



Scandinavian School of Madrid

Parent Handbook

Practical guide to life at School

Version 2.0

Last revised: September 2017

Thank you to all parents who helped make this handbook a reality!

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1 Introduction

This handbook has been developed to provide all families at the Scandinavian School of Madrid with essential information about the school and who to turn to for various matters. The electronic version of the handbook is always the most up to date version and available on the school website: www.escandinavo.com.

2 The Scandinavian School of Madrid

The Scandinavian School in Madrid is a Swedish school abroad. Founded in 1944, the school has more than 70 years of experience delivering Swedish education in a foreign environment. Initially, lessons were conducted in two premises in Madrid. In 1973, the school moved out to current premises in La Moraleja. In 1982 the name of the school was changed to the Scandinavian School to better reflect the diversity of the student body. In 2005, a bilingual (English/Spanish) preschool was opened.

Today the school offers programmes in preschool, primary and lower and upper secondary and has about 350 students ranging from 2 to 19 years old. Education is based on Scandinavian pedagogy and values.

Over the years, the school has moved from being a Swedish expatriate school to a true Scandinavian international school. An increasing number of students are permanent residents. About 15 nationalities are represented and 40% of the students have more than one nationality. About half of the students are of Nordic origin.

The school has a music profile and students from Year 3 onwards have the opportunity to play in an orchestra, sing in the choir or join the guitar or keyboard groups. Pros and beginners alike join in and perform what they have learned in various celebrations such as United Nations Day, Christmas and end of school year concerts.

3 Guiding Statements

3.1 Vision

We have a vision that

*The Scandinavian School shall be a school that both
young people and adults look forward to coming to,
A school to be proud of,
A school that encourages lifelong learning*

3.2 Mission

Our mission was created by a group of parents, staff and board members and reflects our most important values.

Our school offers an education based on a Scandinavian educational philosophy. With head and heart we help students reach their full potential and become happy, responsible citizens in a changing world.



Head: We inspire in our students happiness, creativity and a desire for lifelong learning. We encourage them to think for themselves and express their own opinions.



Heart: We teach our students to respect differences in people's views and show empathy for the situation of others. We give them tools to understand the long term effects of their actions.

3.3 Objectives

We aim to reach the following goals from the Swedish curricula:

NORMS AND VALUES

The school should actively and consciously influence and stimulate pupils into embracing the common values of our society, and their expression in practical daily action.

The goals of the school are that each pupil:

- can consciously determine and express ethical standpoints based on knowledge of human rights and basic democratic values, as well as personal experiences,
- respects the intrinsic value of other people,

- rejects the subjection of people to oppression and degrading treatment, and also assists in helping other people,
- can empathise with and understand the situation other people are in and also develop the will to act with their best interests at heart, and
- shows respect and care for both the immediate environment, as well as the environment from a broader perspective.

KNOWLEDGE

The school should take responsibility for ensuring that pupils acquire and develop the knowledge that is necessary for each individual and member of society. This will also provide a basis for further education.

The school should support the harmonious development of the pupils. A sense of exploration, curiosity and desire to learn should form the foundations for school activities. The school should provide pupils with structured teaching under the teacher's supervision, both as a whole class and on an individual basis. Teachers should endeavour in their teaching to balance and integrate knowledge in its various forms.

The school is responsible for ensuring that each pupil on completing compulsory school:

- can communicate in the languages of instruction, both in spoken and written form, and also be given opportunities to communicate in some other foreign language in a functional way
- can use mathematical reasoning for further studies and in everyday life
- can use knowledge from scientific, technical, social science, humanistic and aesthetic areas of knowledge for further studies, in societal and everyday life
- can solve problems and transform ideas into action in a creative way
- can learn, research, and work independently and together with others, and feel confident in their own ability
- can make use of critical thinking and independently formulate standpoints based on knowledge and ethical considerations
- can interact with other people based on knowledge of similarities and differences in living conditions, culture, language, religion and history
- has obtained knowledge of society's laws and norms, human rights and democratic values in school and in society
- has obtained knowledge about the prerequisites for a good environment and sustainable development
- has obtained knowledge about and an understanding of the importance of the individual's own lifestyle and its impact on health, the environment and society

- can use and understand many different forms of expression such as language, art, music, drama and dance, and also has developed an awareness of the range of culture existing in society
- can use modern technology as a tool in the search for knowledge, communication, creativity and learning, and
- can make well-informed choices regarding further education and vocational orientation.

RESPONSIBILITY AND INFLUENCE OF PUPILS

The democratic principles of being able to influence, take responsibility and be involved should cover all pupils. Pupils should be given influence over their education. They should be continuously encouraged to take an active part in the work of further developing the education and kept informed of issues that concern them. The information and the means by which pupils exercise influence should be related to their age and maturity. Pupils should always have the opportunity of taking the initiative on issues that should be treated within the framework of their influence over their education.

The goals of the school are that each pupil:

- takes personal responsibility for their studies and working environment
- gradually exercises increasingly greater influence over their education and the internal work of the school, and
- has knowledge of democratic principles and develops the ability to work in democratic forms.

SCHOOL AND HOME

The joint responsibility of the school, parents and guardians for the pupils' schooling should create the best possible conditions for the development and learning of children and youth.

All who work in the school should:

- work together with the pupils' parents and guardians to jointly develop both the content and activities of the school.

THE SCHOOL AND THE SURROUNDING WORLD

Pupils should receive an education of high quality in the school. They should also obtain a foundation for making choices in their further education. This presupposes that the compulsory school works closely with the upper secondary schools that pupils will later attend. It also presupposes close co-operation between working life and the local community in general.

The goals of the school are that each pupil:

- can examine different options and make decisions on questions concerning their own future
- has an insight into the local community, its organisations, cultural life and associations, and

- is informed about the opportunities for further education in Spain, Sweden and in other countries.

ASSESSMENT AND GRADES

Grades express the extent to which the individual pupil has attained the national knowledge requirements laid down for different subjects. To support grade assessment, subject specific knowledge requirements exist for the different grades.

The goals of the school are that each pupil:

- develops increasingly greater responsibility for their studies, and
- develops the ability to assess their own results and relate these and the assessments of others to their own achievements and circumstances.

3.4 Teaching Philosophy

The Scandinavian educational philosophy is based on the idea that every child deserves equal attention and respect and at the same time guidance, advice and examples to help them fully develop their potential in a safe and secure environment where they are encouraged to learn from their mistakes.

These values are laid out in the Swedish Education Act and the Curricula. The section below describes how we put these values into effect.

Students at the centre

- Each student is treated as unique and receives the necessary attention according to his/her individual level of maturity
- Student progress at their own pace
- Each student receives work at his/her level in the class room.

| We do this by: |
|---|
| Having groups small enough for the teachers to form a personal relationship with each student |
| Knowing the names of the students. Teachers and other staff often also know the names of students not in their class |
| Listening to the students, giving them time to express their needs, wants and views |
| Setting challenging academic goals and giving the teachers flexibility on how to achieve these according to the maturity of each student |
| Allowing students in the same class to work with the same theme at different levels |
| Having a Student Health Team which works to prevent and address potential issues early, i.e. to identify students in need of additional support |

Respect for others

- Students feel that they are worth the same and are equally treated
- Students come from mixed backgrounds, many nationalities are represented
- Students are taught to show solidarity with the weak and vulnerable
- Zero tolerance of degrading treatment and discrimination.

| We do this by: |
|---|
| <p>Explaining what a student has done wrong and why this is not tolerated (can get hurt, can make someone sad etc.) instead of just “telling them off”</p> <p>Having a team of staff trained to identify potential issues and address these at an early stage (Student Health Team)</p> <p>Talking to students about unfair treatment</p> <p>Celebrating diversity and talking about traditions from different countries</p> <p>Taking an active interest in each other’s languages and cultures</p> <p>Doing joint projects between the Swedish speaking and International section, e.g. music projects</p> <p>All students studying all three languages of the school (Spanish, English & Swedish)</p> <p>Arranging theme days where we work together in mixed age groups to learn respect for each other and have fun together</p> |

A safe and supportive environment

- Small and family oriented
- Calm and peaceful atmosphere
- Students feel that they are seen and heard
- Reduced number of students per teacher

| We do this by: |
|---|
| <p>Welcoming parents to speak with teachers before or after class in case of any issues or worries</p> <p>Having small classes and a high teacher to student ratio</p> <p>Limiting the number of students in the school, only one class per year or less (age integrated classes)</p> <p>Having open spaces, big windows and open doors to increase transparency of what is going on in the class room</p> <p>Providing a safe environment where students are allowed to make mistakes in order to learn</p> <p>Continuously assessing students to confirm progress and to identify what can be improved in the teaching</p> <p>Instilling a feeling of pride for the school</p> <p>Singing our own school song</p> |

Enjoying music performances for all students, staff and parents

A close relationship with nature

- Promote a sense of environmental responsibility in each student (e.g. love for nature, responsibility to keep tidy, recycling)
- Time spent outside in all weather conditions
- Promote an understanding of the importance of environmental sustainability
- Green Flag certified preschool and work in progress to extend the certification to the whole school
- Promote a sense of belonging and responsibility for the school.

We do this by:

Providing plenty of outside space with lots of green
Encouraging students to tidy up
Encouraging recycling
Encouraging students to take care of their belongings
Books are often on loan and need to be returned to the school in the same condition as received

Quality relationships with staff

- Competent and responsible staff with relevant education and high level of emotional maturity
- Quality attachment relationship with each student
- Teachers act as role models
- Proximity and continuity in relationship with teacher

We do this by:

Careful selection of staff with not only the right education but also a drive and interest to support the way we work.
Wherever possible, hiring staff with a Scandinavian educational background also for the International Section and by providing training in Scandinavian educational philosophy.

Independent individuals

- Play is an important part of learning, especially at a younger age

- Global development of the student: cognitive (language, perceptual, motor skills etc.) and emotional development
- Personal responsibility for belongings
- Focus on how to find information
- Creative and experimental environment
- Critical thinking and own point of view is essential
- Encouraging lifelong learning

| We do this by: |
|--|
| <p>Encouraging young students to be responsible for their belongings.</p> <p>Encouraging young students to independently use the toilet and to get dressed independently</p> <p>Not giving all the answers, encouraging students to find out by themselves in e.g. through books and internet</p> <p>Encouraging students to be critical and to form their own views</p> <p>Giving students the tools to express their own views</p> <p>Preparing students to manage on their own later in life (this includes classes in craft, cooking and home economics as well as practical experience in different work environments - PRAO)</p> <p>Ensuring students understand why they learn different things by giving natural relationship to everyday life. For younger students this could, for example, involve counting cars on the street and not only counting in the classroom</p> |

International and multicultural awareness

- Understanding of cultures
- Respect for differences in cultures
- Richness of languages

| We do this by: |
|---|
| <p>Exchanging teachers between groups, e.g. an English speaking teacher reads story in English for students in the Swedish speaking group</p> <p>Singing in different languages</p> <p>Celebrating different national holidays and International Week</p> <p>Having joint projects between the Swedish and International sections</p> <p>Celebrating different national holidays.</p> |

Close relationship between school and home

- Flat communication (students, parents, teachers and leadership)
- Parents welcome to participate in school activities

- Open classrooms

| We do this by: |
|---|
| <p>School run by a Parent Association</p> <p>Having a parent representatives from each class that regularly meet with school management</p> <p>Welcoming parents into the classroom (at agreed times) to admire the work of their student and to see where they spend most of the day</p> |

Positive attitude towards exercise and good health

| We do this by: |
|--|
| <p>Offering healthy food and encouraging healthy snacks to be brought to school</p> <p>Offering nature excursions, e.g. annual trip to Pedriza for non-preschool students</p> <p>Organising sports days for all students</p> <p>Teaching students the importance of good personal hygiene by ensuring everyone changes clothes for PE and showers after the lesson</p> |

3.5 An international Education

Our aim is to provide students in the School with an international education. What this really means has been defined by a group of staff and parents:

The Scandinavian School in Madrid offers an international education that....

...is open to all nationalities and cultures

...believes in interculturalism to promote diversity

...teaches students to respect the intrinsic values of other people

...provides tuition in different languages

...uses the universal language of music to stimulate and encourage the use of different languages

...provides a curriculum that promotes awareness of global issues

...prepares students to live and work in different countries around the world

...provides flexibility of mind

3.6 Programmes Offered

In **Preschool** we offer a Scandinavian section and an English section.

In **Primary** we offer a Swedish speaking and an International section.

The Swedish speaking section is run according to the Swedish curriculum. The language of instruction is Swedish and mother tongue tuition is provided to students from Norway and Denmark.

The International section has a curriculum based on a combination of the Cambridge International Curriculum and the English National curriculum. Tuition is in English and mother tongue tuition is provided to students from Sweden, Norway and Denmark.

In **Lower and Upper Secondary**, we also have a Swedish and International section.

The Swedish speaking section leads to a Swedish graduation. For the last ten years, the School has also offered a guest student program for Upper Secondary students from Sweden. These students spend up to one school year in Madrid, living with Spanish families.

In September 2014 we opened the first English speaking class in Lower secondary. In September 2016 we will offer Years 7-10. Just as in Primary, the curriculum is based on a combination of Cambridge International Curriculum and the English National curriculum. Tuition is in English and mother tongue tuition is provided to students from Sweden, Norway and Denmark.

On the next page is a schematic diagram of the two programmes offered.

| Age | Spanish system | Scandinavian Section | International Section |
|------------|-----------------------|-----------------------------|------------------------------|
| 17-18 | 2º Bachiller | Gy 3 | Year 13 (from Sep 2019) |
| 16-17 | 1º Bachiller | Gy 2 | Year 12 (from Sep 2018) |
| 15-16 | 4º ESO | Gy 1 | Year 11 (from Sep 2017) |
| 14-15 | 3º ESO | Åk 9 | Year 10 |
| 13-14 | 2º ESO | Åk 8 | Year 9 |
| 12-13 | 1º ESO | Åk 7 | Year 8 |
| 11-12 | 6º EP | Åk 6 | Year 7 |
| 10-11 | 5º EP | Åk 5 | Year 6 |
| 9-10 | 4º EP | Åk 4 | Year 5 |
| 8-9 | 3º EP | Åk 3 | Year 4 |
| 7-8 | 2º EP | Åk 2 | Year 3 |
| 6-7 | 1º EP | Åk 1 | Year 2 |
| 5-6 | 2º EI, 3º curso | F-klass | Year 1 |
| 4-5 | 2º EI, 2º curso | Saltkråkan | Ronia – Rec |
| 3-4 | 2º EI, 1º curso | Bullerbyn | Rosegarden |
| 2-3 | 1º EI, 3º curso | Katthult | Pippi |

Gy = Gymnasiet which is the last two years in the Swedish school system.

Åk = Årskurs which means year group or grade

The following table shows the stages and curriculum used in the Scandinavian section:

| Scandinavian section | Stage | Curriculum | Exams |
|----------------------|----------------------------|--|-----------------|
| Gy 3 | Gymnasiet | Swedish curriculum, Gy 11 | Nationella prov |
| Gy 2 | | | |
| Gy 1 | | | |
| Åk 9 | Grundskolan, Högstadiet | Swedish curriculum, Lgr 11 | Nationella prov |
| Åk 8 | | | |
| Åk 7 | | | |
| Åk 6 | Grundskolan, F-6 | Swedish curriculum, Lgr 11 | Nationella prov |
| Åk 5 | | | |
| Åk 4 | | | |
| Åk 3 | | | |
| Åk 2 | | | |
| Åk 1 | | | |
| F-klass | | | |
| Saltkråkan | Förskolan | Swedish curriculum, Lpfö 90 revised 2010 | |
| Bullerbyn | | | |
| Katthult | | | |

The following table shows the stages and curricula used in the International section:

| International section | Stage | Curriculum | Exams | |
|------------------------------|-----------------|---|---------------|--|
| Year 13 | Upper secondary | <i>Cambridge Advanced (plan)</i> | Int A-levels | |
| Year 12 | | | Int AS-levels | |
| Year 11 | | Cambridge Secondary 2 | IGCSE | |
| Year 10 | | | | |
| Year 9 | Lower secondary | Cambridge Secondary 1 & English National Curriculum | Checkpoint | |
| Year 8 | | | | |
| Year 7 | | | | |
| Year 6 | Primary KS2 | Cambridge Primary & English National Curriculum | Checkpoint | |
| Year 5 | | | | |
| Year 4 | | | | |
| Year 3 | | | | |
| Year 2 | | | Primary KS2 | |
| Year 1 | | | | |
| Ronia – Rec | | | | |
| Rosegarden | Preschool | Swedish curriculum, Lpfö 90 revised 2010 | | |
| Pippi | | | | |

3.7 Accreditation

3.7.1 Scandinavian section

National Agency for Education, Sweden

The Swedish speaking section in the Scandinavian School in Madrid follows the Swedish national curriculum and is approved by the Swedish National Agency for Education, “*Skolverket*”. The Swedish curriculum is by agreement also valid for students from other Scandinavian countries. Students take the Swedish national tests in compulsory school (primary and secondary) as well as in non-compulsory school (upper secondary). The Swedish National Agency for Education evaluates, follows up and supervises the achievement of students.

The School receives grants on a yearly basis for the compulsory education for those students whose parents are on a Swedish overseas contract, as well as a contribution to maintenance of the premises from the Swedish state through the National Agency for Education. Norway and Finland provide a grant for education for students from their respective countries.

3.7.2 International section

NABSS

The international section in the Scandinavian School in Madrid follows the Cambridge programme and the English National Curriculum and is authorised as a British school in Spain by the National Association of British Schools in Spain (NABSS). NABSS evaluates, follows up and supervises school activities. A NABSS inspection for full authorisation has been requested for Spring 2017.

An official Cambridge International Examination Centre

The Scandinavian School is an accredited Cambridge Centre, using Cambridge Primary and Cambridge Secondary 1 and 2 in the International section.

International accreditation by CIS and NEASC

Following a successful Team Visit in November 2013, the school received full accreditation by two international bodies; the Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC). The next round of accreditation is due for Autumn 2018.

3.7.3 Both sections

Approved by the Spanish Ministry of Education

The School is also approved by the Spanish Ministry of Education to deliver education to foreign and Spanish students following the Swedish national curriculum or the Cambridge programme/English National Curriculum.

All students with Spanish as their native language receive complementary education following the Spanish National curriculum in language, literature and social science. The teachers of these subjects have a Spanish degree in education. Students who follow the Spanish National curricula in language, literature and social sciences will receive a Spanish 'Título Bachillerato'. The School's education is supervised by the Spanish school authority: *la Consejería de Educación*.

3.8 Linguistic Development

Commanding a language is of fundamental importance for all learning. Therefore the school's most important task is to create good conditions to develop the students' skills in speaking, listening, reading and writing.

The Scandinavian School operates in an international environment with many bilingual and multilingual children and young people. Therefore the school has defined linguistic development as a prioritised area for development and improvement.

- In the Swedish speaking section, tuition is in Swedish.
 - Children from Norway and Denmark receive 2 hours of mother tongue tuition a week from Åk 1 and up provided that there are a sufficient number of students to form a group
 - From the preschool class and up, Spanish is provided to all children in two groups, one group for native Spanish speakers and one for non-natives
 - Another language, currently French or German, is offered from Åk 7 for children with a very good command of both Swedish and Spanish
- In the International section of the preschool, English is the main language of communication and learning.
- In the International Section from Reception up, tuition is in English.
 - Students accepted to the school who do not reach the minimum level of English required to follow the day-to-day activities in the classroom participate in mandatory Extra English classes to catch up

- Children from Sweden, Norway and Denmark receive 2 lessons of mother tongue tuition a week from Year 2 and up provided that there are a sufficient number of students to form a group. (these can take place within the normal school day or after the end of the normal school day)
- From year 1 and up, Spanish is provided to all children in two groups, one group for native Spanish speakers and one for non-natives
- Swedish is offered as an additional optional subject from Year 3.

3.9 Admission

The School has an open admission and welcomes applications through the year. Where there are waiting lists, siblings and children of Nordic origin are given priority. In addition, the School strives to compose groups where there is a balance of genders, ages and language abilities.

In order for each student to benefit from the tuition offered, admission to the school is based on pre-requisites, mainly in the language of instruction. Pre-requisites can be found on the school web site <http://www.escandinavo.com/> under the admission tab.

3.9.1 Assessment and grading

Formative and summative assessments are used in parallel throughout compulsory school and upper secondary. **Formative assessment** is *assessment for learning* and is based on the idea that pupils need to develop the skills of how to learn, rather than being told what to learn. Pupils improve most when they understand the aim of their learning, where they are in relation to their goal and how they can achieve it. Examples of the kind of work where formative assessment is used are individual projects, collaborative problem solving, group projects, oral and written presentations and participation in debates and discussions.

Summative assessment involves judging pupils' performance against local and national attainment goals. Written tests, diagnostic tests and national tests are used to ensure that assessment is as uniform as possible and it also shows where an individual pupil stands in relation to the set goals. Summative assessment is hence also an *assessment of learning* which provides a summary of what has been learnt up to that point.

The Swedish grading system is goal-related, which means that pupil achievement is assessed in relation to the goals stated in the course syllabi.

Grades are awarded at the end of each term starting in year 6. Up to year 6, performance is reported in individual progress reports.

In compulsory school, grades are awarded on a 6-point scale from A through F. A is the highest attainable grade and E the lowest. F indicates failure to achieve a grade. If a student has been absent to such an extent that it is not possible to assess his/her achievement, no grade is awarded and a dash is made in the report card. Grades are based on students' skills and knowledge up to and including the current term.

To receive grade A, C or E respectively, knowledge requirements stipulated in the syllabi must be met in full. B is awarded if a student has achieved all knowledge requirements for C and most of the knowledge requirements for grade A. Likewise, in order to obtain grade D, all of the knowledge required for grade E and the bulk of the knowledge requirement for grade C must be met. References to Cambridge Primary & Secondary Programme

The main guides to Cambridge programmes can be found in

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-primary/>

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-1/>

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/>

4 School Organisation

4.1 School Association

The Scandinavian School is owned and managed by a local association, whose members are parents or guardians of those attending the school. The association is registered in Spain and is therefore operating under Spanish law in matters such as administration, finance and staff employment.

Statement of objectives

The Association of the Scandinavian School shall:

- offer children/students a sound education according to the Swedish curriculum.
- ensure a continuous follow up and evaluation of the pedagogical activity taking place
- employ qualified staff contributing to a high and broad level of competence within the work teams
- provide indoor and outdoor environments which are secure and safe, thus providing good conditions for a positive learning environment
- maintain and renew the school's equipment
- maintain a well-balanced economic buffer for the future
- correctly allocate the economic resources
- actively market the school

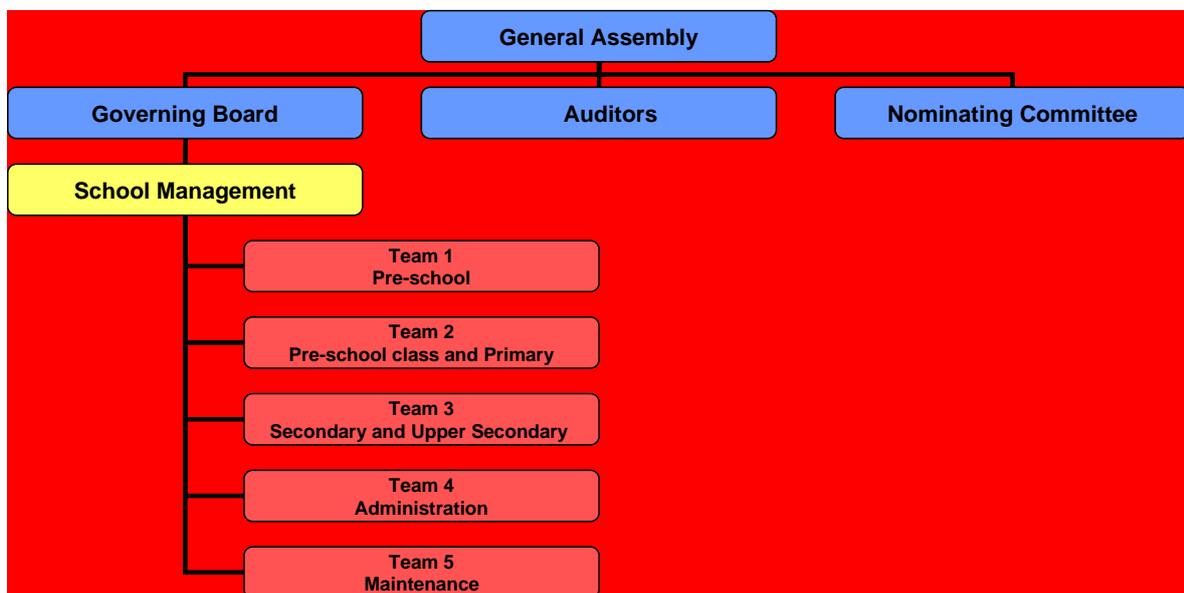
- extend cooperation with other national and international schools

Membership

The Association of the Scandinavian School requires that the member has at least one child or student enrolled. Membership is arranged in connection with registration at the school of the child or student. Membership is for one adult per family and he or she shall, according to existing statutes, be of Nordic origin, in order to safeguard Nordic ownership.

To safeguard the interest of all parents, including those who are not members of the School Association, the Board holds two information meetings every year for non-members to share decisions taken, to give an opportunity to ask questions and provide input.

An overview of functions and operational organisation



4.1.1 The functions of the Association

The General Assembly

The General Assembly, often called the Annual Meeting, is the highest decision-making body, where all members of the association are represented. The General Assembly establishes the statutes and has the authority to decide upon changes of the statutes. The general assembly sets the economic framework and elects among its members a governing board, auditors and

a nominating committee. The statutes of the Association, as well as minutes from the general assemblies and extraordinary assemblies, are available on the notice board in the school's administration building.

The Governing Board

The Governing Board is the executive body which governs the school with overall responsibility for staff, education, finances and administration. The Governing Board appoints a Principal (Head of School) responsible for pedagogical management and day-to-day school activity.

In its Annual Report presented to the General Assembly in October each year, the Governing Board describes what decisions it has made and how financial resources have been used. It is the General Assembly which grants the Governing Board discharge for the past financial year and approves the budget for the next year.

The Governing Board has legal responsibility for the school. The Governing Board has the responsibility to ensure to that the school is run in accordance with the legal requirements of the National Agency for Education relating to Swedish government funding. At the same time the responsibilities of the Governing Board are regulated by Spanish law. The Governing Board creates a Development Plan, which serves as a tool for follow-up of the school activity.

The Auditors

The auditors have the controlling function. It is their task to audit the accounts and check that decisions that have been taken have been followed up. The Auditors' Report is presented at the Annual Meeting where and recommends that the General Assembly grant discharge to the Governing Board, or not grant it in case of severe faults.

The Nominating Committee

It is the task of the Nominating Committee to propose prospective Board members to the General Assembly. The Committee welcomes proposals of candidates throughout the school year. Representatives for the National Agency for Education, the School Administration and the staff are elected among themselves within their own group and are automatic members of the Governing Board.

4.2 Operational Organisation

4.2.1 School Management

The School Management Team consists of the Head of School, the Deputy Head, the Directora Técnica, the Head of Preschool and the Head of the International Section. The Head of School is responsible for educational management, operational activity and staff.

4.2.2 Work Teams

Staff are grouped in work teams and it is the aim that each team shall have a high level of qualification and a broad competence. The role of the teams is to create an integral educational activity where teachers cooperate in their work with pupils. This form of cooperation among teachers allows greater support and stimulus for each pupil. The various competencies in each team contribute to a greater variety in teaching contents and activities.

Teams hold meetings on a regular basis and are responsible for dealing with individual development dialogues, information regarding each pupil and preparations for smooth transitions between school years and educational stages. Teams also elaborate subject plans and work plans, in which national and local goals are concretised and methods and tools are described in order to reach the set goals.

Teams have considerable autonomy regarding educational planning and management of allocated economic resources. Further, they play a significant role in raising the quality of the education, thanks to their capacity for initiative to promote innovative actions in both educational and organisational aspects, for instance in trans-disciplinary projects in which different subject teachers cooperate.

Teachers further develop their educational insights and competence through talks within and between the teams, during in-service-training days, study visits to other schools and continuing education. Furthermore, teachers belong to different work groups which operate across educational stages with the aim of working with school development and improvement in different educational areas of interest.

We educate not only in the classroom, but also in the canteen. Having lunch with the students offers the opportunity for children to learn from adult models. Teachers should interact constructively to help children. It is important that the teacher is aware of their actions. Lunch time is an opportunity for the teacher to educate in many ways.

Students in Primary and Secondary must be outside during all breaks unless there is heavy rainfall. Students are only allowed inside the class room during break times in the presence of the teacher. Contact with Parents

4.2.2.1 Student Development Discussions

Teachers continuously inform students and families about each student's progress. At least once a term, the teacher, the student and the student's guardians have a Development Discussion about the student's academic and social development.

Twice a year a written Progress Report (Skriffligt omdöme) is prepared for each student in Primary (both sections) and Lower Secondary (International section only). The reviews describe how far the student has come in developing his/her knowledge and demonstrate how s/he can move forward in their learning.

If the teacher judges that a student will not achieve the set targets, ways of supporting the student are explored. Parents are included in this. If investigation finds that the student requires special assistance, an action program is established and the Head of School informed.

4.2.2.2 Meetings

In addition to Development Discussions, a family/teacher meeting can be initiated either by the family or by the teacher.

4.2.2.3 Weekly letters

Class teachers write a weekly letter to families to share information about the week that passed and plans for the coming weeks (both sections of Primary and the Secondary International Section). Normally this letter is sent out directly by the teacher to parents.

4.2.3 Teaching

Teachers are expected to:

- lead the class by example
- protect students from harm
- encourage students to strive for high standards and to value learning
- place the student's best interest over the teacher's personal interest or benefit
- be committed to students and their learning
- teach according to the relevant curriculum (Swedish and/or Cambridge Primary and/or the English National Curriculum)
- organise the classroom and learning resources to create a positive learning environment
- plan, prepare and present lessons that cater to the needs of the various ability ranges within the class
- meet requirements for the assessment and recording of pupils' development
- provide feedback to parents on pupils' progress at parent evenings and other meetings
- work with others to plan and coordinate
- stay up to date with changes and developments of the curriculum
- act against any form of harassment or unlawful discrimination
- follow up any incident
- start and end each lesson punctually, insisting on the punctuality of students

- start and end each lesson in an orderly fashion, leaving the room tidy
- ensure lessons are thoroughly prepared
- set homework in line with school policies
- keep a register and check absences from lesson
- attend and contribute to team/staff meetings

5 Practical Information

5.1 School Hours and Access Card

Generally classes begin at 9am and finish at 3.30pm. Preschool students can be dropped off between 9.00am to 9.30 am and may be collected between 3:10 pm to 3:30pm. The school offers an optional schedule of extended hours for an extra fee; i.e., early morning drop off from 8:30am and late pick up in the afternoons until 5.00pm.

The school is responsible for the safety of the students during the school's hours of operation and holds no responsibility after these hours. Parents should make sure that they make arrangements to pick up their children on time.

In order to enter and leave the school, each family is given a access card. Parents can buy additional or replacement cards from the school administration office.

5.2 Academic Calendar

The most up-to-date calendar can be accessed from the school home page <http://www.escandinavo.com/> by selecting "Calendar" at the bottom right.

A preliminary calendar is available at the end of the spring term for the subsequent academic year. The calendar is confirmed in October when the mandatory holidays for the next calendar year are confirmed.

Holiday dates vary slightly from year to year to ensure a minimum number of school days. Normally, the school is closed during the following holidays:

12 October Ntra. Sra del Pilar

1 November All Saints' Day

6 December Día de la Constitución

8 December Inmaculada Concepción

Christmas Holidays, approximately 2 weeks (3 weeks in 2015-16!)

Easter, 1 week

2 May Comunidad Madrid

San Isidro, 15 May

Summer Holiday

Families are asked to plan their holidays in line with school holidays.

5.3 School Events

Every year we celebrate the following special occasions, often with song and music involved.

United Nations Day (Around 24 Oct)

This day marks the anniversary of the United Nations Charter on October 24, 1945; since 1948 it has been celebrated as United Nations Day.

Halloween Party (Late October)

This festival has its origins in the Celtic festival of Samhain and the Christian celebration of All Saints Day. At school, children come dressed up in costumes and the school is decorated according to the Halloween theme.

Winter Concerts (November-December)

All students having music profile (Year 3 Swedish Section, Year 4 Int. section and up) prepare a music concert before Christmas. All students that have music as an extra activity after school also perform during this concert.

Santa Lucia (13 December)

This is a party based on the legend of an Italian saint who died as a martyr in 304. Santa Lucia brings light.

At school, students dress in white as *tärnor* ("maidens") and *stjärngossar* ("star boys"), with a crown of candles or paper cones with stars, holding candles and singing together, giving some hope that the light will return. During the day, we eat *pepparkakor* and *lussebullar*, typical Swedish Christmas pastries.

Christmas Bazaar (second Saturday in December)

The Bazaar is the main activity of the school during Christmas time. On this day you can buy Scandinavian food and taste coffee, traditional cakes and *Glögg*, an aromatic, spicy punch. There are different activities throughout the day for both adults and children.

A group of family volunteers work hard to arrange this special day.

End of Year Celebration

On the last day of school before Christmas all classes, from the smallest to the oldest, perform songs and music in a concert for families. With this concert the Christmas holidays begin.

Carnival (mid February)

In February, Carnival is celebrated at our school. Children dress up for this fun and unique party.

International Week

Walpurgis (April 30)

On April 30, the school celebrates the feast of Walpurgis. Walpurgis is a Swedish tradition dating back to medieval times, where people gathered and danced around a bonfire.

Summer Concerts (May-June)

All students having music profile (Year 3 Swedish section, Year 4 Int. section and up) prepare a music concert for the end of the year. All students that have music as an extra activity after school also perform during this concert.

Graduation

Graduation is a most important day for Upper Secondary students as it marks the end of the studies. This special occasion is celebrated in various ways.

End of year concert and spring concert

For the last day of school all classes, from the smallest to the oldest, prepare different songs and acts and perform them in a concert for all families. With this concert, the summer holiday starts.

Scandinavian National Days

In addition, we often commemorate the National Days of Nordic countries as well as our host country, Spain:

Oct 12: National Day of Spain

May 17: National Day of Norway

June 5: National Day of Denmark

June 6: National Day of Sweden

June 17: National Day of Iceland

Dec 6: Independence Day of Finland

5.4 Access to Buildings

The school is open between 8am and 8pm during weekdays. Access is provided through the main gate with the help of a swipe card.

5.5 Parking

The School has onsite parking which is available to school families after 3.40 when school buses have left. Places are allocated on a first come basis. If parking on the street, please avoid obstructing the traffic.

To ensure the safety of our students, staff and families, everyone should drive carefully and attentively. Please respect the speed limit (30 km/hr) and the pedestrian crossing, especially during drop off and pick up times.

5.6 Timetables

Timetables can be accessed from the school home page on <http://www.escandinavo.com/> by selecting 'Schema' at the bottom right. This opens a window where time table can be selected by various criteria such as class, teacher, student, room or subject.

5.7 Drop off / Pick up

In Preschool parents drop off the children in the class room between 9am and 9.30am. Pick up is also from the class room and takes place between 3.15 and 3.30pm.

- Families who pay for extended hours in the morning may drop off their children from 8.30am.
- Families who pay for extended hours in the afternoon may pick up at 5pm.
- Teachers of classes up to Year 4/Ak3 are responsible for ensuring that an authorised family member accepts custody of each child in person. Otherwise, the teacher should personally escort the child to extra hours.

Teachers are normally available at drop off and pick up to meet briefly with family members who may need to pass on information about the student or ask something. Should the teacher feel that the matter is likely to take more time than is available at drop off/pick up, s/he will schedule a meeting with the parent.

For Primary and Secondary students:

- The school gate is open (swipe card) from 8:30am for students and families
- Classrooms are open from 8:50am. Students are not allowed into the buildings before this time but must stay in the garden
- In International Secondary registration is held at 8.50am
- For Primary and Swedish Secondary the first lesson starts at 9am
- Students should arrive to be ready to start the first lesson

It is very important that all students arrive and are ready to start on time each morning. Students arriving late not only miss part of the first lesson but also disturb the rest of the class and the teacher.

5.8 Extended Hours

Preschool: The school offers an optional schedule of extended hours for preschool children for an extra fee; i.e., early morning drop off from 8:30am and late pick up in the afternoons until 5.00pm.

Primary: In the morning there are no extended hours for children from Year 1 up. Children arriving before 9am may enter the class room at 8:50am, under the teacher's supervision.

In the afternoon there are extended hours for children from Year 1 up. The group operates as the preschool group described above, i.e. children who stay for extended hours gather in one of the classrooms and participate in a programme led by teacher/assistant until 5pm.

Secondary: Students are allowed on site from 8.30am. Students in the International Section attend registration at 8.50am.

5.9 Extracurricular Activities

The Scandinavian school supplements its educational offering with voluntary extracurricular activities.

All activities are developed as a natural continuation of school, being taught by school teachers, family members, external associations or other supporters of our educational system.

Information about activities is available on the school website, including courses offered, schedules, information from instructors, age range of children and fees.

Parents receive information via email from the coordinator about activities and process for signing up and paying. Although the school has two terms, activities run over three terms and children can add/drop/change activities each term.

Most of the activities start at 3.40 pm and last one hour.

At the beginning of each term teachers receive a list showing what activities the students have signed up for. Preschool and children in the preschool class are picked up from their classroom by the instructor at 3.30 pm. **Children in Åk4/Year 5 and up are expected to make their own way to activities.**

5.10 Excursions and Activities

Each year we organize several excursions and activities such as:

- Field trips
- Day trip to a farm
- Sports day
- Cultural excursions (theatre, museums etc.)
- Information is distributed by teachers and a small fee may be charged to cover transportation costs and entrance fees.

5.11 School Buses

The school currently has a school bus service for students operating from the centre of Madrid to El Soto, El Encinar and La Moraleja. The route is decided ahead of the term based on family requests. Families wishing to use the service, either on a term basis or for single trips, should sign up with the administration office.

For the safety of the children, there is always a host travelling with the children. The host is responsible for taking the children from the bus to their respective classrooms and collecting the children in the afternoon. Preschool children and children in Reception are collected in their classrooms. Children from year 1 and up are asked to wait for the bus host in the front garden.

5.12 Data Protection

The school processes data relating to current and former members of staff and students for a variety of purposes. The school has a data protection policy to control the use and eliminate the abuse of personal information held on an individual. According to the data protection policy, personal data such as email addresses, phone numbers and addresses of staff and students are only used by school administration and not disclosed to any other party, including other parents in the school.

5.13 Equal Treatment Policy

The school is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the right of individuals to be treated with dignity and respect. It recognises that discrimination, bullying and harassment may be experienced by all in a number of ways, including day to day interaction with colleagues, peers, visitors and students.

The policy aims to ensure that all pupils and staff should feel safe and respected by other pupils, teachers and other staff. It promotes students' equal rights regardless of gender, ethnicity, religious or other beliefs, sexual orientation or disability. The plan deals with actions to prevent bullying, violence and all other types of expressions of disrespect for others' equal worth as well as measures to adopt and procedures for follow up for all forms of degrading treatment.

Any incidents of bullying or harassment that do occur will be taken seriously and could provide grounds for disciplinary action that may lead to dismissal from the school. Furthermore, individuals who harass or bully another may be subject to criminal and/or civil prosecution.

5.14 Adaptation Period (preschool)

In the beginning of the school year, new children in preschool are introduced gradually to the new environment during an adaptation period. Children who enter the preschool later in the semester will begin the adaptation period based on their date of entry.

The adaptation period is about two weeks. New preschool students are usually divided into two groups, so that half attend between 9am to 11am and the other half 11am to 1pm. During this period, the length of the school day will be lengthened little by little, until the child is already to complete a full day. However, the length and structure of the adaptation period is specific to each child's individual needs.

We encourage children to adapt at their own pace to their preschool environment in order to increase their sense of security and to better facilitate their development as life-long learners.

5.15 Canteen

Parents, teachers, and students are welcome to the very informal cafeteria (in the canteen) to have coffee and tea in the morning.

5.16 Lunch

The school provides catering for lunch with a daily menu. The lunch is optional and is an additional cost to the school fees. Class teachers eat together with their class making it a pedagogical lunch.

The lunch menu can be found on the school's home page.

Students may also bring their own lunch. For a small fee, self catering students can make use of the cafeteria's refrigerator, microwave and consume bread and milk.

5.17 Breaks

In Primary and Lower Secondary there is one break in the morning (usually from 10.20 to 10.40 am), a break for lunch and a break in the afternoon (usually from 14:00 to 14:10). Students must be outside during break time unless the teacher has agreed they can stay in the class room and only if the teacher him/herself is present.

Staff has break duties and normally 3 or more people, each responsible for a specific area, are out during break time supervising the students.

5.18 Snack Time

Students are encouraged to bring a healthy snack, such as fruit or a sandwich to eat at snack time. No products containing nuts must ever be brought to school as we have students with severe allergy.

5.19 Water

Students should bring a drinking bottle for water to school. The water from all the taps at the school is potable.

5.20 Slippers

Younger students should bring a pair of comfortable indoor slippers to wear in the classroom. This helps to keep the classroom floors clean.

5.21 Gymnasium

Students change to gym clothes before each PE lesson. After the lesson, students must take a shower. They should bring their own towel, sandals and change of clothes.

5.22 Rain Clothes

Children and staff spend time outside every day in all weather conditions. We think it is very important that the children spend time in the fresh air. They are provided with the opportunity to see how the seasons change in nature and to experience how wonderful it can be to jump in a puddle of water, especially for the younger children. For these reasons, preschool students should have wet weather clothes and wellington boots ready for use. Rain clothes can be ordered through the school.

5.23 Extra Clothes and Bathroom (preschool and lower years in Primary)

The children should have a complete change of clothes in case of accidents. Preschool parents should also bring nappies and wet wipes, if required.

Please note that as the children play outside and may get wet, a spare set of clothes is also required for all children even though that are fully toilet trained.

5.24 Clothing for Sale

You can purchase wet weather clothing, beanies, sweat shirts, track pants, polar jackets and polo shirts from the school. Ask in reception.

5.25 Access to Individual Time Tables

Individual time tables can be accessed from the school web site. If you select the child's class and time table showing subject, time and teacher is displayed.

5.26 Lost and Found

We recommend that students put their names on all their belongings, so that found items can be identified and returned to its owner. All lost items are placed in a chest and if not claimed by the end of the school year, donated to a charity organisation.

5.27 Absence

Families are asked to schedule holidays when the school is closed. In special circumstances, a maximum of five school days per academic year may be approved by the Head of School. Absence should be applied for in writing (forms from the administration office) as far ahead as possible and submitted to the Head of Preschool (preschool children), Head of School (primary) or Sub Head (lower and upper secondary).

If absence is approved, the student should agree with the teacher what work to carry out during the absence.

5.28 Leaving the School

In December, each family is sent a form to complete indicating whether they intend to continue at the school the following academic year. The form should be returned to the school no later than February. Continuing students must pay a deposit to secure their place for the following year. The deposit is deductible from the September school fees. Students who have paid the deposit but do not continue will forfeit the deposit.

5.29 Photographs

Once a year, the students have their photographs taken with their class and individually. The school will inform you when this will occur and how you can order the photos.

To enrich the content on the school website, photographs from the school are frequently added. The school asks parents at the beginning of the school year to fill in a form giving permission for the children to be included on such photos.

For reasons of Data Protection, parents are not permitted to take photographs on school premises.

5.30 Public Holidays

Holiday dates vary slightly from year to year to ensure a minimum number of school days. A calendar can be found on the school website. The calendar is confirmed in October each year (for current school year) after the Spanish Ministry have confirmed holidays for the next calendar year.

Normally, the school is closed during the following holidays:

- October 12 Ntra Sra del Pilar
- November 1 All Saints
- November 9 Almudena Ntra Sra
- December 6 Constitution Day
- December 8 Immaculate Conception
- Christmas vacation, are about two weeks.
- “Sports week” (Semana Blanca) is usually third or fourth week of February
- Easter
- 2nd May Madrid Community
- Summer holidays

6 Student Care

6.1.1 Students' Rules of Behaviour

The School's first concern is the welfare and protection of all students left in our care. Students must feel safe and protected at all times. To help us achieve this we have a set of guidelines for how to behave which we expect everyone to follow.

The school expects that students at all times, both in and outside of school, act as good representatives for the school. Adults and older students are expected to act as role models for younger children.

In order to maximise the learning and well-being of everyone, we ask families and students to be aware of and respect the rules below. We expect staff to assist students in following the rules.

We expect students to:

- Show respect for all students, staff and visitors
- Be considerate and help others
- Listen to others and wait for their turn to speak
- Arrive rested to school after having had breakfast
- Use polite language
- Arrive on time to lessons and bring all required material
- Always do their best at school and be responsible for completing homework
- Wear appropriate clothes (no hats/caps are to be worn in the dining hall)
- Display appropriate table manners
- Respect the fact that the school is a place of work and everyone has the right to a calm working atmosphere
- Be able to work in a group regardless of who is in the group
- Take an active interest in being a good friend
- Help keep the school clean and tidy
- Respect trees and plants in the school yard
- Walk inside school buildings (no running please!)
- Ensure that a member of staff is informed if something is broken

- Be responsible for their own clothes and other belongings
- Only climb trees marked with a white ring and never climb higher than the ring
- Not to climb on football and basketball posts
- Play football on the sports field (football is not allowed in the front garden or the hill)
- Be outside during morning, lunch and afternoon break

***Note:** In case of very poor weather, and with the teacher's approval, students may be inside during the breaks. In these circumstances the teacher must stay with the children.*

- Take turns when using the swings
- Not to enter any fenced area
- Not to use skateboards/in-lines on school grounds

Rules for mobile phones and other electronic equipment/games

- Mobiles and games must be out of sight and inaudible during the school day
- No photos/filming/recording of anyone
- In case of violation of the above rules, the teacher has the right to confiscate the mobile phone/game until the end of the school day.
- The school is not responsible for mobiles or any other equipment brought to school

Bans

- No smoking on school premises (inside and outside)
- No consumption of alcohol or other drugs at school or during activities arranged by the school
- Students in Åk 9/Year 10 and below are not allowed to leave the school premises during the school day

Note: Upper Secondary students (Gymnasium) have access cards for their own use. They are not allowed to let younger students out the gate.

- Students are liable for any school property destroyed

Note: Most books are borrowed books which are to be cared for and returned to the school in the same condition as received. Families are charged for lost or damaged material.

- Lower secondary students may leave the premises after the end of their last lesson even if this is before 3:30 pm if the school has written permission from their parents

Consequences of violation of the above rules

Please refer to the *Behaviour Policy* for details of this.

6.1.2 Anti-bullying Policy (KiVa) Draft 31 August 2017

Philosophy and approach

The school follows an anti-bullying policy in line with the school's philosophy and approach to behaviour, well-being and *convivencia*. We seek to improve any situation involving bullying or unkind treatment. Actions taken will always bear in mind the best interests of children concerned; however, bullying is inexcusable and unacceptable.

The school follows the guidelines and regulations of the *Ministerio de Educación* and procedures set out by the *Consejería de Educación de Madrid*.

Since 2015 we have been a KiVa ("anti-bullying") school and we use the framework of the KiVa programme to deal with bullying at school. The school has a legal obligation to protect students against bullying. The school will act to prevent bullying as well as to deal promptly, justly and effectively with specific cases and to monitor and follow up situations where bullying has occurred.

The school also seeks to help students learn that bullying is inexcusable and unacceptable at school and in society. As in all areas of education, success in dealing with bullying depends on mutual trust and collaboration between school and home. Parents are encouraged to inform the school immediately, directly or via the Class Representative, if they suspect bullying is taking place.

Bullying: Definition, forms and consequences

Bullying is a form of aggression involving the abuse of power. It is systematic aggressive behaviour against a person who finds it difficult to defend him/herself against the perpetrators. Central features of bullying are the repeated nature of attacks and the difference in power between aggressor and victim. Bullying is not a conflict between equals and cases of bullying must be handled differently from other cases of aggression or conflict.

Bullying is often a strategy for the bully to gain status in the group. It is a rather stable relationship where others in the social group are involved. Bullying involves people taking roles of **reinforcers** of the bullying, **assistants** to the bully, **defenders** of the victim and **outsiders** as well as the roles of **bully** and **victim**. Bullying appears to be a universal phenomenon that occurs across schools and societies (it is estimated that around the world about 10% of children will be victims of systematic bullying). Sadly, we must expect bullying to occur from time to time. The school is prepared to act in any and all cases of suspected bullying.

Bullying can take many forms: verbal, physical, hidden or indirect, material (taking or damaging property), cyberbullying, discriminatory and others. The consequences for the victim are anxiety, depression and loneliness in the short term, with a risk of depression, low self-esteem and difficulty in trusting others in adulthood. Bullies learn to use aggression as a means to obtain what they want. Bullies who have also been victims are the most maladjusted in later life.

Action and Procedures

Prevention

Preventive action begins in Primary School and works in harmony with the school's goals of helping children develop emotional intelligence, social skills and well-being. The programme of action continues throughout the school and involves ongoing KiVa training for all teaching staff, assemblies and presentations for students and parents, regular and frequent class sessions (at least 20 sessions per year, combined with Lifetalk classes) and an annual survey of students. This programme is based closely on KiVa processes and resources and adapted to the needs of our students.

Intervention

It is the responsibility of every staff member to report any instance or allegation of suspected bullying to the class teacher or tutor and the Health Team.

Intervention follows the clear step-by-step procedures of the KiVa programme and is fully documented according to KiVa procedures and *Consejería* requirements. Any case of suspected bullying is reported to the Health Team and investigated. If bullying is taking place, the matter is investigated by the KiVa team. Investigation may take many forms and always involves discussion with the victim, followed by discussions with the bully or bullies, individually and as a group. Under Spanish law the school has an obligation to protect the victim of bullying. Necessary action will be taken in accordance with the school *Behaviour Policy* and families will be informed. Staff will also work with the class concerned and ensure that the victim receives support.

Monitoring and Follow-up

Follow-up discussions with the victim and the bully/bullies will determine whether bullying has stopped or been reduced and what further measures, if any, may be necessary to stop the bullying and improve relationships among students. The Health Team will continue to monitor bullying cases for at least a year after the last incident of bullying. Full records will be kept of each investigation and shared as needed while respecting the confidentiality of those involved.

6.2 Special Needs

It is imperative that each child admitted to the school can benefit from the programme offered. Children in need of special support are admitted if the school is deemed to have required resources to meet their needs. A policy related to special needs was adopted by the board in October 2009.

The school follows, where applicable, Swedish school regulations. In Sweden, mainstream schools try as far as possible to include children requiring special support, giving them the support needed. However, due to the fact that the Scandinavian School of Madrid is a small private school with limited resources, the school is not able to consider all applications.

The policy states that both at the admission of new students as well as in dealings with new needs arising in previously accepted students, the Head of School should, in collaboration with the school's SEN Coordinator and the Student Health Team, perform a review and examine whether the school has the necessary resources to meet the needs of the child. The Student Health Team at the school consists of the psychologist, the counsellor, the Head of the International Section and the Head of School. If a follow-up medical or psychological examination is required, it is arranged and funded by the student's family.

The school cannot accept students with severe learning disabilities requiring a special school. Where special support is required, an assessment funded by the parents is undertaken, to understand the extent of support needed and whether or not the school is able to offer this support. Additional fees may be required for students in need of assistance over beyond what is included in the tuition fee, e.g. to cover the cost for special equipment or a personal assistant.

6.2.1 Assistants

The school's main principle is that all staff involved in aid are recruited and employed by the school even if help is financed by the student's parents. If there are special circumstances, for example, that the student needs individual support during most of the school day and/or that a person is tied to the student also outside of school hours, the school Board may grant an exemption for a personal assistant not employed by the school to help the student during the school day.

The exemption is valid for two years and must be renewed thereafter. Consideration will take into account the following factors:

- Student already attending the school
- Student has siblings at the school
- Student's age
- Student's' needs
- Impact on the rest of the class

7 Health and Safety

7.1 General Illness Guideline

Families frequently ask for guidelines for when to keep children with an illness at home. Most illnesses are contagious a day or two before your child is feeling ill. Therefore, whether

a child stays home may depend on his/her ability to carry on during the school day and the impact of his/her illness on other students' health.

Families are asked to keep a child home if he/she has a...

COLD (upper respiratory illness): if the child has a constantly runny nose and lots of sneezing and coughing, keep the child home until these symptoms lessen, usually 24-48 hours. Children with mild cold symptoms and no fever may attend school.

FEVER: If a child has a temperature of 37.5° or more (unmediated), keep the child home until 24 hours after the temperature returns to normal.

VOMITING/DIARRHEA: If a child has vomiting or diarrhoea, keep him/her home until 24 hr after the last episode.

CHICKEN POX (varicella): Vaccinated children have a small chance of having "breakthrough" chicken pox. Parents should notify their paediatrician if a child has chicken pox and let the school know as well. For a suspected case of chicken pox, the child should be kept home until all the scabs are crusted and dry, or there has been a medical diagnosis of another cause of the rash.

SKIN FUNGUS: If a child has a skin fungus (ringworm) parent should keep the child home and contact their paediatrician. The child may return to school if the ringworm is small and in a covered area. For exposed ringworm, the child may return to school after 24 hours of using the recommend medication, with the affected area covered if possible.

BODY RASH: Parents should check with their doctor to determine whether the rash is contagious before sending the child to school.

HEAD LICE (pediculosis): If a child has head lice, the parents must treat the child at home.

Guidelines on when a child should return to school:

Fever: 24 hours fever-free.

Strep throat: 24 hours on antibiotics and symptoms have subsided

Chicken Pox: When all scabs on face and arms have dried

Conjunctivitis: 24 hours on antibiotics and symptoms have subsided

Pertussis (whooping cough): at least 5 days of treatment

Impetigo: 24-48 hours of antibiotics

Pediculosis (head lice): when all lice and nits have been removed from student's hair.

Scarlet fever, infectious hepatitis A, and bacterial meningitis: on recommendation of physician.

Unwell children should not be at school. If it is obvious that a child is unwell and should not be at school the teacher should call the family and ask them to pick up the child.

Alternatively, the teacher can ask administration for help in locating the parents. There is a medical kit in every classroom so that teachers are able to deal with minor issues, e.g. check temperature and, in case of an accident, put on a plaster etc. For incidents that are more serious see Section 10.5 below.

7.2 Infectious Disease Policy

In order to minimize the spread of infectious disease among our students, families are asked to inform teachers if their child has diseases such as scarlet fever, whooping cough, chicken pox, head lice etc. As necessary, notices informing families of their child's possible exposure to an infectious disease will be sent home. The note will indicate the grades and classes of those exposed and include a brief description of symptoms common to the disease.

7.3 Medical Records

At the beginning of the year, every family is asked to complete an updated health questionnaire for each one of the children (families should update this during the year if the child's conditions change.)

The student's teachers and families in the class will be notified of any food or environmental allergies or other chronic condition that might affect any of their students while they are at school. Every effort is made to make the classroom a healthy place for all of our students.

7.4 Emergency Procedures

A qualified nurse is on duty during the school day to handle any emergencies and all staff receive basic training in first aid.

A medical emergency card, indicating names and telephone numbers of persons to be notified in an emergency or illness, is kept on file at school.

First aid equipment is available in preschool and at the administrative building. The school nurse will take appropriate actions in the case of sudden illness or accident.

A defibrillator is held at Reception.

7.5 Medical Procedures

Procedures may vary according to the needs of a specific situation.

Smaller incidents should be dealt with directly by the teacher. First aid kits are available in each class room.

If a child has a more serious accident, please take him/her to the school nurse Mikaela (depending on severity – if the student could be seriously hurt s/he should not be moved and someone should instead fetch the nurse). Always go to Mikaela if she is working. If she is not

at school please take the child to Leticia. Both work in the preschool building. The nurse will decide if it is necessary to take the child to the clinic/hospital.

In medical emergencies 112 will be called, and parents will be contacted immediately after a 112 call is placed. However, if parents cannot be reached, the school will act in the best interest of the student.

Please note that a child will only be taken to hospital in an emergency when the nurse deems that the child needs to get to hospital quicker than the parents can arrive at school. Non acute incidents that need medical attention should be handled by the parents. The child is transported in a private car unless the condition requires transport via ambulance. At the clinic/hospital the child is examined, diagnosis made and treatment carried out.

When a family member cannot attend, the school nurse telephones the family to inform them about the diagnosis and treatment.

Please note that a child should only be taken to hospital in an emergency when the nurse deems that the child needs to get to hospital quicker than the parents can arrive at school.

Non-acute incidents requiring medical attention should be handled by the family.

7.6 Administration of Medicine

It is the school's policy not to administer medicine to children/students. Antibiotics prescribed to be taken every 8 hours for example should be administered by a responsible family member before and after school hours. In exceptional circumstances, if the medication has been prescribed by a doctor to be taken during school hours, e.g. in the case of a chronic illness, the school nurse will administer the medication. The school will not administer medicine which has not been prescribed by a doctor.

In particular, the school does not give fever reducing medicine (even if the family gives written authorisation). Please be sure to adhere to this rule and explain to families that this is our policy. If a child is unwell s/he should be sent home.

7.7 Tobacco and Other Substances of Abuse

Possession or use of alcoholic beverages, narcotics or tobacco is prohibited within the school area as well as in any other area where the school has a responsibility for students.

The school has zero tolerance for abuse of narcotics and may, with the permission from families, test students.

7.8 Insurance for Students

The school has insurance with Sanitas. This covers all events happening at school during school hours including extracurricular activities and field trips.

7.9 Healthy Eating

As a school, we promote healthy lifestyles, starting with healthy meals. Foods which are high in sugar temporarily relieve hunger but do not sustain energy and often make children agitated and impede learning. Children should be encouraged to bring healthy snacks such as fruits, yogurts, cheese, whole grain breads and vegetables. Refined sugars found in store-bought cookies, pastries, chocolate and candy and fatty snacks such as crisps should be avoided.

7.10 Yearly Fire Drill

Every year or more frequently if needed, the whole school performs a fire drill. The school evacuation plan is updated every year to reflect changes in buildings as well as the student body.

7.11 Allergies

The number of people who have serious allergies to food has increased substantially over the past five years in our community, as well as outside the school. There are a number of students who have food allergies in this school. **Food allergies can be life threatening.** The cooperation of everyone in the school community is required to help prevent an allergic reaction from occurring. The following information is being provided to enable you to learn about these allergies, about what we as the school community can do to help, and about what some of the practices are in this school regarding food allergies.

Guidelines

The school is a nut free zone as we have both students and staff with severe allergies. Please ensure you do not bring anything with nuts to school, either to the class rooms nor the staff room. Should your students bring products with nuts, please ensure these are sent back home and that parents are reminded about the nut free policy.

Inform children that food allergies can be life threatening, even if an allergic child only eats a tiny amount of the food. In school, a student's individual snack/food should never be shared.

To reduce the risk of accidental exposure by inhalation or by contact with food on surfaces, students should never bring peanuts, nuts or shellfish - or foods containing these - into the classroom for any reason, including at evening and daytime events.

At the classroom teacher's discretion, store-bought packaged goods with an ingredient list may be shared in the classroom for celebrations, as long as the list does not contain peanuts, nuts or shellfish.

Consider substituting treats for birthdays or other celebrations with stickers, special pencils, games or books for the class.

Please be sure that the children know that students who have food allergies should not be teased, tempted with forbidden foods or ridiculed in any way.

8 Communication

8.1 Teachers' Availability

Teachers at the Scandinavian School of Madrid are easily approachable by the student's parents. Every day at the time of entering/leaving the classrooms, parents can see the teacher briefly and comment upon events and/or interesting things of daily school life. Parents can ask for individual meetings with the teachers in case this is needed because of time or privacy.

E- mails are another useful way of communication between parents and teachers. The teachers send a weekly letter by email with a brief resume of what happened in the classroom and themes for the following week. It also contains reminders or information about activities related to the class or school. The school's website is also used for this purpose, especially from primary years on.

Personal development meetings are organised each semester between parents and teachers. The personal development of the student is discussed in order for parents get a clear view the child's progress. In the meeting, individual goals are also discussed and set for the child. From primary years on, the presence of the student during this meeting is strongly recommended in order to ensure the personal involvement of the student.

8.2 Class Representatives

Every class chooses one or two parents' representatives among the parents of the class at the beginning of the school year.

During the year there are at least three meetings between representatives and Senior Management.

The representatives constitute a strong channel for communication between parents of the students and the rest of the school. They help to transmit to the Head of the School any concerns that might arise as well as possible ideas for improvements in the school.

Moreover, the meetings are the starting point for volunteering or social events e.g. the yearly picnics or the fixing day.

8.3 Parent Meetings

There are two main meetings during each school year.

One meeting takes place at the beginning of the school year between school leadership and the parents, when general information related to the school year is presented. Parents receive an overview of the following months and any upcoming events. Parents then meet

tutors or class teachers in the classroom and are given an overview of the curriculum as well as practical information.

In Spring, toward the end of each school year, an information meeting is scheduled by the Board of the School to give a general resume of the past school year and possible changes, works or events that will be developed during the next school year.

Extraordinary meetings are called to inform about or discuss issues of special importance for the functioning of the school when these cannot be postponed until the General Meetings of each school year.

8.4 Bulletin Board

There is a bulletin board situated at the entrance to the school where activities taking place at the school are announced (concerts, field trips, charity markets, extracurricular activities, extracurricular meetings, etc.). General information sent to families by email is also often posted on the board so it can be easily consulted at any moment.

There is a second bulletin board outside to the right of the administration building. Here parents are invited to put up notes.

School Song

Himno del colegio

Ett frö som såddes, för länge länge sén
Bredvid en storstad, på den grönaste äng.
En vilja att lära, få kunskap och förstå.
Något i livet att hoppas på.

Här har många barn startat sina allra första steg.
Nu är vi många, och vi blir bara fler och fler och fler.

Kom låt oss nu sjunga, vår egen stolta sång.
Tillsammans så kan vi,
lära av varandra, långt från buller och betong.
Vi vill vi kan.

Varje morgon, när jag vaknar tänker jag
Att jag vill lära mig, nåt nytt och fint i dag.
Jag går ut, vinden leker med mitt hår,
Skyndar till skolan och till klassen där jag går.

Om solen lyser, eller regent faller ner,
Alltid vill jag sjunga, mer och mer och mer och mer och mer.

Kom låt oss nu sjunga, vår egen stolta sång.
Tillsammans så kan vi,
lära av varandra, långt från buller och betong.
Vi vill vi kan.

Cantemos todos juntos nuestra canción.
Aprender unos de otros
Alejados del ruido, y del hormigón
Poder, querer

Let's sing all together, our own song
To the school we belong
Learn from each other, far from noise and smog
We will, we can.

Kom låt oss nu sjunga, vår egen stolta sång.
Tillsammans så kan vi,
lära av varandra, långt från buller och betong.
Vi vill vi kan.

9 Contact Information

Administration: 91 650 01 27

Preschool: 91 172 69 59

9.1 Who is Who

| Staff Name | Responsibility 2015-2016 |
|------------------------------------|---|
| Ana Perez | Teacher Secondary: Spanish |
| Arianna Bonilla | Pedagogical Assistant, Rosegarden |
| Åsa Öqvist | On leave of absence |
| Cristina Lozano | Co-Teacher, Ronia-Reception |
| David Combe | Teacher Secondary: Science, Tutor Years 8 and 9 |
| Emma Golding | Class Teacher, Year 1 |
| Emma Semrén | Teacher Primary: Maths, English År 5-6, Secondary: Maths, Philosophy, Business Administration |
| Eva Alfthan | Receptionist |
| Eva Olsson | Teacher Secondary: Swedish, English, Mentor |
| Fernando Alarcón | Caretaker |
| Franz Leiston | Teacher Secondary: German |
| Frida Lundberg | Teacher Upper Secondary: Civics, Spanish, Mentor |
| Frida Scherp | Teacher Primary: Tutor År F-2 |
| Gisela Jonäng | Teacher Förskoleklass |
| Helen Ivarsson | Teacher Primary: Tutor År 3-4 |
| Isabel Naeve | Psychologist |
| Jeanette Glyt | On leave of absence |
| Jenny Dettmann | Head of School |
| Jenny Moreno | Teacher Primary & Secondary: Art, Craft, Design & Technology |
| Jessica Askås (on maternity leave) | Teacher Secondary: Social Science, Spanish, English, Entrepreneurship, Mentor Åk 7-9 |
| Joakim Salinder | Teacher Primary and Secondary: Music, Home Economics/Design Technology |
| Johanna Lööf | Head of Preschool, Teacher of Music |
| Johanne Liébana | Administrator |
| Julian Scott | Teacher Primary: Tutor Year 2, Key Stage 2 Coordinator |
| Katherine Ferrer | Teacher Primary: Tutor Year 1 |
| Laurie Todd | Preschool Teacher, Pippi |
| Leticia Lucero | Pedagogical Assistant, Pippi |
| Linda Martinssons | Teacher Primary: Swedish & Tutor År 5-6, SEN, Swedish Primary Team Leader |
| Louise Steglich | Teacher Secondary: English, History, Danish, Tutor Year 7 |
| Mari López | Cleaner |
| Maria Garcia Perez | Co-teacher Preschool, Rosegarden |
| Maria Luisa Gil | Cleaner |
| Maria Persson | Teacher Secondary: English and Swedish |
| Martin Lexell | Teacher Secondary: English |
| Mary Barlow | Preschool Teacher, Rosegarden |
| Matilda Reingardt | Preschool Teacher, Bullerbyn/Saltkråkan |
| Mats Jakobsson | Teacher Upper Secondary: Maths, Physics, Scheduling |
| Maxi Garcia | Assistant |
| Mayra Garcia Nay | Learning Support/ESL |
| Merete Selnes | Teacher Primary & Secondary: PE, Norwegian, Host Family |

| | Programme |
|----------------------|--|
| Mikaela Ahlskog | Nurse, Pedagogical Assistant, Bullerbyn/Saltkråkan |
| Millad Salehivand | Counsellor |
| Milly Abramovich | Teacher Primary: Tutor Year 5 |
| Nuria Arrese | Directora Técnica, Teacher Primary: Spanish |
| Olga Gallego | Teacher Primary: PE and Spanish |
| Paloma García | Administration |
| Patricia Villa | Class room assistant Primary |
| Peter Shearer | Head of International section, Teacher Secondary: Drama |
| Pia Rymer-Rythén | Accountant |
| Sara Norén | Teacher Primary & Secondary: PE, Geography, History |
| Sara-Olivia Pärnerud | Teacher Secondary: Swedish, Spanish, Psychology |
| Shereen Saba | Teacher Primary |
| Sita Revenga | Teacher Primary and Secondary: Spanish, Swedish |
| Therese Nygard | Teacher Primary: Tutor Åk F-2 |
| Tommy Järvenklint | Teacher Secondary: Natural Sciences, Chemistry, Biology, Maths, Mentor åk 7-9, Work Team coordinator |

9.2 Contact Details, Embassies

Embajada Real de Dinamarca

Serrano, 26, 7 piso
28001 Madrid
Tel: 914 318 445

<http://www.ambmadrid.um.dk/es>

Consulado General de Islandia

Calle Peguerinos 5
28035 Madrid
Tel: 913 7515 06

Embajada de Suecia

Calle Caracas 25
28 010 Madrid
Tel: 91 702 2000

http://www.swedenabroad.com/Start_9624.aspx

Embajada de Finlandia

Paseo de la Castellana, 15
28046 Madrid
Tel: 913 196 172

<http://www.finlandia.es/Public/Default.aspx>

Real Embajada de Noruega

Calle Serrano, 26 (planta 5)
28 001Madrid
Tel: 91 436 38 40

<http://www.noruega.es/Embassy/>

10 School Location

The school is located in the residential district of La Moraleja, in the municipality of Alcobendas. It is situated very close to the northern metropolitan area of Madrid.

The school's address is:

Camino Ancho, 14
28109 Alcobendas

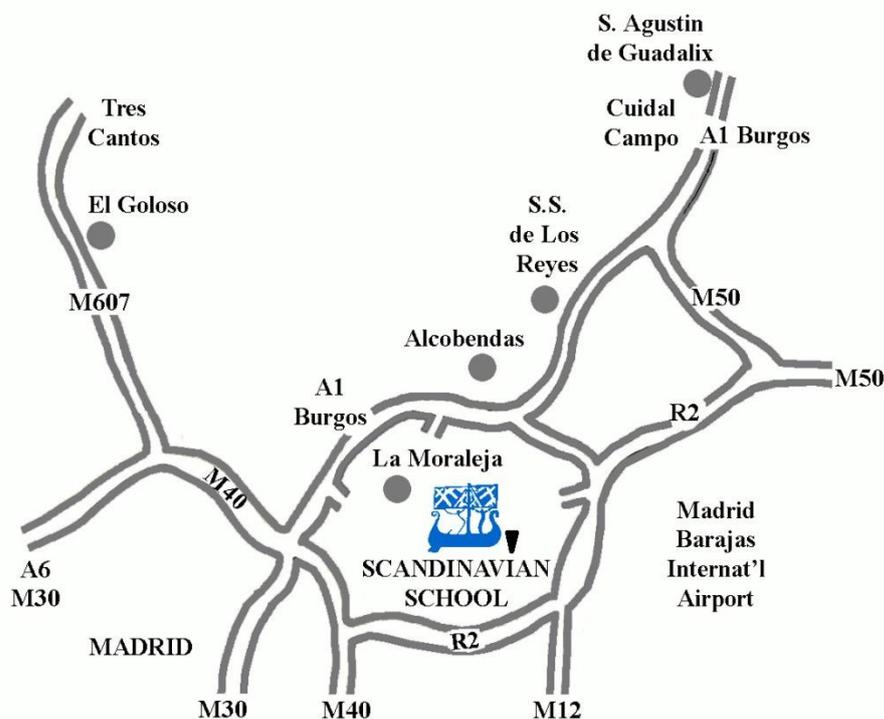
The geographical coordinates of the school, to enter into any GPS navigator, are: Longitude W 03° 61' 40.51" Latitude N 40° 51' 09.60"

By Car:

From Madrid, use the A1 Alcobendas/Burgos motorway. Take exit 12A for M-40 toward La Moraleja/R-2 .Merge onto Av de Burgos for 1.2 km. Turn right toward Paseo de los Parques. At the roundabout, take the 2nd exit onto Paseo de los Parques. Go through 3 roundabouts (2km). Continue onto Camino Viejo for 1.6km. At the roundabout, take the 1st exit onto Camino Ancho. Make a U-turn, the school will be on the right.

By public transport:

Bus: Circular L1 (Arroyo de la Vega - Soto de la Moraleja - La Moraleja) or L2 (Alcobendas – La moraleja). For time tables, please see <http://www.empresamontes.com/>.



11 Feedback

We hope this handbook of practical information regarding everyday life at school will be of assistance to you and give answers to some of the questions which arise during the school year. We are always open to ideas on how to improve the Parent Handbook. Please don't hesitate to contact us through jenny.dettmann@escandinavo.com with feedback and suggestions.

APPENDIX A - Living in Madrid

Madrid is a big cosmopolitan city with modern infrastructures and more than four million inhabitants. Not only it is an economical, financial and administrative centre, but it also possesses a rich cultural and artistic inheritance. Madrid is strategically situated on the Iberian Peninsula at an average of 650 metres above sea level. The historic centre of the city is one of the best preserved in Europe and incorporates innovative infrastructures.

There are a variety of historical cities nearby such as Ávila, Toledo, El Escorial, Segovia and Aranjuez. They are ideal one day excursions and are easily accessed.

Madrid has a wide offer of concerts, exhibits, ballets, theatres and cinemas. Noteworthy are also its restaurants with the best Spanish and international food.

There is an ample range of shops stretching from small traditional shops to international fashion chains.

Night life in Madrid is vibrant and diverse, continuing until the early hours of the morning. Madrid's climate is Mediterranean with dry hot summers and cold winters. Madrid boasts with the highest number of sunny days out of any other European capital.

Average temperature in the summers is 31° C, but may be as high as 43° C, with an average night temperature of 18° C. During winter, the average temperature is between 0 y 12° C, with 4° C during the night. Temperatures below zero are common during winter, as well as two to three snowfalls of different intensity each year. Rain showers are not abundant and are mostly concentrated during spring and autumn.

ECONOMY: The official currency of Spain is the Euro, the currency of the European Union. The most commonly accepted credit cards are Visa and Mastercard and, with a minor presence, American Express.

OPENING HOURS: Shops are normally open from 10 to 14hrs and from 17 to 20hrs. Monday through Saturday. Big shopping malls are open from 10 to 22hrs, Monday through Saturday. It is easy to find shops open on Sundays in the centre of Madrid. Shopping centres

in Madrid open an average of 18 additional days spread over Sundays and Holidays. The first Sunday of the month as well as the Christmas season are normally open. The most centric shopping area of Madrid situated between plaza Callao and Puerta del Sol is open the whole year. In this area a Corte Inglés centre and a FNAC centre can be found.

Banks have business hours from 8 to 15hrs Monday through Friday. In some shopping malls bank offices may operate during the same business hours as the shopping centre from Monday to Saturday.

It is possible to have lunch or dinner at almost any hour of the day. The most common lunchtime is between 13:30 and 15:30hrs, for dinner between 20:30 and 23:00hrs. These hours are easily extended during weekends and holidays and therefore you can find many restaurants open from 13 to 24hrs.

SHOPPING: Madrid has a great amount of shopping malls as well as a wide variety of local shops. All kind of products are available and it is possible to buy almost anything, just as in any other big European capital.

There are traditional street markets in various neighbourhoods. The most famous and typical is “El Rastro” around the Cascorro plaza. It is open on Sundays and holidays between 9 and 15hrs. All kind of stalls can be found such as clothing or shoes, food, books and music and antiquities. More details can be found on the web page http://es.wikipedia.org/wiki/El_Rastro_de_Madrid.

One of the most select shopping areas of Madrid is situated at the end of the Serrano street. Famous international brands and the most exclusive jewellery can be found here. The most typical and more affordable shopping area is the area surrounding the Puerta del Sol in the centre of the city.

There are a great amount of shopping malls in Madrid and its surroundings. Many of them include hypermarkets such as Carrefour or Alcampo, as well as well other known brands and franchises.

Noteworthy is the shopping centre of Arroyomolinos. Besides a El Corte Inglés centre and many other shopping and leisure facilities, it offers the only indoor skiing slope of Spain. It is open throughout the year Monday through Sunday.

HEALTH: There is a wide network of public and private health services in the Community of Madrid. Renowned hospitals of Spain are located in Madrid. Any resident of the 27 member states of the European Community, including Iceland, Liechtenstein, Norway and Switzerland can use these services during their stay in Spain by presenting their European Health card. No additional bureaucratic procedure is needed.

The phone number for health emergencies is 061. The main emergencies number 112 can also be used.

Students from other countries need a private health insurance during their stay in Spain.

GASTRONOMY: There are innumerable restaurants of all kinds. It is literally possible to eat at any time of the day or night. Besides the regional Spanish restaurants (Galician, Asturian, Andalusian, etc.) there are also international (Chinese, American, Greek, Arab, Russian, Scandinavian, etc.) and vegetarian restaurants.

And of course there are also many fast food restaurants, local chains as well as international ones.

TRANSPORT: Barajas airport in Madrid is the main airport of Spain. Most air companies are represented such as Iberia, Air France, KLM, Lufthansa or SAS, and the low cost ones such as Easyjet or Ryanair.

Moreover, Madrid possesses railway connections with the rest of Spain as well as with Lisbon and Paris.

The Community of Madrid has an excellent local railway service which allows easy travel to different areas of the region.

To move around the city there are two main transport networks: the urban buses (EMT) and the underground, the Metro.

The bus service consists of more than 200 different lines. Any needed information can be searched at the web page <http://www.emtmadrid.es> Timetables for most of the buses is from 6 to 23:45hrs. During the night there is a bus service of 26 lines all of them with a starting point at the Cibeles Plaza.

There is also a night service available of Metrobuho, 11 lines which travel the same way as the underground lines but above ground.

Any information related to the underground can be consulted on the web <http://www.metromadrid.es>. There is a total of 12 metro lines and 3 light-metro lines which partly travel above ground. Normal timetable is from 6 to 2hrs. Some exceptions occur at some station where the last trains leave the start station at around 1:15hrs. The underground network is divided by areas, consisting of a main area in the city centre and different extra-radio areas.

Tickets can be purchased for one single use for bus as well as for underground. With a single use ticket it is possible to change line within the underground though this cannot be done for changing buses.

There are also tickets for 10 uses available which can be used in the underground as well as for the bus.

There are two types of season tickets which allow to use all public transport within the selected area. One of them is monthly or annually, the other is for tourist use (1, 2, 3, 5 or 7 days).

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SECURITY: Madrid is not considered to be a dangerous city. As in any big city, it is recommended to be careful with personal objects as well as to beware of pickpockets.

The same recommendation is valid at any place with a big agglomeration of people such as the underground at peak hour.

Robbery or theft should be reported to the National Police office or the nearest local police office, or for more serious cases the emergency phone number 112 can be used.

HOLIDAYS AND FAIRS IN MADRID

The typical holidays of Madrid are concentrated around three dates.

- The 2nd May the Uprising of 2 May 1808 against the French occupation of Madrid is commemorated.
- The 15th May is the “San Isidro Labrador” day, celebrating the patron of Madrid.
- From the 6th to the 15th of August, Madrid's most emblematic holidays take place dedicated to the Virgen of Paloma. During those days the festival of La Paloma is celebrated with various market stands situated from Gran Vía de San Francisco and the Carrera de San Francisco up to Las Vistillas.
- 12 October – National Day

12 APPENDIX A - ALLERGIES

1. What is a food allergy?

A food allergy is a medical condition in which the body recognizes a food as being harmful and reacts to it. The body may react in different ways. The skin, the respiratory tract, the gastrointestinal tract, and the cardiovascular system may be affected. Allergic reactions can range from mild to severe and are unpredictable. People who experience serious allergic reactions are usually treated with emergency medications and transported immediately to the ER.

2. What are some of the foods that people are often allergic to?

The most common foods that cause food allergies are peanuts, nuts, shellfish, fish, eggs, milk, soy, wheat. Some people may be seriously allergic to a number of other foods, such as sesame or various fruits.

3. How can exposure to food allergens occur?

Exposure to allergic foods can occur by tasting/eating, by touching, or by inhaling fumes or particles of the food. (This means even cooking fumes and the presence of food on surfaces could cause a person to become ill.)

4. How much food exposure is needed to cause a reaction?

Sometimes even tiny amounts of a food, such as just crumbs or as little as even less than one-tenth of a peanut can make a person very seriously ill.

5. What is the treatment for food allergies?

At this time, the only treatment for these allergies is strict avoidance.

13 APPENDIX B – LIVING IN MADRID

Madrid is a big cosmopolitan city with modern infrastructures and more than four million inhabitants. Not only it is an economical, financial and administrative centre, but it also possesses a rich cultural and artistic inheritance. Madrid is strategically situated on the Iberian Peninsula at an average of 650 metres above sea level. The historic centre of the city is one of the best preserved in Europe and incorporates innovative infrastructures.

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- 12 October is the National Day in Spain.

International Fairs are organised every year in Madrid. The most important ones are the following:

- FITUR (International Tourism Fair)
- Madrid Fusión (Gastronomy Fair)
- ARCO (Contemporary Art Fair)
- Motor Show
- Cibeles Madrid Fashion Week