9.40					
2	9.40-10.20					
3	10.20-11.00					
Break	11.00-11.20					
4	11.20-12.00					
5	12.00-12.40					
6	12.40-1.20					
7	1.20-2.00					
8	2.00-2.40					
9	2.40-3.20					
10	3.20-4.00					
Homework						



My teachers and other staff members

Find out the names of your teachers and other staff members and fill out the information below:

To help you do this please find information on senior school staff, form tutors, administrative contacts and support staff here: <https://runnymede-college.com/contact/>

My Form Tutor	
My Head of Year is	
School Nurse	
Designated Safeguarding Leads	

Subject	Teacher name

Email addresses:

The format for staff emails is: first initial and surname followed by @runnymede-college.com. e.g. Georgina Powell is gpowell@runnymede-college.com



Pupil positions of responsibility

Find out about the various positions of responsibility that pupils are responsible for below. Try to get involved in the school community and put yourself forward to take up one of these key roles.

Year 13	Year 12-13	Year 12 & 13
Head Boy and Head Girl	House Captains	Prefects
<p>Help lead and oversee the Student Council, House Captains and Prefects</p> <p>Support the organisation of: Prize Giving VI form dinner</p> <p>Co-ordinate: Year 13 Leavers' hoodies VI form noticeboard</p> <p>Cover registration if necessary</p>	<p>Co-ordinate house support and "Co-ordinate house support and organisation during school events: Cross Country Spelling Bee Sports Day Concerts, etc</p> <p>Co-ordinating role in: Displays House floors Banners Crests, etc"</p>	<p>Roles as: Mentors - Support younger students in need of help with: organisation, school work, emotional concerns, social problems, etc Visit forms weekly to offer advice and inspiration</p> <p>Student Council - Co-ordinate and run charity events Liaise with forms and charity representatives regarding event organisation Support the Green team</p> <p>Duty Prefects - Support staff during break time Facilitate lunch arrangements and behaviour</p>

Year 9-10	Years 7-11	All year groups
House Captains	Class Representatives	Co-Curricular Student Co-ordinators
<p>Co-ordinate house support and organisation during school events: Cross Country Spelling Bee Sports Day Concerts, etc</p> <p>Distributing house point wrist bands</p> <p>Co-ordinating role in: Displays House floors Banners Crests, etc</p>	<p>Distributing form notices</p> <p>Co-ordinating: Displays Recycling Charity events</p> <p>Collecting homework for absent pupils</p> <p>Communicating with staff regarding any concerns</p>	<p>Student Co-ordinators of: Runnymede Times MUN Drama Club Team Runnymede, etc</p>



The House System

The Runnymede College House System was established by Arthur F Powell in 1967 and comprises four Houses:

- **Austen** (yellow)
- **Keynes** (green)
- **Locke** (red)
- **Newton** (blue).

These houses are named after giants in their respective fields of literature, economics, philosophy and science. Each of the four floors of the Founder's Building is also named for the school's houses.

As a member of a house, students foster a sense of group identity within the school, particularly during whole-school events like Cross-Country and Sports Day. They also earn House Points throughout the academic year as a result of impressive behaviour and schoolwork.

Students in Years 9 and 13 have the opportunity to become House Captains, and all members of the school community learn about the significant achievements of Jane Austen, J.M. Keynes, John Locke and Isaac Newton.

Every child is assigned to a House on joining the School. An attempt is also made to ensure that there is the same number of pupils in each House in the School, and an equal spread of boys and girls and within each Form. Year 7 are in House based Form groups in order to foster a sense of House identity at the start of the Senior School.



Research the person your House is named after and jot down some key facts about them below:

...



The broad and enriching co-curriculum programme at Runnymede College complements learning in the academic curriculum to provide students with vital skills that will support them at school and into the future.

A well-balanced combination of academic and co-curricular learning increases the willingness to challenge oneself, develops social interaction, boosts confidence and enhances the development of leadership skills. It has also been found to provide students with the intellectual, personal, emotional and social skills that are needed to work in a rapidly changing and globalising world.

By leaving their desks and facing new challenges in a supportive environment, pupils learn to work in teams and take the initiative. This produces a resilient, enthusiastic and adaptable student who is a competent all-rounder.

Five key benefits of participation in the co-curriculum:

- Develops social skills and relationships through interaction across year groups
- Develops time management skills – the student who can manage their time effectively will be able to prioritise a competing set of commitments, and becomes proactive and creative in problem solving
- Explores a wide range of interests and offers a range of possibilities for pupils who want to develop and nurture areas of interest
- Participation develops self-esteem – the co-curriculum offers a chance to experience success beyond the academic, or to be recognised for a contribution to an activity
- Develops commitment – participation is often about a long-term commitment to an activity and the opportunity to see it through, with leadership roles emerging as they progress through school

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 (see below), 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 (which presents at least one annual school play), Music Club and 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.

Other Co-curricular Activities

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

They include the Model United Nations Club (for Years 12 and 13), which meets once or twice-weekly at lunchtimes, in preparation for two conferences per year, and the Runnymede Times.

Budding journalists who write for the school's newsblog meet at morning break once a week, and write their articles for publication in their spare time. Other clubs in the 2021-22 academic year will include the Green Team, KS3 Science Club, KS3 Book Club, Medical Club, Writing Club, and Maths Club.

In addition, the Student Council, elected from Year 12, will be working to raise money for the school's chosen charity, and they will communicate with class representatives from younger year groups to facilitate their fundraising events.

The Year 12 Mentors will also be working to offer social, emotional and academic support to pupils from younger years, and House Captains will be selected from Years 9, 11 and 13 to support the PE department and other staff during school events like Cross-Country Morning, Sports Day and Prize Giving.

Which extra-curricular or co-curricular activities am I going to get involved in? What skills do I hope to develop?

...



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.

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.

Aims

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 aims are to:

- Develop the different physical and motor abilities required in each of the four sports and to share the experience of learning these four sports with teammates and coaches.
- Specialise in one of the four sports to develop high standards in the area where the pupil shows greatest interest and potential guided by professional and qualified staff.
- Learn how to lead a healthy lifestyle and develop the positive social aptitudes derived from the sense of belonging to a team and through competition within a familiar and safe environment.

Find out about how you can get involved in Team Runnymede. Check out the school website or contact the co-ordinators of Team Runnymede at team@runnymede-college.com.



Runnymede's school year is patterned by several annual events, which help to bring the school together.

Cross-Country Morning

This takes place during the autumn term, and involves all senior school pupils. It is organised by the PE department, with help from other members of staff.

The study body is divided up into their houses (Austen, Keynes, Locke, Newton), and they walk with their teachers to a specially laid out cross-country course in a local park. They run the course in their respective age groups, and the times are collated and converted into house points.

Students and staff return by lunchtime and afternoon lessons take place as normal.

Christmas Concert

There is a whole-school event, containing music, carols and readings, held at the end of the autumn term.

Sports Day & Sponsored Run

Another event which aims to foster house spirit and encourage sporting excellence and enthusiasm, Sports Day takes place either just before or after the Easter holidays.

Students and staff walk to the nearby Polideportivo, where they then earn house points by taking part in track and field events. This is followed by a whole-school sponsored run to raise money for the school's charity.

After returning for lunch, during the afternoon there is the house tug-of-war competition, including the Year 13 v Teachers bout, after which the house results are announced.

Speech Day & Prize-Giving

Taking place on a Saturday morning in June, this event is an opportunity to celebrate the academic, sporting and co-curricular prize-winners of that year.

After speeches by the headmaster and invited guest, two prizes are given out for each academic subject, before the non-academic prizes are announced.

Sixth Form Celebration

There is an annual celebration of the leaving Year 13 cohort, to which all staff members who have taught that year group are invited.



University Presentations

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

Visiting speakers

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

Unifrog

Year 12 are given access to Unifrog, an online research platform which they can use to investigate different course and university options.

Orientation

In the final term of Year 12, students embark on an orientation programme coordinated by the Heads of VI Form. This will take them off timetable for certain periods, although each subject should be affected equally to minimise disruption to lessons.

University application preparation:

- During Orientation, presentations are given regarding researching and making an application (most specifically through UCAS as the vast majority of our students apply there, although advice on applying to the USA and Spain is also given).
- During IELTS classes, students are guided through how to write a successful personal statement.
- The Heads of VI Form also speak to Year 12 parents about the procedure for applying to university. Parents are encouraged to discuss options seriously with their children and are invited to seek an interview with either the Heads of Sixth Form or the Headmaster.
- Subject teachers offer advice on summer reading and super-curricular activities, and students should think carefully about the referee and teacher advisor they will choose to help them through the process from the September of Year 13.

Oxbridge and Medicine Preparation Programme

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

Work Placement Programme

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



What is PSHEE?

It stands for Personal Social Health and Economic Education.

PSHE education aims:

- 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.
- to help our pupils develop key skills and attributes such as self-management, empathy, critical thinking, communication, resilience, teamwork and negotiation amongst others.
- to support pupils in assuming their position in society as happy, creative, moral citizens who respect their communal responsibilities and value their democratic rights.
- to promote our school's values of integrity, tolerance, respect, compassion, curiosity, humility and ambition.

What kinds of things will you be studying in PSHEE sessions?

- PSHEE sessions offer students the opportunity to reflect on, discuss and debate a number of topical, relevant and sometimes complex themes that directly affect their lives.
- Our PSHEE Curriculum covers themes outlined in the National Curriculum and Relationship and Sex education (RSE).
- PSHEE sessions covered at Runnymede College have been grouped into four main themes including:
 - 1) **Kindness and Communication**
 - 2) **Self**
 - 3) **Health and Wellbeing**
 - 4) **Living in the Wider World**
- The learning provided in topics aims to support the safeguarding of pupils.

Delivery:

- PSHEE sessions are delivered by form tutors in numerous sessions throughout the year
- Year 7 and 8 also have one timetabled lesson per week, allowing them to explore key issues in greater depth.



Keep a record of the PSHEE sessions you have covered:

Date	Session	Notes (e.g. What did I learn? What target can I give myself? What useful website can I refer to? etc)

What else would I like to learn about in PSHEE?



For form time activities:

- <https://formtimeideas.com>
- <https://www.awarenessdays.com>

Health and Wellbeing:

- NHS Live Well (Advice, tips and tools for health and wellbeing): <https://www.nhs.uk/live-well/>
- Kids health: <https://kidshealth.org>
- Young Minds (Mental health advice) <https://youngminds.org.uk/find-help/looking-after-yourself/>
- Rise Above (videos with tips on gaining confidence, dealing with anxiety and coping strategies from other young people): <https://riseabove.org.uk>
- Fundación Anar (Child support line in Spain): <https://www.anar.org>
- Childline (Information and advice): <https://www.childline.org.uk/info-advice/>

Support regarding Covid-19:

- Barnardos (Children's charity in the UK)- <https://www.barnardos.org.uk/see-hear-respond-support-hub>
- <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>

Academic:

- BBC Bitesize: <https://www.bbc.co.uk/bitesize>
- Google Scholar (a search engine for scholarly literature): <https://scholar.google.com>

Keep a record of any other useful websites here:



High standards of conduct and discipline are expected of all pupils.

Respect

- Respect must be shown at all times: self-respect, respect for others and respect for the school.
- Prejudice, discrimination and bullying are not tolerated and will be met with serious consequences.

Punctuality and Attendance:

- All pupils must be in their form room before 08.50 ready for registration. Pupils who arrive to their form rooms after 08.50 will be marked late. Pupils who arrive after 09.00 must sign in at the gatehouse.
- Pupils may only leave early (e.g. through illness or as a VI form privilege) with the permission of the Office, and must sign out. Foreseen absences must be communicated to the Form Tutor.
- Pupils must arrive to all lessons promptly.
- Should a teacher fail to appear for a class, a pupil should inform a member of staff.

Dress code and appearance:

- Pupils must wear correct school uniform which must be clean and tidy, throughout the school day.

Academic:

Runnymede College is an educational community whose prime aim is to help each pupil fulfil their academic potential. In order to do this, pupils will....

- arrive at each class ready and prepared to learn
- participate actively and positively in their education
- be enthusiastic, hardworking and dedicated
- complete work on time and meet deadlines
- demonstrate independence and responsibility
- be resourceful, curious and creative
- do their own work and not cheat, plagiarise, copy or pass off work of others as their own
- be reflective and learn from their mistakes, listen to different opinions, ask how they can improve
- be resilient, work at solving problems and set targets and realistic action plans to accomplish them
- work well in a team

English:

- All pupils should speak in English or in the appropriate language of instruction at all times.

Electronic devices:

- Mobile phones should not be brought to school. However, if they are needed outside school hours they should be left with the school secretary in the office. If a pupil is seen with a mobile phone throughout the school day it will be confiscated.
- Students must abide by the rules in the iPad agreement and in particular ensure they take care of the device, use it solely for educational purposes and only with the express permission of teachers.

Organisation and routine:

- At 09.00 pupils should have with them all materials needed for the first three periods, at 11.15, for periods 4 to 6 inclusive, at 13.20 or 14.00 for lunchtime classes and at 14.35, for the afternoon classes. Pupils must not return to their form rooms other than during these breaks.
- Students should wait outside the classroom in an orderly fashion until asked to go inside. They should stand behind desks until told to sit down. At the end of the lesson, students should stand behind desks until told to leave.
- Students should stand up when the Headmaster, Assistant Headmistress or visitors enter the classroom.
- Students should move to the next lesson between the warning bell and the second bell. They should be ready to start next lesson on the second bell.
- Students must line up as requested by staff for lessons, assemblies, fire drills and other school events.
- At the end of the school day pupils should collect their belongings from their form room. They must not take bags and coats to their last class. They should leave their form rooms tidy. If waiting to be picked up they may wait in front of the school gates or on the lawn.

Break and lunchtimes:

- The first and last 5 minutes of break and lunch time can be used to return to form rooms/ lockers to organise books for the following periods.
- Pupils in Years 7-11 must spend the rest of their break and lunch time outside the school buildings.
- At the end of break and lunch, pupils must collect books and materials from their lockers and be ready to start their next lesson on time, either waiting outside their classroom or sitting inside.
- Only written permission from a teacher is accepted as reason to be inside during break or lunch time. Access to the library is allowed with permission.
- Senior School pupils are not allowed to access the large playground until 13.30. Ball games are not allowed until 13.30.

Use of building

- Students should take care of the school environment, look after and keep classrooms tidy, place all litter in the correct bins and ensure recycling duties are carried out properly.
- Pupils must be quiet and orderly when moving around the buildings. As a general rule they should keep to the right. There is to be no running indoors or down the ramp at any time.
- Pupils should not go into other classrooms without good reason and should not leave their classroom without permission.
- Pupils may not go to the toilet between classes without seeking the permission of the teacher of their next class.
- No eating is permitted inside the building.
- Pupils in Years 7-11 cannot use the coffee machine.
- The lift may only be used by members of staff and authorised students.

The following areas are out of bounds at all times:

- The administration area unless it is absolutely necessary to visit the office.
- The area outside the school perimeter (permission from the duty teacher must be sought to retrieve footballs, etc.).
- The walkway outside the Junior School classrooms.
- The Junior School buildings for Senior pupils unless they are going to Art or to the nurse.
- The car park is out of bounds to students during break and lunchtime. After 4pm, students can use the lawn, but their behaviour is expected to be sensible in this area.
- Senior School students should use the entrance at C/Salvia 40 to access the school.

Communication

- Letters and other documents given to pupils for parents must go home on the day they are handed out. The acknowledgement slip, properly signed and dated, must be returned to the Form Teacher on the following school day. Digital communication from the school must also be acknowledged when required.
- Students should not contact parents via email or messaging services during school hours. All communication should be done via the school office.

Drugs

- We have a zero tolerance policy to illegal and unauthorised drugs on or off the school premises. See further details in Runnymede College Policy on Drugs.

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



House Points System

An effective discipline system places emphasis on positive behaviour, where possible, with clear, positive statements that communicate to students how they are expected to behave.

How the system works

Students can be awarded positive or negative House Points.

Staff, students and parents have access to a record of points awarded or deducted.

Consequences:

		Bronze	Silver	Gold	Platinum
Autumn	Years 7-8	40	50	60	70
	Years 9-10	30	40	50	60
	Years 11-13	20	30	40	50
Winter	Years 7-8	20	30	40	50
	Years 9-10	15	25	35	45
	Years 11-13	10	20	30	40
Spring	Years 7-8	40	50	60	70
	Years 9-10	30	40	50	60
	Years 11-13	20	30	40	50
Summer	Years 7-8	20	30	40	50
	Years 9-10	15	25	35	45
	Years 11-13	10	20	30	40

Positive House Points:

Special recognition for excellent behaviour, academic excellence or effort.

- Students will be given a bracelet every time they reach a new level (e.g.: a bronze coloured bracelet for bronze level, silver coloured bracelet for silver level, etc). Bracelets will be handed out on Mondays by Heads of Year.
- All pupils who reach platinum level will be invited to a meeting with the Headmaster and/or Assistant Headmistress to be personally congratulated, as well as being presented with a certificate of commendation in front of their peers.
- Every week, Heads of Year will send a congratulatory e-mail to parents of pupils who have been best in their House for a particular House point category
- Certificates are awarded at the end of each term to celebrate positive House Points totals.
- Prize Giving at the end of each year is also an opportunity to celebrate academic achievement and effort.

Negative House Points	Consequence	Action
-3	Form Tutor Warning	You will spend a break time or a lunch time with your Form Tutor discussing the reasons for your negative house points and consider how to improve your conduct in the future.
-5	Behavioural Intervention 1 (Form Tutor contact parents)	Your Form Tutor will contact your parents to notify them that you are not meeting the behavioural standards of Runnymede College, and to discuss the necessary improvements.
-10	Behavioural Intervention 2 (Head of Year meeting, behaviour report)	You will spend a break time or lunch time with your Head of Year discussing the reasons for your negative house points and consider how to improve. You will be issued with a behaviour report for a week, in which each of your teachers will comment to what extent you have met your behavioural objectives. Your parents will be informed about this report.
-15	Behavioural Intervention 3 (Form Tutor, Head of Year and Parent meeting and Detention)	Your parents will be invited to meet your Form Tutor and Head of Year to discuss your behaviour and conduct. Your behavioural report will be extended and you will be issued with a detention.
-20	Headmaster meeting	Your parents will be called to the school to meet with the Headmaster, who will decide on appropriate action moving forward.

Negative House Points:

In the event of a serious incident consequences can be escalated more rapidly.

*Report

A student goes on report when their behaviour becomes a matter of concern. This is done in consultation with the Head of the relevant Year. Clear areas of required improvement are written on the report, and behaviour is monitored for 5 school days. The report is signed by both the Form Teacher and parents on a daily basis.

**Detention

A detention can be assigned by the Form Teacher or Head of Year when a student is involved in more serious behaviour such as swearing, dishonesty, plagiarism, rudeness to a teacher, fighting etc. If a subject teacher believes that a student's behaviour merits a detention, he or she should communicate this to the Form Teacher.

Suspension

More serious conduct may result in suspension from the school for one or more days. The duration of the suspension is decided by the Headmaster, and a pupil is allowed to return to school after a meeting between the Headmaster and his/her parents in which clear expectations of future conduct are stipulated.

Please refer to our Promoting Good Behaviour Policy for more information.

Reviewed: June 2022

Next review date: June 2023



School Uniform

- Students in Years 7-11 must wear the uniform as laid out in the following guidelines.
- It is the responsibility of all staff to ensure that the correct school uniform is worn by all students at all times.
- If a student is seen in the incorrect uniform they should, in the first instance, be reminded of the school rules. Persistent offenders should be dealt with via the House Points system.
- If parts of the uniform are lost, students should be reminded that the uniform can be purchased from: El Corte Inglés in Sanchinarro.

WINTER UNIFORM [October – April]

BLAZERS

The official school blazer should be worn to, from and at school.



JUMPER

The official school jumper (with a logo) may be worn under the blazer in the winter months. No other jumpers may be worn.



OVERCOATS - Navy or black overcoats are permissible, but these should be worn over the blazer and should not be worn indoors.

BOYS:

WHITE SHIRT

A white shirt should be worn at all times during the winter months. The shirt must be tucked in.



TROUSERS

Grey trousers should be worn.



TIES

The official school tie must be worn at all times during the winter months.



SHOES & SOCKS - Black or navy shoes and dark socks (white socks are not allowed)

GIRLS:

WHITE BLOUSE/
POLO SHIRT A white blouse or official school polo shirt may be worn. The blouse must be tucked in.



SKIRTS/TROUSERS

Grey skirts or trousers can be worn. The skirts must not be too short.



TIES - Girls do not need to wear ties at any time.

SHOES & SOCKS - Black or navy shoes and navy blue knee socks or tights must be worn.

SUMMER UNIFORM [April-October]

As the winter uniform for girls.

For boys, as the winter uniform except:

- Students do not need to wear ties.
- Students should wear an official school polo shirt rather than a white shirt.

GYM KIT (ALL STUDENTS)

- Students must wear the school gym kit during all PE lessons, when participating in school sports clubs and when competing in inter-schools competitions.
- Students may no longer come to school in PE on the days they have PE. Changing facilities are available to them immediately before their PE lessons, but they should wear formal uniform for all lessons.



TRACKSUITS

The official school tracksuit bottoms and sweatshirts must be worn. Other tracksuits are not allowed.

SCHOOL SHORTS

Official school shorts must be worn. No other shorts are allowed.

SCHOOL T-SHIRTS

The official school sports shirt must be worn. No other sports shirts are allowed.

SHOES & SOCKS

White short socks and white sports shoes must be worn.

JEWELLERY

Jewellery must be kept to a minimum. Girls may wear small stud earrings. 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.

HAIR

Boys must be clean-shaven and their hair must be sensibly cut. Girls must tie up their hair. No unnatural hair colour is allowed.

All items of clothing must be labelled with the pupils name.



VI Form Guidelines

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

Academic performance

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

Any pupil who fails to complete work on time will be placed in detention. Students not showing the required level of application may be asked to leave a subject.

Use of technology

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

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

Study periods

During the school day most students will have study periods. They must use their time responsibly and effectively. Any student with "nothing to do" should speak to their subject teachers or the Heads of VI Form. Students must respect other pupils' need to concentrate by maintaining a quiet atmosphere during lesson time (including lunchtime classes).

Study spaces

VI formers are able to work in the study spaces in the Founder's building, in the library and if permission given, in class rooms. Students must look after the study spaces and maintain an appropriate atmosphere conducive to studying.

Detention

Students will be put in detention if they fail to hand work in on time, or if they are persistently late or disruptive in lessons, among other reasons. Parents will be informed by e-mail if their child has been put in detention. Detention takes place on Mondays and Wednesdays from 16.10 to 17.10 in the Hall with Mr Crumpton.

Reviewed: June 2022

Next review date: June 2023



VI Form Uniform

SIXTH FORM UNIFORM: From September 2022, the Sixth Form will be wearing uniform.

White/ light blue shirt/ blouse

Grey skirt or trousers

Navy blazer with gold badge

VI Form tie



The rest of the school rules regarding the uniform apply to the VI form too. Further guidance on Summer Uniform for the Sixth Form will be clarified during the Autumn Term.



Expectations of a Runnymede Learner:

A successful learner at Runnymede should be aiming to develop their personal learning and thinking skills by being:

1. Ready: plan ahead, be prepared for class (bring the right equipment/materials, diary or agenda, books), be punctual, meet deadlines (homeworks, projects), check over work.
2. Respectful: show respect to teaching staff and peers at all times, work effectively as part of a team.
3. Resourceful: Show independence, learn in different ways, be creative, participate actively both in and outside class, show good listening skills, revise and review work, read around the subject, go beyond the curriculum, think out of the box.
4. Reasoning: think about their learning, be inquisitive, ask questions.
5. Responsible: Do their own work, do not plagiarise, copy or pass off the work of others as their own, stick at a task, show an interest in what they are doing.
6. Resilient: stay focused in class, be positive.
7. Reflective: learn from mistakes, set targets, listen to different opinions, ask how they can improve.

Developing these skills should enable our students to become:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants..

Reviewed June 2022

Next review date: June 2023

**Definition:**

Homework is any work that is set to be done outside the timetabled curriculum.

Homework should:

- Encourage students to develop independent learning skills and take responsibility for their learning.
- Consolidate and reinforce skills and understanding developed in class.
- Extend learning.
- Provide parents with the opportunity to take part in their children's education.
- Help students develop time management skills and self discipline.
- Help students prepare for the next lesson/activity.

The role of the student:

- Classwork should be completed in the time allocated in lessons, leaving adequate time for homework.
- Listen to homework instructions and write down the task and deadline in their diaries.
- Ensure homework is completed and handed in on time.
- Do homework to the best of their ability.
- Make sure homework is their own and has not been copied or plagiarised.
- Talk to teachers in advance if they have any difficulties.

The role of the parents:

- Provide their child with a quiet place to work.
- Ensure child is spending designated time on the homework.
- Encourage their child to do their homework to the best of their ability
- Offer support and guidance while making sure that work done genuinely reflects the child's understanding
- Help their child organise their homework around other after-school activities and ensure they are not put under undue pressure because of these activities.
- Check the child's agenda regularly to ensure they are recording and completing homework.
- Contact the school if they have concerns

The role of the teacher

- Staff should allow sufficient time during the lesson to set and explain homework.
- Set homework in accordance with the timetable for Years 7 to 11, so that students can plan their time and so that parents are aware of what homework students have to do.
- If homework includes Internet research, make sure the pupils do something with the information they find.
- If students do not complete their homework, teachers should write this in the student agenda and ask the student to ask a parent or carer to sign the note. Negative House Points can also be given for homework not done (usually after an initial warning). Copied work counts as homework not done.
- Mark homework on a regular basis with formative comments and targets given orally or in writing.
- Talk to students about why they didn't do their homework and give support and advice.
- Inform tutor, head of department and parents, as appropriate, when problems arise.

Homework Allocations:

Key Stage 3	Time per week		
Subject	Year 7	Year 8	Year 9
English	1 x 60 mins or 2 x 30 mins	1 x 60 mins or 2 x 30 mins	1 x 60 mins or 2 x 30 mins
Maths	1 x 60 mins or 2 x 30 mins	1 x 60 mins or 2 x 30 mins	1 x 60 mins or 2 x 30 mins
Science	1 x 30 mins	1 x 30 mins	Biology: 1 x 30 mins
			Chemistry: 1 x 30 mins
			Physics: 1 x 30 mins
History	1 x 30 mins	1 x 30 mins	1 x 30 mins
Geography	1 x 30 mins	1 x 30 mins	1 x 30 mins
French	1 x 30 mins	1 x 30 mins	1 x 30 mins
Latin	1 x 30 mins	1 x 30 mins	1 x 30 mins
Spanish (or Lengua)	1 x 30 mins	1 x 30 mins	1 x 30 mins
Sociales	1 x 30 mins	1 x 30 mins	1 x 30 mins
Drama	1 x 30 mins	1 x 30 mins	1 x 30 mins
Art	1 x 30 mins	1 x 30 mins	1 x 30 mins
Supplementary English (if studied)	1 x 30 mins	1 x 30 mins	1 x 30 mins
Total hours per week	6 hours 30mins or 7 hours	6 hours 30mins or 7 hours	7 hours 30 mins or 8 hours

Key Stage 4	Time per week	
Subject	Year 10	Year 11
English	2 x 1 hour	2 x 1 hour
Maths	2 x 1 hour	2 x 1 hour
History	1 x 1 hour	1 x 1 hour
French	1 x 1 hour	1 x 1 hour
Spanish (or Lengua)	1 x 1 hour	1 x 1 hour
Sociales	1 x 1 hour	1 x 1 hour
Option subjects	1 x 1 hour	1 x 1 hour
Total hours per week	12 hours	12 hours

Key Stage 5	Time per week	
Subject	Year 12	Year 13
Option 1	5 hours a week	5 hours a week
Option 2	5 hours a week	5 hours a week
Option 3	5 hours a week	5 hours a week
Option 4	5 hours a week	5 hours a week
Option 5 (if studied)	5 hours a week	5 hours a week
Total hours per week	20-25 hours	20-25 hours

Homework Timetables:

	Monday	Tuesday	Wednesday	Thursday	Friday
Homework set					
Homework due					

Reviewed June 2022

Next review date: June 2023



Fire Instructions for Pupils

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)** will exit through their external classroom/lab doors.
 - **Locke 1 to 6** exit by the main entrance
 - **Keynes 1 to 6 & Study Room** exit via the main entrance
 - **Austen (Music Room)** will exit by the main entrance on that floor
 - **Locked 7 to 14** exit by the Emergency exit
 - **Keynes 7 to 14** will exit by the Emergency exit on that floor
 - **Top of the train (Art rooms)** exit through the main entrance on the boom floor.
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:

KS3 and KS4 - BLUE PLAYGROUND

- Line up in order (starting with Year 7 on the right side as seen from Founder's building): Years 7, 8, 9, 10 and 11.
- KS3-4 pupils who have exited the building through the Fire exit, should turn right and walk along the South-facing side of the building to the blue playground.
- KS3-4 pupils who have exited the building through the main entrance should walk straight to the blue playground down the ramp.

VI Form - area between Founder's building and the Julia Powell Hall

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

Reviewed: March 2022

Next review date: March 2023



Runnymede College aims to ensure secure access to ICT for all pupils. It recognises that technology encourages a new collaborative way of thinking and opportunities for exploring information. It also recognises the challenges pupils face in accessing reliable, appropriate information and in avoiding content and behaviour that is biased, bullying or exploitative. Runnymede College wishes to educate and safeguard pupils, parents and staff on the best use of ICT and alert them to the risks.

This policy applies to the use of technology on School premises and also any use, whether on or off School premises, during term time or in holidays, which affects the welfare of other students or where the culture or reputation of the School are put at risk.

This policy outlines the acceptable use of Internet and email facilities, file-servers, messaging services, and any networks or hardware, including but not limited to that provided by the School. It applies to any personal devices and other equipment that can be used to access, store or record data or media files.

ACCEPTABLE USE:

Students are responsible for their actions, conduct and behaviour online, or when using school devices in the same way that they are responsible at all other times. They should also adhere to the following guidelines when using the school network.

The school networks and related devices such as the iPads are the property of Runnymede College. They have been made available to students to help enrich the learning process and to enable them to become skilled and responsible users of tools that have become part of our everyday lives. Students are expected to use the resources for the educational purposes for which they are provided.

SERVICE PROVISION:

We have excellent network provision, including Wi-Fi in all areas of the school. Any issues regarding access should be addressed to the IT Department.

REPORTING:

Technical issues should be reported to the IT Department which is located on the lower floor of the Train building. Teachers can use the IT ticketing system for maintenance and technical issues while other matters can be reported via email to itsupport@runnymede-college.com. A breach of the e safety policy should be reported to the appropriate member of staff, usually the Head of Year or line manager.

MONITORING:

The school reserves the right to monitor communications and general network usage in order to:

- Protect pupils;
- Establish facts;
- Prevent or detect crime or inappropriate behaviour;
- Investigate or detect unauthorised, suspicious or inappropriate use of school ICT systems;
- Ensure the effective and secure operation of the school network and its systems.

The following checks are in place to assist pupils:

- Teachers can use the Apple Classroom app to monitor student use of devices during lessons.
- 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.

- The software that allows Internet access through the network maintains a log of all sites visited by all users, including attempts to access sites prohibited by the firewall.
- The PSHEE programme is also used to help support the work of Internet awareness, use of social media and cyber-bullying;

EXPECTATIONS FOR ACCEPTABLE USE OF ICT

PERSONAL ELECTRONIC EQUIPMENT

Sixth formers are permitted to bring laptops to school for learning and educational use only. The devices must be compatible with the school network and should only be used in class at the teachers' discretion for purposes permitted by the teacher and not for messaging, playing games or other non-educational activities.

MOBILE PHONES AND SMART WATCHES

Mobile phones are not allowed to be used in school. If they are brought to school, then they should be left in the office area at the beginning of the day and picked up at the end.

Smart watches are not allowed to be worn or brought into any exams.

IPADS:

All pupils from Years 7-11 are issued with an iPad. Use of a Mobile Device Management system will enable the IT and Senior Leadership teams to remotely distribute updates, settings, and software to the devices. This has the benefit of students not having to source subject-specialist software for their own devices. It will also give parents and teaching staff the peace of mind that pupils are only able to access filtered content and applications and programs that have a clear academic focus.

As a student you understand that the iPad is the property of Runnymede College and that it has been issued for school-related work for the duration of the academic year. You understand that if any of the following conditions are broken, the iPad may be taken from you and returned only at the discretion of the Headmaster.

As a student of the senior school, you will:

- keep the iPad, cover and charger in good condition without marks or graffiti; report any loss or damage immediately
- ensure you leave enough memory/space on iPad to allow for the use of educational apps and school work.
- not use the iPad to access inappropriate Internet sites, download, distribute, store or display material or messages that could upset others;
- return the iPad at any time when requested by the school. If a student is unable to do this, their parents are liable for the cost to replace missing items.
- not remove any identifying marks placed on the iPad by the school;
- not loan the iPad to others or allow them to use it;
- not change, or attempt to change, the Runnymede College profile on the iPad or the original operating system installed.
- Return the iPad to the school in good condition when required.

Damage/Loss

- In the event of the iPad and/or its accessories being irreparable, or if it is lost/stolen due to pupil negligence, then the replacement cost will be incurred by parents or carers.
- If the iPad can be repaired without the need to purchase physical items, such as buttons not working, then no cost will be incurred.
- If the iPad requires servicing outside the College and the damage is deemed non-warranty but can be repaired, the cost of the repairs will be incurred by the parents/carers.

- If the iPad is found to be repaired with non-genuine Apple parts, the cost of replacing the iPad will be incurred by the parents/carers

Security:

- Use a 'strong' password for your accounts. Keep your password or security information a secret to others, except your parents/carers.
- Make sure your device is locked whenever you leave it and log off your accounts.
- Do not reveal any personal information (e.g. home address, telephone number) about yourself when using the Internet.
- Do not share your login details (including passwords) for online accounts with anyone else. Do not use other people's usernames and passwords.
- Do not use drives or other portable devices on the school devices without having them checked for viruses by the IT Department.
- Do not download and/or install any unapproved software, system utilities, VPNs or resources from the Internet.
- If you discover a security problem, you should inform the IT Department immediately at itsupport@runnymede-college.com.

Communication:

- Use appropriate language in all communication.
- If you are under 18 and wish to use an e-mail address, you must obtain the permission of your parents/carers and should get them to carry out the signing up process for the account.
- Always copy in your parents to an e-mail when you are sending work to a teacher.
- Do not use social media sites, messaging or chat rooms during school hours.

Behaviour:

- Do not create, send or post any material that is likely to cause offence or needless anxiety to other people or bring the school into disrepute.
- Do not attempt to visit websites that might be considered inappropriate or illegal.
- Do not access other users' files or folders.
- Students should never impersonate others or disrupt video lessons. They should only use the official school log-ons for these applications and they should identify themselves using their first and surnames rather than any nicknames.
- Remember that files held and actions carried out using the school network will be regularly checked by the Systems Administrator or other members of staff.
- Do not use the computers, iPads or any ICT devices to disrupt the work of others.
- Do not attempt to harm or destroy any equipment, or work of another user on the school network system or from another location.
- Do not receive, send or publish material that violates copyright law.
- Report any inappropriate use of the system and/or devices to itsupport@runnymede-college.com

Sanctions

Where a student breaches any of the school's rules relating to acceptable use of electronic equipment, an appropriate and proportionate sanction may be given. These may range from a negative House Point, to confiscation of any personal or shared devices, to more serious sanctions, including exclusion. If the breach is of a criminal nature, the parents, police and local authorities may be involved. If the school discovers that a child or young person is at risk as a consequence of online activity, it may seek assistance from the parents, agentes tutores, police force or social services. The DSL handles all Child Protection situations.

EDUCATION / PSHEE / PARENT SUPPORT:

Pupils are educated about both the opportunities and risks associated with the use of technology and the internet. They have regular PSHEE sessions that cover topics such as online safety, social media, gaming addiction, online gambling, pornography and other matters. Talks by external specialists are regularly organised for pupils and parents to provide further information and guidance.

Policy Reviewed: May 2022

Next Review date: May 2023

USER AGREEMENT FORM FOR THE STUDENT E SAFETY POLICY

It is the personal responsibility of every student to take all reasonable steps to make sure they follow the conditions set out in this Policy.

- I agree to follow the school guidelines on the use of the school IT resources and systems. I will use the resources in a responsible way and observe all the guidelines explained above.
- I agree to report any misuse of the network to the Systems Administrator (sysadmin@runnymede-college.com).
- I also agree to report any websites that are available on the school Internet that contain inappropriate material to the Systems Administrator (sysadmin@runnymede-college.com).
- If I do not follow the rules, I understand that this may result in loss of access to these resources as well as other sanction. I realise that students under reasonable suspicion of misuse in terms of time or content may have their usage monitored or their past use investigated.

Student Name: _____

Student Signature: _____

Parent/Carer/Guardian Name: _____

Parent/Carer/Guardian Signature: _____

Date: ____/____/____

Policy Reviewed May 2022



iPad Rules

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

Reviewed May 2022



What is Bullying?

Bullying is purposeful and repeated action conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation.

Bullying can take different forms:

- Verbal bullying: name calling, use of threatening or provocative language.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual.
- Physical bullying: hitting, kicking, grabbing an individual; taking or hiding another's property.
- Cyberbullying: bullying that takes place using electronic technology i.e. cell phones, computers and tablets as well as communication tools including social media sites, text messages, chat and websites.

It is our aim to:

- Ensure that children and adults within school have a common understanding of what bullying is.
- Minimise all forms of bullying.
- Communicate clearly to children and parents the school's strong response.
- Stress that the whole school community act together on this issue.
- Continually work to maintain a warm and harmonious atmosphere within school.

Principles

- All allegations of bullying will be carefully investigated.
- Children, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- The school will protect and support all parties on school premises both during and after school hours whilst issues are resolved.

Whole School Strategies to minimise bullying

The PSHEE programme will address the issue of bullying and initiatives will take place in order to coincide with anti-bullying week and other campaigns.

There will be discussion in form time, individual interviews and PSHEE to help deal with friendship issues. Peer support will be strongly emphasised; children will be taught how to effectively support a bullied child and how to avoid being a bystander or participant.

Active observation should be undertaken by staff during break times.

There should be intervention and monitoring where forms of bullying have been identified.

The senior school should develop an Anti-Bullying Code with the children, providing them with clear advice on what to do if they are a witness or a victim of bullying.

Year group assemblies should address the issue of bullying and

Preventing Cyberbullying

Some students may not even realise that the behaviours they are engaging in fall within the scope of cyberbullying, especially if their initial motivations are to be funny or joking. However, the following are all forms of cyberbullying:

- Starting online conflicts with aggressive or offensive language that will ignite cruel conversations, repeatedly harassing others, making demeaning comments, posting gossip, or purposely trying to exclude someone from an online group to hurt them.
- Impersonating someone else in order to create trouble or embarrass someone as well as revealing humiliating secrets or information online are forms of cyberbullying.

Cyberbullying is different, not least because it will mainly take place outside school hours. Children who are Cyberbullied are often bullied in person as well. Additionally, these children have a harder time escaping from the behaviour.

Cyberbullying can happen 24 hours a day, 7 days a week, and reach a child even when he or she is alone. It can happen any time of day or night.

Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult, and sometimes impossible, to trace its source.

Deleting inappropriate or harassing messages, texts and pictures is extremely difficult after they have been posted or sent.

Apart from the measures outlined above the school must strive to work together with parents and pupils to inform, raise awareness and develop channels of communication to allow incidents of this nature to be reported as soon as they occur. The emphasis should, therefore, be on prevention.

School strategies will focus on transmitting the following guidelines to our students/pupils:

If you see someone being bullied:-

- Do let a member of staff know
- Do try to be a friend to the person being bullied
- Don't be made to join in or bystander
- Do try to help the bully to stop bullying

If you are the victim of bullying:-

- Tell a teacher or another adult in school
- Tell your family
- Take a friend with you if you are afraid to tell someone by yourself
- Keep telling people until someone listens
- Don't blame yourself for what has happened



Given the almost inevitable influence that the Internet, Social Media and an array of digital devices, including mobile phones, have on our lives, with their enormous potential but inherent risks, it is important that we encourage a positive and healthy use of these media. What follows is a series of suggestions for parents in order to promote an appropriate use of the internet and electronic devices by their children:

What is OK, how much and how often?

- Negotiate a reasonable amount of time that can be spent using these devices. Chatting, social media and gaming can quickly become an addiction and start to have a negative effect on homework, social life in the real world and behaviour in general.
- Set firm limits about what sites your son/daughter can visit. It is important to discuss with them what is acceptable and what is not when they are online.
- In relation to these first two points, well-defined and reasonable consequences for rule breaking should be stated before digital devices are used.

How to browse safely

- As a parent, make sure you know what the websites and apps that young people use are actually for and what kind of activity is possible on them. You should be aware of the types of security available on these sites, and make sure that your son/daughter does not allow open access to personal information.
- Talk with your children about Internet safety and how to protect themselves. They are young and curious, and it's important that they have a clear idea of the risks involved. Get them to teach you about the sites they use and take an active interest in the use that they make of the Internet. Learn from each other.
- It is essential that they receive the clear message that they must not give any personal information to strangers online.
- They should also refrain from any behaviour that might cause hurt or upset to others.
- Explain to them the nature and consequences of cyberbullying.
- Encourage them to come and tell you if they have any problems or worries about their experiences online. When they do, listen to them carefully and try to give practical advice about how to solve the problems encountered. Help them to use blocking and filtering tools, and report any problems to the site manager. Avoid blaming them, or punishing them by removing computer access unless clear rules have been broken – you might be punishing their honesty, not their transgression.

Ways of controlling the use of digital devices:

- Model good behaviour as a parent, for example have times when you do not use the devices, for example at family meal times or when having conversations with others.
- Trust is a vital part of the relationship we have with our children, and the sophistication of this trust develops as they do. With increasing personal experience and intellectual development the most effective and reliable form of control will eventually be self-control, based on a solid sense of responsibility and sound moral judgement. Having said this, the nature of the content of some sites easily available on the Internet is very disturbing, and we must consider the type of access that we allow with reference to the age and maturity of a young person. To this end, we should be aware of the more technical methods available to control the use of the Internet:
- Set up different user accounts (operating systems - eg. Mac OS and Windows now have comprehensive parental controls that you can put in place)
- Your Internet Service Provider may have parental controls

- Your router may have parental controls
- You may use a third party service such as OpenDNS (www.opendns.com)
- You can install monitor software (which gives information about the use of the Internet after the fact)
- With regard to the variety of controls that you can put in place, beware: a false sense of security is worse than a sense of insecurity. These are all aids not remedies.
- At all times, it is important that we let young people know to what extent we are monitoring their use of new technologies. A relationship built on trust must be transparent. We can explain to a 10 year old that due to the potential dangers presented by these cyber-mediums, we must know how and with whom he or she is communicating. This type of explanation obviously will not convince a 16 year old. Somewhere between these ages there is a mutually agreed and satisfactory handover of responsibility, one would hope.

Alarm bells

We must be aware of the warning signs of unhealthy use of new technologies and its consequences. Parents know their children better than anybody and will detect even small changes in mood and personality. The tendency is for us to put this down to adolescence, which can often lead us to recognise real problems too late. If you intuitively sense that something is not right with your child, you must discuss this with him or her. This can be quite difficult but it is essential. In most cases, solutions can be easily arrived at; in some cases, this discussion may uncover deeply rooted and more serious problems and you may need external support to overcome them.

We should look out for the following warning signs:

- Excessive time being spent online, especially late at night. Not completing other tasks and a complete loss of sense of time.
- Inappropriate sites appearing in web browser histories, or large gaps appearing in these histories due to parts having been erased. Devices may be quickly turned off or screens changed when a parent approaches.
- A child becoming detached and withdrawn from the family, and perhaps secretive about his or her activities online.
- Obsessive behaviour regarding new technologies. A child not being able to function in the present, constantly talking about using the internet or gaming. Anger may be expressed if there is an attempt to control internet or device use.
- Communication, chats or phone calls with people that you do not know. Reluctance to provide information about these people.
- If we can help in any way regarding the safe and healthy use of the Internet by your child, please don't hesitate to get in contact with us.

Reviewed: May 2022

Next Review: May 2023



School values and rules:

It is an expectation of remaining at Runnymede College that your child complies with the School Rules and does his/her best to abide by the values of the school.

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 or at some other mutually agreed time, has the right equipment for academic work, sport or other obligations, is appropriately dressed in accordance with the School's uniform regulations and conforms to any other school standards relating to appearance.

Absence:

- Wherever possible the School's prior consent should be sought for absence from school. The school must be informed in advance in writing or by telephone/e mail of any reason for your child's absence other than illness. In the case of unforeseen illness you should contact the school before school on the first day of illness and should send a confirmatory note on your child's return to School.
- Parents/guardians are expected to avoid taking your child out of school for holidays during school terms.

Bullying and online abuse:

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

ICT use:

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

Health and safety:

- Parents/guardians undertake to inform the School of any health or medical condition, disability or allergy that your child has or subsequently develops, whether long-term or short-term, including any infections.
- Parents/guardians undertake to inform the School of any situations where special arrangements may be needed in relation to your child.
- If your 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.

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.

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.

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.

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; and 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.

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.

Communication:

- Parents/guardians undertake to inform the school of any changes in e mail address for the purpose of school communications.

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

Reviewed: June 2022

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