

BRITISH MONTESSORI SECONDARY

**Parents and Students Handbook
2022/2023**



British Montessori

WELCOME TO BRITISH MONTESSORI

We are proud that you have enrolled your child with us, and we look forward to getting to know them better. We want to show them our commitment to a values-based education and to enhancing their individual qualities.

Our desire is to train students who will be prepared to be protagonists of their own future, who will acquire self-confidence, autonomy, and security. At our school they will be taught in a safe environment, in the middle of nature.

This document contains important information about the center, rules, and procedures of interest for you and your child. We are always available to answer any questions or clarify any doubts you might have.

INTRODUCTION

Montessori School Madrid was founded in 1993 in the Sierra of Madrid, combining a natural setting with easy access to Madrid city via the A6.

We are a private co-educational school, non denominational and multicultural. We have received recognition from the Ministry of Education in both Spain and England. Teaching is through the English National Curriculum aiming towards the obtaining of IGCSE, AS and A level exams allowing entry into most European Universities. In compliance with the Spanish Ministry of Education Lengua and Literatura Castellana are taught in years 1 to 6; Lengua and Literatura Castellana and Ciencias Sociales are taught in years 7 – 11; and Lengua and Literatura Castellana in years 12 and 13.

The pupils mostly come from the Sierra. The majority of students start in the first years of schooling (2 to 3 years old in Spain) and most remain until the age of university entrance. Pupils joining the school at other stages are required to show a level of English compatible with the rest of their year group.

Philosophical aims

The philosophical principle of Montessori School Madrid is the pursuit of the integral development of the intellectual, social and emotional capabilities of each pupil, providing individual attention within a healthy social context.

Our educational procedure is directed towards the objectives shared with the countries of the European Union.

Our aim is to create individuals able to assume responsibility for their actions, to make intelligent decisions and to show an active contribution to the progress and improvement of the democratic, open and plural society in which they will live.

In order to achieve this we conceive of education as a formative, permanent process which includes the basic concepts and abilities that are necessary in today's society and which will give them the desire to continue the learning process and prepare them for further study and allow them to integrate into the workforce.

Pupils study through the English language, except for the subjects taught in compliance with the Spanish Ministry. These subjects are taught in Spanish.A

Objectives

Pupils are expected to progress through developing the following capabilities:

- a) To take responsibility for their work and obligations, to know and exercise their rights in respect to others, **to show tolerance, cooperation and solidarity**

between people and groups, to participate in dialogue using human rights as common values in a plural society and prepare themselves to partake in democratic citizenship

b) To acquire the basic preparation necessary in the field of **technology**, especially in communication and information technology.

c) To acquire the necessary **numeracy skills** in order to partake in daily life and develop mathematical understanding and apply it for future use.

d) To conceive of **scientific knowledge** as an integral part of different disciplines, for example to learn to apply the scientific method in order to identify problems in different fields of knowledge and experience.

e) To understand and be able to express orally and in writing texts and messages of varying complexity and to begin to enjoy and understand through **reading** and study Spanish and English literature.

f) To understand and express themselves in one or more **foreign languages** in an appropriate manner.

g) To know, value and respect the basic aspects of **history and culture**. To appreciate artistic creation and understand the language of different artistic schools using varying **means of expression** and representation.

h) To know and accept the functions of their own body and that of others. To acquire the **habit of healthy living** participating in **Physical Education and Sport** in order to improve personal and social development. To know and value the human dimension of **sexuality** in all its diversity.

i) To critically value social habits related to health, consumption and the **care of living beings**; and the ecology of the planet contributing to its conservation and improvement.

j) To develop and consolidate **habits of discipline**, study and work as an individual and as part of a group as a necessary condition to the production of learning tasks and as a measure of personal development.

k) To value and respect the **differences of sex and the equality of rights and opportunities**.

To reject stereotypes that suppose discrimination between men and women.

l) To strengthen their affective capabilities in all areas of the personality and in their relationships with others, **rejecting violence** or prejudice of any kind and resolving **conflicts peacefully**.

Values

The school wishes to promote a strong adherence to positive values to enhance good behaviour and communal living. We ask all staff to work with the pupils in promoting these values.

Our pupils will be encouraged to adhere to the following values throughout the school year and make them part of their social understanding and activity:

RESPECT, EMPATHY, HONESTY, COURAGE, RESPONSIBILITY

ORGANISATION AND COMMUNICATION

Daily schedules

YEAR 7, 8 & 9 (Los Fresnos site)

Entrance	8:45
Registration	8:50 -9:00
First teaching block	9:00-11:30
Break	11:30-12:00
Second teaching block	12:00-13:50
Lunch	13:50-14:50
Third teaching block	14:50-16:40

YEARS 10 - 13 (El Enebral site)

Entrance	8:45
Registration	8:50-9:00
First teaching block	9:00-11.45
Break	11:45-12:05
Second teaching block	12:05-13:55
Lunch	13:55 -14:50
Third teaching block	14:50-16:40

Entering and leaving school

Pupils may be on the premises from **8:40 to 16:50** and only outside of these hours if they are assigned to the “guarderia” service or participating in after school activities.

Years 7, 8 & 9: Enter and exit through main gate on the Fresnos site.

Years 10-13: Enter and exit through site Bus route pupils: Enter and exit through reception area.

Pupils entering or leaving school at any other time must pass through reception to sign in or out.

School registers are kept in reception during the day.

The class tutor is responsible for completing the register in the morning. The school secretary is responsible for adjusting the register during the day and contacting parents for lateness and absences.

Registration

The register is taken each day at **8:50** by form tutors in the tutorial classroom. Pupils should arrive punctually having visited their locker and prepared their books for the first block of classes.

In registration tutors will check homework diaries and uniform on a daily basis.

Lateness and Absence

All cases of absence **should be justified by a note**, phone call or through the communications platform of the school to the school office and the class tutor

Lateness of more than **30 minutes** must be justified in the same way as absences. In cases of persistent lateness parents will be contacted by letter or through the platform. Sanctions for unjustified lateness will be imposed by the tutor and/or the key stage coordinator.

Pupils arriving after the end of registration should enter and go to reception where they will be marked into the register. Pupils arriving late without justification note will be kept in the reception area until the end of the first class when they will be allowed to enter school. Pupils who have to leave school before the end of the day are collected from reception by their parents and must sign out in reception.

All key stage 5 pupils leaving school early **must sign out** through reception.

Break and lunchtime

Pupils are assigned to the following areas at break and lunch times:

El Enebral site:

Pupils are assigned to the following areas at break and lunch times:

- Central patio and football pitch.
- Pupils should not enter the school building during break time unless it is raining when classrooms will be assigned to them.
- On wet days pupils may remain in their classrooms only if a teacher is present. Otherwise pupils should remain in the covered patio.
- Pupils should use the toilets adjacent to reception during break and lunch times.
- Once classes are dismissed pupils should leave the building swiftly and remain in the patio areas until the bell goes.
- Pupils may remain in the library during the lunch break only when there is supervision.
- Pupils of KS5 can study quietly in the study room during break and lunch times.

Los Fresnos site

Pupils are assigned to the following areas at break and lunch times:

- Central patio
- Pupils should only enter the school building during patio time to use the toilet. This should be in the old secondary block only. No pupils need enter the new block during break time.
- No pupil should be outside the designated patio area during break time.
- On wet days year 7 and 8 pupils should remain in classrooms in the new block and be supervised by patrolling teachers. Year 9 will be supervised in the locker area in the Secondary building.

Communication

At the start of each school year an informative meeting is held for each Year group after which parents are invited to meet their child's teachers.

There are parents evenings arranged at the end of term 1 or during term 2 in which parents are invited to make appointments with class teachers and tutors and discuss their pupils' progress. Parents are informed of events through letters and circulars that are always sent through the communications platform and when necessary printed

and handed to the pupils. Informative meetings are held for parents when there is a change of Key stage or for information about the British Curriculum and exam system.

The main form of communications between parents and teachers is through the school diary and the communications platform. Parents may make appointments to see tutors or teachers through the communications platform.

The School diary

All pupils are presented with a school diary at the start of each year.

The diary should last throughout the year and be used only for entering information from teachers and communicating with parents.

Teachers will remind pupils to enter all homework and dates for future exams or assignments in the school diary.

Diaries should be available for inspection in registration each day.

Diaries should be used to communicate between teachers and parents about any incidents during class time. Parents are strongly encouraged to look at the school diary to check that it is being used appropriately and to sign any notes that teachers have written. If a diary is lost a charge of 3 euros is made for a replacement.

If a school diary is being misused the pupil will be referred to the KS coordinator.

Montessori school prides itself on a close working relationship between parents, teachers, pupils and management.

CURRICULUM AND TEACHING

Weekly Timetable

The week consists of a total of 35 teaching periods of 50 or 55mins. The time allocated to Spanish Language teaching is 5 periods in Years 7-9, 4 periods in Years 10 and 11, 4 periods

in Years 12 and 3 periods in Year 13.

Pupils receive 3 periods of Spanish Social Sciences from years 7 to 11. All remaining hours are taught in English covering the National Curriculum.

Curriculum Structure

In the secondary sections the following weekly time should be allocated to each subject area:

Key Stage 3 (Years 7,8 &9)

English	5 (one drama)
Mathematics	5
Science	4
History	2
Geography	2
Art & Design	2
I.T.	1
Music	1
P.E.	2
Foreign Lang.	2
PSHE/Assembly	1
Registration	5 x 10 min
Lengua	5
C. Sociales	3

In year 7 pupils choose between French or German as a modern foreign language. One period of English is devoted to speech and drama.

Key Stage 4 (Years 10 &11)

English	5
Mathematics	4
Lengua	4
C.Sociales	3
P.E.	2
IGCSE options:	5 X 3
PSHE/Assembly	1
Registration	5 x 10 min

In year 10 pupils select 5 IGCSE options from the following subjects: Biology, Chemistry, Physics, History, Geography, French, German, Information Technology, Art, Business Studies, Physical Education.

Key Stage 5 (Years 12 &13)

AS & A2 options	5 per option (up to 4 options)
Lengua	3
P.E.	1
PSHE/Assembly	1
Registration	5 x 10 min
ESOL	3
Especificas (Year 13)	Up to 4

In years 12 & 13 pupils select options from the following: Mathematics, English Literature, English Language (AS only) Geography, History, Economics, Biology, Chemistry, Physics, French, German, Information Technology, Art, and Physical Education.

Pupils study up to four AS and A 2 levels plus Spanish A level.

In years 12 and 13 pupils can study for exams in up to three subjects within the Spanish 'Selectividad' 'Especificas' stage allowing them to increase their points for university entrance.

Curriculum content

Parents may view schemes of work on the school intranet or the school website: The planning for KS4 & KS5 is largely dictated by the syllabuses from the exam boards. Parents can view these on the following web sites:
www.edexcelonline.com.uk
www.cie.org.uk

Assessment and Grading

Reports

KS 3, and Year 10

Pupils receive a full written report at the end of the first and the third terms and a shorter report at the end of the second term.

The report includes grades for achievement (on scale of A to E) and effort (on a scale of 1 to 4) in all subjects.

At the end of the school year pupils will receive a comment on each subject area. Spanish subjects are given an attainment grade using the scale of 1-10 and an effort grade.

Year 11

Pupils in Year 11 will receive a report at the end of the first term and a second report giving their grades for the IGCSE mock exams after the completion of these in the second term. They will receive a full written report at the end of the school year.

KS5

Pupils in KS5 will receive a half term report in the first term and a second report at the end of the first term. They will receive a final report at the end of term two giving them grades for their AS and A2 level mock exams after the completion of these in the second term.

Report comments are written in the language in which the subject is delivered.

Communication of grades to parents

- All grades except the end of year grade are for information purposes only • Departments will decide on whether exams are returned to pupils/ parents for perusal
- If a pupil is failing badly in a subject the class teacher should report this to tutor/ KS coordinator and a meeting with parents should be arranged before the end of any term

Awarding of term grades

Attainment	Effort
A - Pupils who are either learning skills that go beyond the objectives set out for that year or show an outstanding mastery of those objectives.	1 – Outstanding effort which goes beyond the normal expectations.
B – Pupils who are successfully learning all of the objectives set out for that year or show an outstanding mastery of those objectives.	2 – Satisfactory effort on a consistent basis. Complies with all normal expectations.
C – Pupils who are successfully learning a subset of the objectives , which could be considered the essential skills, even though they may be having difficulty with other objectives contained in the schemes of work. Tests or other methods of evaluation should ensure that pupils have the opportunity to show mastery of essential skills.	3. Room for improvement. Effort is not consistent, or at times could be better.
D - Pupils who are working towards mastery of the essential skills defined for grade C and are not too far from achieving them.	
E – Pupils who have major difficulties and who need to be set differentiated objectives simpler than those for grade C in order to be able to make progress.	4. Poor effort on a regular basis. Does not engage sufficiently in learning or completing tasks.

Grades in Year 11, 12 and 13 are largely dictated by the grading for the examination system. It is important that parents understand that at Key Stage 4 (Year 11) grades A-C are considered pass grades and D –E fail grades. At Key Stage 5 (Year 12 and 13) grades A –E are pass grades and U shows a pupil is failing.

Monitoring progress and individual support

Pupils requiring help during the first term will be monitored through an ‘early warning’ system controlled through the Key Stage Coordinator and the teaching team in order to ensure that pupils who may need academic or pastoral support are identified early on. A summary record of pupils who need or have needed significant support or special attention is kept in the class file by the counselling department and updated by the tutor or counsellor. The school runs a daily report system for pupils who are struggling

academically or with behaviour. This system is run by the coordination team and parents are asked to be involved and supportive of any measures taken.

A mentor system has been established in KS4 for pupils having difficulty with IGCSE.

Homework

In Key Stages 3, 4 and 5 the homework covers all subject areas and an internal homework timetable is established for teachers reference at the start of each year identifying the subject areas for each day's assignments. Parents are issued with guidance as to how long pupils should spend on each homework task.

Pupils are issued with a school diary, which they should use to keep record of homework set. Pupils are responsible for recording all homework tasks in their school diary. If homework is not completed parents will be informed through a note in the school diary. Frequent failure to complete homework tasks will result in sanctions being imposed. At A level (Years 12 and 13) pupils are expected to dedicate at least 5 hours to each subject area in addition to the 5 hours tuition.

Presentation

British Montessori wishes to instil pride in our pupils and this should be reflected in the work they produce and the condition of their workbooks.

- Writing should be in blue or black ink.
- Pencil and coloured pencils should be used for diagrams and drawings.
- Presentation should be of a good standard, taking into account the capability of each pupil.
- Pupils should not write or draw unnecessarily on textbooks or exercise books.
- Exercise books should be kept in good condition, free of graffiti and pages should not be removed.
- Exercise books and textbooks should be covered to protect them.

Good presentation will be encouraged by use of rewards such as house points and positive reinforcement and praise given to those who have exemplary presentation.

Library

Our library should be a place of study, quiet individual enjoyment and reflection. It is for everyone's use and its contents should be respected.

The library is available to KS5 pupils for individual study unless booked by a teacher. The library may be used by other year groups at lunch times if a supervising teacher is present.

The library is not open at break times.

The library should be left tidy, all books back on the correct shelves, all chairs under tables. Eating or drinking is not allowed in the library.

The library should be a place of silent study at all times.

The KS3 library is open when there is a member of staff available to supervise. Pupils may use the library to read or study but it should not be used to do homework.

The PSHE programme

The PSHE programme is an essential component of the curriculum, reflecting the school's educational philosophy. The programme is covered mainly by form tutors guided by coordinators and the schools social orientation department. Sometimes contributions are made by visiting speakers or specialists.

PSHE varies considerably from one key stage to another, Year 7 concentrating on adjustment to secondary school and the onset of puberty, Year 13 on university entrance.

Assemblies

Assemblies form part of the schools personal, social and moral education programme. There are a minimum of 3 whole school assemblies per year delivered and organised by the Head of Secondary.

Key stage and year group assemblies form part of the PSHE programme. Assemblies will consist of news items, rewards, student performances, visiting speakers, quizzes and displays.

Concerts, Fairs and Events.

The cycle of concerts, performances and special events is established at the start of each academic year. It normally consists of a Christmas concert, fundraising events and sports days.

Activities and Visits

Pupils have access to a range of extra curricular activities, which are taught by specialist teachers independently of the main curriculum.

Single day outings or visits are incorporated into the annual programme for each year group, normally two or three times each year.

Extended cultural visits or visits to camps and field centres are also organised. At the

end of year 9 there is a four day overnight trip to Valencia consisting of beach activities and cultural visits.

At the end of year 10 there is a five day cultural visit to central London. The school arranges cultural and language exchanges with schools in France and Germany on a yearly basis.

PASTORAL CARE AND DISCIPLINE

Roles in the pastoral system:

Form tutor: the form tutor is responsible for the daily well being of their tutor group and has time each morning to listen to problems and issues. The class tutor is responsible for informing the parents about any minor issues that may affect a pupil in the school.

Class teachers: The class teachers are encouraged to ensure that pupils are able to maintain a good standard of work and are provided with a safe, productive learning environment.

Heads of Year: The Head of Year should be informed by teachers or parents about any issues that may affect a pupil in the school or affect the pupil's learning.

The Head of Year is responsible for informing the parents about any serious issues affecting a pupil in the school.

Heads: Head teachers are responsible for informing parents about any very serious issues involving pupils in the school.

SECONDARY BEHAVIOUR POLICY BRITISH MONTESSORI

Our aim is to create individuals able to assume responsibility for their actions, to make intelligent decisions and to make an active contribution to the progress and improvement of the democratic, open and plural society in which they live.

The school wishes to promote through teaching and assemblies the following values:

Respect, Responsibility, Empathy, Courage, Honesty

Through these values we promote the idea that pupils should take responsibility for their behaviour and have some autonomy in the acquisition of rewards and sanctions. The discipline policy is built around the mutual recognition of these ideas by pupils, staff and parents.

The school is a place of learning. The education and behaviour of the pupils should be governed at all times by respect towards the installations, other pupils and all personnel.

In order for all members of the school community to be clear on what is considered acceptable behaviour the following descriptions give a clear guideline to unacceptable behaviour within the school community.

Minor offences

- Arriving late or unprepared for class
- Disrupting the normal procedure of the lesson by talking inappropriately or interrupting the teacher
- Leaving the classroom or work area untidy or disrespecting the furniture or equipment
- Failure to hand in homework
- The chewing of gum, or eating in class without permission.
- Lack of correct uniform
- Playing with a ball outside the permitted areas
- Lack of a school diary (If lost it is the pupils responsibility to replace it)

Minor offences should be corrected immediately by the teacher present by:

1. Written tasks of reflexion or apology
2. Giving extra community tasks to the pupils
3. A verbal warning with a note in the diary for parents
4. The loss of privileges (break time, community tasks after school)
5. Repeated minor infringements will result in a break detention.

Serious Offences

Any misbehaviour that impedes the normal procedure of the school

- Repeated unjustified lateness or absenteeism. Repeated absence by the student must be justified with a medical certificate.
- Conduct that impedes other pupils from completing the class work or study or infringes on their feeling of wellbeing in the classroom
- The possession or use of personal electronic equipment in the classroom (mp3-4, ipods, mobiles, etc.)
- The use of software which is unrelated to academic activities. Access to social networking or downloading music or videos exposes the central ICT system to possible danger and may compromise confidentiality and security of the members of our educational community.
- Damage to installations or equipment in the centre or to the belongings of others
- Any misconduct in exams including cheating or talking

Serious offenders will be sent immediately to the coordinator and on to the head teacher and parents will be informed.

1. Electronic goods will be confiscated until the end of the week for first offenders and until the end of term for repeated offences
2. The cost of reparation for any material damage towards school property or the property of others will be charged to the offender. The offender will also be asked to do community tasks (picking up litter, tidying classrooms, helping in the dining room)
3. A written apology to the victims including a compromise to show respect in the future

Repetition of these infringements will lead to:

1. An hour of school detention
2. A period of reflection in isolation
3. A day in isolation

Very serious offences

- Insults, or lack of respect shown to other pupils, teachers or other members of the school community
- Physical or moral violence towards other pupils
- Discrimination, bullying or humiliation towards any member of the class for reasons of birth, race, sex, religion, sexual orientation, opinion or any other personal or social circumstance
- Publication of videos and images of members of our educational community within the school premises.
- The recording, publicising or diffusion of any act of aggression or humiliation through any medium
- Serious damage to any school property or to personal belongings of any member of the school community
- The falsification or robbery of any academic documentation
- The use, incitation or introduction in the centre of objects or substances harmful to the health or dangerous to the personal integrity of members of the school community
- The repetition in the same term of serious offences
- The incompleteness of a sanction for serious offences

Very serious infringements will be corrected by the immediate expulsion from the class

to the head teacher's office or the coordinators office for the application of sanctions and after informing the parents.

The sanctions should be applied after consultation, taking into account the circumstances and previous records.

1. A period of time in isolation
2. Warning of suspension
3. Suspension of one, three, five days or more, or a definitive expulsion
4. Apology to the victims including a compromise to show respect in the future

Imposition of sanctions

- Sanctions for minor offences should be imposed by the teachers informing the tutor and coordinator
- Sanctions for serious offences should be imposed by tutors, coordinators or the head teacher
- Sanctions for very serious offences should be imposed by coordinators in conjunction with the head teacher

It is the duty of the person imposing a sanction to inform all others concerned and record the sanction in the appropriate document.

Criteria for the adoption of sanctions

In the implementation of sanctions and disciplinary measures the following criteria are taken into account:

- The imposition of sanctions has education as its purpose and intention, procuring the improvement of behaviour in the centre
- The rights of the majority of the community should be a priority
- No pupil should be deprived of their right to compulsory education
- No punishment should invade the physical integrity of the pupil or to their personal dignity
- Before applying a sanction the pupils age, personal, family and social situation and circumstances should be taken into account
- Social and psychological consequences for the victims of aggression should also be taken into account
- Sanctions should be proportional to the seriousness of the offence and should contribute to the well-being of the whole centre.

Extenuating and aggravating circumstances

Extenuating circumstances may be considered as:

- Spontaneous confession and apology
 - Absence of intention
 - Repairing immediately any damage done
- Aggravating circumstances may be considered as:
- Premeditation and repetition
 - The continual use of violence, threats and lack of respect within and without the school premises
 - Cause harm , injury or offence to younger children or pupils new to the centre
 - Conduct that ignores the right to equality for reasons of race, sex, political, moral or religious convictions or for physical or mental impairment or for any other personal or social circumstance.
 - Group actions against the rights of any individual in the community.

The school will investigate any possible breach of the school rules by any reasonable means, including interviews with those presumed responsible, witnesses, etc. to ascertain whether the rules have indeed been broken and, if necessary, to apply sanctions.

Mobile phones and other handheld electronic devices

- Mobile phones and other handheld electronic devices are not permitted in school.
- If they are brought to school then they should be handed in to reception at the start of the day and collected at the end of the day.
- If any student is seen using such a device then it will be confiscated and handed to the relevant key stage coordinator. It will then be returned only to the pupils parent or guardian. It will not be returned to the pupil.
- As mobile phones are not allowed in school, they are not allowed on school trips.
- In some instances where it is beneficial to have mobile phones the teachers/ coordinators organising the trip may allow them to be taken but this would be an exception to the rule.

Merits and Rewards

In order to motivate our students to respect the disciplinary standards described above, it is important to balance the system of sanctions with a clear system of merits and rewards. Through a balanced system pupils will learn the value of good behaviour and good academic performance within the school community.

Merit certificates are awarded by tutors and teachers to pupils who have made an outstanding effort in a subject or area of their education.

Award assemblies are held twice a year at Christmas and at the end of the summer term.

Along with the system of Merits, the school runs a **House Points System** which is established during Primary education. Teachers will reward students with points, according to their performance and attitude (see below).

The House Point System

House points are awarded for:

Academic achievement

- Consistent effort in class work and homework
- Clear progress in the realization of tasks. Excellent quality of work
- Leadership and teamwork qualities

Achievement in behaviour

- Punctuality, uniform, manners and respect, readiness
- Cooperation with school staff
- Volunteer for taking up responsibilities

Sports achievement

- Clear improvement in the changing room routines
- Volunteer and work efficiently
- Success in objectives

What do we gain from this system?

- Personal satisfaction
- Recognition from classmates, teachers, parents, society, ...
- Good reports and references for future projects
- To gain privileges like excursions, parties, competitions, clubs, prizes, ...

OUR AIM IS TO WORK BETTER, JUMP HIGHER, RUN FASTER, BE THE BEST ONE CAN BE TO IMPROVE THE WORLD AROUND US.

All students should aim to gain House Points in each category. House Points will be added up by the tutor at the end of every month and announced in Assembly.

Development of the ICT System at our centre

Montessori School Madrid continually makes important investments in the ICT department, to ensure efficient and up-to-date teaching in this field.

The Secondary school now has an ICT suite fully equipped on both sites. We also have interactive whiteboards in all other classrooms.

Technology has proven to be a powerful tool for teaching, but we do need to secure correct use by the students. In order to teach our students how to be independent and responsible, we have set up a safety policy and an agreement for using the ICT facilities to be signed by all students.

Safety Policy for ICT systems

The computer system is owned by the school and is made available to students, to further their education.

The School Policy for the use and development of ICT in support of teaching and learning has been drawn up to protect and support all parties – the students, the staff and the school's reputation. The policy will keep everyone safe, help us to be fair to others and allow the system to maximize its role in the support of teaching and learning. The policy is based on the fact that access to the computer system is a privilege and not a right.

All pupils will be asked to take home, read and sign, with their parents, the school ICT policy before being allowed to take part in ICT classes or use the school computers for other activities.

The school also has a set of iPads and digital screens which are available for class use. There is a school policy on internet safety.

The Vision for ICT at British Montessori

For our school ICT:

- Makes a significant contribution to teaching and learning across all subjects, ages and abilities inside and outside the curriculum.

- Is used as a tool for whole-school improvement.
- Is used as a means of enabling learning to take place more easily beyond the bounds of the formal school organization and outside the school day.
- is essential for participation in today's society and economy.

HEALTH AND SAFETY

General principles

The school should provide a safe and healthy environment for pupils and staff. All actions and decisions on the part of members of the school community should take safety into account, including giving it priority where necessary over educational objectives.

Specific responsibilities

School management

The school management team is responsible for ensuring that:

School buildings and grounds are safe and comply with local safety regulations.

Necessary maintenance is carried out to ensure a safe environment.

The school complies with local fire safety regulations.

There is appropriate insurance coverage for all members of the school community.

Head teacher and head of section

The head teacher and head of section are responsible for ensuring that:

The daily organisation and deployment of staff cover all pupil supervision needs and guarantee safety. The school has rules and procedures which create a safe and healthy environment and that these are followed by all members of the school community.

All activities in the school curriculum planning have taken safety factors into account.

Teaching staff

Teaching staff should:

Ensure that all activities they organise comply with safety expectations.

Ensure that they carry out their role as pupil supervisors effectively.

Intervene if they witness any unsafe activity or situation at any time while they are on the school premises.

Pupils

Should:

Comply with school rules at all times and avoid any unsafe activities or forms of play.
Follow the instructions of the adult responsible for them at all times.

Parents

Should:

Support the school in upholding rules and safety procedures.
Not engage in any unsafe activity while on the school premises.

Supervision

While pupils are present on the school site they are under the direct responsibility of members of staff, as defined by the timetable and duty schedules. If at any point a member of staff is unable to undertake this supervision effectively, they should ensure that an alternative arrangement is made and/or that the Head of Secondary or section co-ordinator are informed. Pupils should never be in a situation where they are unsupervised (however, in the case of older pupils effective supervision does not necessarily mean their being directly in the supervisors line of sight at all times)

The school has a complete safeguarding policy which is available on the school communications system Phidias.

Emergency procedures

Illness and injury:

Pupils who are ill are sent or taken to the office where secretarial staff will take appropriate action, applying first aid measures, contacting parents or seeking medical attention as necessary.

One member of the office staff on each site and many of our teaching staff have first aid training.

The procedure is the same in the case of minor injuries.

In the case of more serious injury pupils should not be moved and a message should be sent to the office requesting help.

It should be remembered that teachers and secretarial staff act as responsible adults in these circumstances and not as trained medical staff.

Office staff are responsible for calling parents or an ambulance when necessary. If it is necessary to transport a pupil to a health centre or hospital and the parents are unable to do this, it will be the responsibility of the head secretary or a member of the management team.

A record book is kept in each office and a report will be filed in all cases of accidents this being completed by the teacher or secretarial staff who are supervising at the time.

Medicines:

Teachers cannot administer medicines to pupils. In cases where it is unavoidable that medicines have to be taken during school time they should be left in the office by parents, accompanied by clear written instructions and will be administered by the secretarial staff. The school has a policy for the administration and storing of medicines.

Fire and evacuation:

Evacuation procedures are displayed in all rooms and evacuation drills are held at the start of each academic year.

Safety in the curriculum

All curriculum planning takes safety into account and teaching activities are designed to be safe and suitable for the age group they are aimed at. In practical subjects, such as Science and Physical Education, subject planning includes a specific statement on health and safety issues related to the teaching of that subject. The PSHE programme includes topics aimed at increasing pupils' awareness of health and safety issues.

Child protection

The school environment:

The school environment is designed to keep pupils completely safe, and this includes ensuring

that they are not subjected to any form of physical or psychological bullying. Form tutors are responsible for overseeing the social dynamics within their tutor group in order to be able to intervene and try to prevent bullying taking place. Heads of section and coordinators will be implicated in incidents of this nature and parents will be involved in the process. In all cases the school will act in the interest of the victims and, where necessary, exclude pupils who are causing harm to others.

Outside of school:

If teachers or tutors have any concrete reason to suspect that a pupil is subject to abuse or neglect outside of school, they will inform the head of section and head teacher who will decide on the necessary action to be taken. Excessive absence from school without valid justification may be considered a form of neglect.

Privacy and data protection

Form tutors, coordinators and heads may often have access to delicate personal information about children and families and they will ensure that this information is kept confidential and only used within the context of their counselling role.

Similarly, all information about pupils and families held by the school will be handled in compliance with data protection laws. This includes their right to opt for or against the use of images of the children in the school website or other publications. Teachers and school management will ensure that parents have signed the necessary authorisation before publishing any photographs.

Uniform and appearance

British Montessori school expects its pupils to take pride in their uniform and appearance. We also believe that there is a strong link between a smart appearance, behaviour and academic success. We hope that parents also recognise this and support the school by ensuring that their children attend school appropriately dressed. The following should be a general guide for pupils and parents.

KS3 and Key Stage 4 (years 7 -11)

Pupils are expected to be correctly dressed at all times when attending school:

- Black or navy-blue shoes
- Green socks or tights for girls
- Kilt of the school tartan or grey trousers
- Yellow polo shirt with school badge
- Green V neck jersey with school badge
- Navy blue coat
- School track suit with white trainers only for PE classes
- School swimming suit with cap
- No large jewellery or obvious piercing other than ears is permitted.
- Pupils are expected to comb and tie up their hair
- Clothes are expected to be clean, ironed and not torn/ worn out
- Make up should be discrete if used

When the weather gets hot in summer we allow a summer uniform consisting of:

- School PE shorts

- Yellow polo shirt with school badge
- White socks and white trainers

Parents and pupils will be notified if and when the school decides to allow summer uniform.

Dress code KS5

Pupils of years 12 and 13 do not wear uniform but must attend school dressed in a manner appropriate for the world of work. Their dress should reflect the respect they feel towards the school and the community.

Blouses and shirts:

- Shirts or polo shirts (no t-shirts)
- Jackets
- Belly button must be covered

Skirts and trousers:

- Casual trousers and/or jeans
- Not any lower than hips
- Dungarees and shorts are not permitted.
- Skirts should be of an appropriate length
- Trousers must be at appropriate length for shoes

Accessories:

- Piercings are not allowed
- Earrings, bracelets and rings should be discreet
- Make up should be discreet.
- During winter, jackets and scarves must be discreet. Signs and symbols with religious, social /cultural or political connotations are prohibited.

PE uniform

The pupils of KS5 must wear the school tracksuit with the Montessori T-shirt, which will be used only for the PE class.

However it is impossible to foresee all situations that might arise over pupils dress and appearance. As this is the case the school management reserves the right to decide in individual cases what is and isn't acceptable

Agreement between parents and school

1. I accept that the continuity of my child in the school, for the next academic year is conditional on their satisfactory school performance and good behavior, as well as the payment of the fees accrued.
2. I accept the values of the school and the policies within the Parent and Pupil handbook, as well as my obligation to respect them and enforce them.
3. I respect and understand the educational project of the School and accept my obligation to respect the staff of the center and its collaborators.
4. Assistance is mandatory, and I accept my obligation to communicate any absence, and provide justification as soon as possible.
5. I accept that admission to the School does not guarantee continuity of studies in the same for the next school year. Admission to the foundation stage does not guarantee admission to Primary, or Primary admission in Secondary School: both will be based on school reports.
6. I accept the school's fee policy, as well as its regulations regarding the form payment.

Fee Policy:

- Fees will be paid by direct debit, following the annual or monthly payment to the school bank account between the 1st to the 5th of each month.
- The annual fee for education is divided into eleven installments; the reservation of a school place paid during the previous course, plus the ten monthly payments.
- The school canteen prices are annually divided into ten equal payments, regardless of the number of school days this facility is used each month.
- Enrollment and reservation fees will not be refunded.
- The delay in the payment of receipts with respect to the established period will automatically entail:
 - An administration fee of 30 euros, to cover the additional collection costs incurred by the debt.
 - The legal interest in effect to date.
- If the course is fully paid in advance before May 31, a 2% discount will apply.
- There will be a 50% discount on education and in the school canteen for a third child registered.
- The teaching fee does not include the use of personal material to be provided by the student (pens, folders, rubbers, sharpeners, pens, compass, calculator, rules, etc.), or textbooks.

- The registration fee for external exams I.G.C.S.E. and “A” Level (which are part of the English curriculum) and First Certificate, Advanced and Proficiency (which are optional), will be paid on a separate receipt, in the corresponding courses.
- The School will only carry out the administration of external examinations once the fees have been paid in full.
- The Siblings of students already enrolled in the school will pay the reservation fee rather than the fee for enrollment

The school reserves the right to temporarily or permanently expel those students or families who fail to comply with the regulations of the center as set out in this handbook.

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