COLEGIO INTERNACIONAL MERES

A COGNITA SCHOOL

School Operating and Internal Organisation Regulations

Academic Year 2026/27

English version

CONTENTS

1 SCHOOL ORGANISATION 3

2 SCHOOL COMMUNITY AND BEHAVIOUR PLAN 8

3 REVIEW OF THE SCHOOL OPERATING AND INTERNAL ORGANISATION REGULATIONS 13

ANNEX I SCHOOL UNIFORM 14

ANNEX II SCHOOL ENTRY ON-SITE ATTENDANCE AND EXIT PROTOCOL 17

ANNEX III RESPONSIBLE USE OF MOBILE DEVICES POLICY 19

ANNEX IV SCHOOL TRANSPORT RULES 20

ANNEX V SCHOOL ABSENTEEISM AND PARTIAL ABSENCES DURING THE SCHOOL DAY 22

1 SCHOOL ORGANISATION

1.1. Mission vision and principles

Mission

“We are Colegio Internacional Meres. We are a learning community committed to personal and academic excellence through values-based education, in a safe and trusting environment surrounded by nature.”

Colegio Internacional Meres is a privately owned and managed school whose aim is to provide a Model of Educational Excellence for each and every one of our students. This encompasses excellence in values education, language proficiency, curriculum learning and the development of skills and competencies.

We work to develop our Educational Project in a global and international context, broadening opportunities for our students and teachers by sharing best educational practice with more than 100 COGNITA schools worldwide.

Vision

“To be a benchmark in education through an inspiring, high-quality educational project that equips our students to meet the challenges of a constantly changing world and make a positive impact on society.”

Our Model of Educational Excellence aims to provide our students with a holistic, well-rounded, high-quality education with proven outcomes. Research skills, critical and creative thinking, the ability to express themselves in different languages, and physical, mental and emotional balance are essential to our students’ education. These skills and abilities enable students to take responsibility for their own learning and to pursue success academically, socially and personally.

Our Model of Educational Excellence establishes a relationship of trust and collaboration with families, recognising that all of us—students, parents or guardians, teachers and school staff—form an international learning community.

Values

The following values define our school’s identity:

OPEN-MINDEDNESS

EFFORT

RESPECT

EXCELLENCE

SOLIDARITY

OPEN-MINDEDNESS

We value diversity, which helps us deepen our understanding of the world and encourages lifelong learning and personal growth.

EFFORT

We work hard and persevere in our responsibilities to overcome challenges and achieve our individual and collective goals, experiencing a deep sense of achievement and progress.

RESPECT

We embrace diversity as a source of personal enrichment and comply with established rules to create a safe, positive environment in which we treat one another with consideration and kindness.

EXCELLENCE

We actively contribute to a high-quality, holistic education that enables us to fulfil our potential through a broad curriculum and an international outlook on education.

SOLIDARITY

We are committed to helping others, both within and beyond the school, making a positive difference to people's lives and recognising the importance of our contribution to improving our world.

We have been part of the International Baccalaureate Organisation since 1991, when the school introduced the Diploma Programme (DP) for the Bachillerato years. Since 2017, we have also been authorised to offer the Primary Years Programme (PYP) and the Middle Years Programme (MYP).

In keeping with our educational tradition and the characteristics of the IB community, we define our learner profile through a set of attributes designed to develop principled individuals who achieve academic excellence through our programmes and acquire the education they need to participate as global citizens.

1.2 Developing values and competencies

We incorporate the IB learner profile into our educational model.

Motivation and effort

In a stable, trusting environment, our students progress by developing work habits that build confidence and help them persevere towards their goals.

Responsibility integrity and discipline

Respect for people, the environment and school rules is essential to our model. Consistency and self-discipline produce results. Understanding the consequences of our actions encourages responsible behaviour.

Perseverance and resilience

We give our students tools to develop the self-awareness and self-esteem that enable them to overcome difficulties and take on challenges. Knowing and understanding their strengths and areas for improvement helps them progress in their personal growth.

Responsible and reflective thinkers

At every stage, our students develop critical and creative thinking skills so that they can play an active, independent role in their own learning. Conceptual understanding and knowledge are essential to learning about both local and global contexts.

Physical mental and emotional balance

Every aspect of a person matters to their own wellbeing and that of others. We learn with the group and from the group.

Sociability and collaboration

Being sensitive and empathetic, and feeling an active part of a group in which achieving certain goals requires the contribution of every team member. Together, we achieve what we cannot achieve alone.

Communicating in different languages

We communicate in different languages and open our minds to ideas and cultures, valuing different perspectives and appreciating diversity.

1.3 General rules

1. Colegio Internacional Meres is a private school organised in accordance with Organic Law 2/2006 of 3 May on Education, First Final Provision, paragraph 6:

"Within the provisions of this Law and its implementing regulations, private schools that do not receive public funding shall have autonomy to establish their internal rules, select their teaching staff in accordance with the qualifications required by current legislation, draw up their educational project, organise the school day according to their students' social and educational needs, extend teaching hours for areas or subjects, determine the student admissions process, establish rules of conduct and define their financial arrangements."

2. The school fully accepts its responsibility towards students' parents. It seeks to guide them in all matters relating to education, while recognising that its educational role is always subsidiary to, and delegated by, parents, who bear primary responsibility for their children's education.
3. The school is founded on the principles of the Colegio Internacional Meres Educational Ethos and the IB World Schools community. Parents voluntarily accept these principles when enrolling their children, as do teaching and non-teaching staff when signing their employment contracts.
4. Our international educational programmes are based on forward-looking philosophical and learning principles, a coherently structured body of knowledge, and an organised approach to school space and time.
5. To achieve its aims, the school operates as a learning community in which students, parents, teachers and non-teaching staff assume their responsibilities towards a shared purpose: providing our students with a high-quality academic and personal education.

1.4 School management representation and administration

THE HEAD OF SCHOOL

1. The Head holds the highest level of responsibility within the school. As leader of the School Leadership Team, the Head has authority over educational provision, administrative procedures and all matters required to plan and manage the institution effectively, taking account of teachers, students, families and the staff involved in its operation.
2. The Head implements and enforces decisions adopted by COGNITA Spain's General Management and is responsible for the school's administrative and academic organisation.
3. The Head is responsible for ensuring compliance with the Educational Ethos, implementing the school's philosophy, principles and policies, and enforcing these conduct regulations, while leading the school's learning community.
4. The Head exercises leadership duties with full authority, independence and responsibility, and may delegate functions to the Deputy Head, IB Coordinators, Stage and Department Coordinators, tutors and School Office managers.

SCHOOL PROFESSIONALS AND STAFF

1. As members of the school's learning community, all staff agree to respect the school's Educational Ethos, these Internal Regulations, school policies and all other documents governing school life in the course of their work.
2. The school will establish arrangements for the ongoing training and professional development of all its professionals, in accordance with their respective responsibilities and the Professional Development Plan.
3. All mandatory legal provisions concerning the rights and obligations of teaching and non-teaching staff shall apply. Staff shall also benefit from any additional employment benefits established by the school.
4. The "Operating Rules" document for teaching staff has been defined by educational stage to establish the principles underpinning the conduct expected of staff at school.

5. Teachers shall direct their professional work towards achieving the aims, educational principles, and teaching and organisational guidelines set out in the Educational Ethos, the School Educational Project and the IB international programmes.
6. Teaching and non-teaching staff shall be appointed at the school management's discretion, following an assessment of their merits and personal and professional suitability for the relevant role profile, in accordance with COGNITA's Human Resources management.
7. Teachers are responsible for implementing the School Educational Project, guiding students' learning and promoting their academic achievement and personal and emotional development. They are directly responsible for students' appropriate behaviour and positive relationships throughout the school premises, on school buses and during extracurricular and after-school activities. School management will provide teachers with the necessary support at all times.
8. Tutors shall invite the child's legal representatives to a meeting at least three times during the school year, once per term. Parents or legal guardians may request meetings whenever they wish. The Head of School and/or the Heads of Early Years and Primary, and the Head of Secondary and Bachillerato, undertake to make themselves available as promptly as possible.
9. All teaching and non-teaching staff shall attend institutional events organised by the school. Teaching staff and academic leaders shall also take part in scheduled assessment meetings, training courses, Open Days and any meetings deemed appropriate by school management.
10. No teacher employed by the school may give private tuition to any student of the school. Doing so shall be considered a very serious offence.
11. All team members shall comply with their duty of confidentiality in relation to their role and data protection.
12. Gifts of high monetary value shall not be accepted.

1.5 Enrolment and the education contract

THE EDUCATION CONTRACT

1. Student enrolment shall follow the school's Admissions Policy.
2. By signing the "Acceptance of the Educational Project" document, the student's legal representative undertakes to collaborate with the school and support its actions and decisions in implementing the School Educational Project and its Operating Regulations.
3. The contract between the school and the legal representative takes effect upon completion of the "Application for Admission" and "Financial Terms" documents and payment of the admission fee. It also entails acceptance of the fees set by the school for each stage, cycle, year group, service or activity. Information on these fees may be obtained from the school's Administration Office at any time.
4. The education contract necessarily includes school meals and bus transport. The legal representative may choose not to use school transport on some of the student's assigned journeys.
5. The school will provide transport for Bachillerato students on afternoons without lessons, subject to availability and using routes to the points that offer students the best connections for their onward journey home.
6. Payments are non-refundable, except where the service has not been provided, in accordance with the general rules of civil law.
7. The school offers tuition bursaries from the third sibling onwards.
8. The school reserves the right of admission and of renewal of enrolment for the following academic year.
9. The contract lasts for one academic year. However, it will be renewed automatically for a further academic year at the end of March unless parents or legal representatives have previously notified the school in

writing of their intention to withdraw the student and not continue the following year. If no such notice is received, a place shall be deemed to have been reserved tacitly, unless fees for the preceding academic year remain outstanding.

10. Reservation of a place is conditional upon meeting the necessary academic requirements and keeping up to date with the corresponding monthly payments.

11. Non-payment of one or more invoices may lead the school to consider the contractual relationship for the provision of services terminated. The school may also notify families, with sufficient notice, of dates different from those stated here.

12. Students may not begin the school year while payments from the previous year remain outstanding, even if a place was reserved on time. The school will notify the family in writing that the debt must be settled before the start of the school year.

13. Once the contract has been renewed, the corresponding invoice for reservation of the place will be issued. Amounts charged for this purpose will not be refunded if the written notice referred to above has not been given.

14. Enrolment of students from other schools shall follow the legally established requirements and the school's suitability criteria, as set out in the Admissions Policy. Coordinators shall assess individual cases involving students with outstanding subjects or who have repeated a year. Previous expulsion from another school excludes an applicant from the process.

15. Fees for tuition, activities, school meals, transport and other services shall be set annually by school management, which reserves the right to modify them during the school year for exceptional and justified reasons.

16. These fees will be communicated when places are reserved automatically for the following academic year and will be divided into instalments. Advance payment is also available. A percentage surcharge will be applied by the school to payments not made when due.

17. The contract may be terminated during the academic year:

a. By decision of the student's legal representative. In this case, all tuition and activity fees remaining until the end of the school year must be paid, unless there is a justified reason that school management, at its discretion, considers and accepts.

b. For non-payment of the latest school invoice if the student's legal representative fails to settle the account within seven days of the corresponding payment request. Students with outstanding payments may not participate in trips, ski weeks or after-school activities, and their enrolment will be placed on hold until the debt is paid.

c. If the student is expelled from the school for a very serious offence. In this case, only monthly fees up to the date of expulsion must be paid.

18. Admission of students transferring from another COGNITA school is automatic, provided that:

i. They meet Colegio Internacional Meres's admission requirements.

ii. Places are available at the school.

iii. The reason for the transfer does not conflict with these regulations.

iv. All fees at the previous school have been paid in full.

19. Children of Colegio Internacional Meres alumni will have priority for places, provided that they meet the school's admission requirements.

2 SCHOOL COMMUNITY AND BEHAVIOUR PLAN

2.1 Philosophy of the School Community and Behaviour Plan

The Colegio Internacional Meres School Community and Behaviour Plan establishes and regulates matters relating to the relationships and conduct of all members of our learning community: students, families, teachers, and administrative and support staff.

Our School Community and Behaviour Plan aims to enable families and the school to fulfil their educational and socialising roles effectively and to build a collaborative relationship of trust that benefits our students. By enrolling their children, legal guardians accept the school's principles and values and undertake to respect them. This plan supports the prevention, detection, management, monitoring and resolution of conflicts that may arise at school. It includes the rules that students and school staff must follow and the appropriate educational measures for breaches. Any measure taken will have learning as its purpose.

All processes and actions relating to relationships and behaviour at school are educational in nature and aim to prevent and correct inappropriate conduct while promoting individual responsibility.

2.2 Responsibilities of school staff

All school staff are required to comply with and enforce the School Community and Behaviour Plan.

- The Head of School is responsible for ensuring compliance with this School Community and Behaviour Plan.
- Teaching and non-teaching staff: the "Code of Conduct" specifies the conduct and duties expected of teachers at different times and in different educational settings. Teachers are responsible for guiding both students' learning and their behaviour. They must promote positive relationships in all school learning spaces: classrooms, break areas, school buses, extracurricular and after-school activities, outings and trips. Any teaching or non-teaching staff member who becomes aware of a breach of the school's conduct rules must report it through the following sequence: tutor, Stage Coordinator, Cycle Head or Head of School. Failure to comply with this Cognita policy may result in disciplinary measures appropriate to the situation.

2.3 Students' rights and responsibilities

At Colegio Internacional Meres, students are the focus of every educational action. They are at the centre of our learning community and must know their rights and responsibilities.

2.3.1 Rights Students have the right to

- Receive a well-rounded education.
- Have their dedication, effort and achievement assessed objectively using the assessment criteria established by the school.
- Have their privacy respected and protected.
- Be protected against all physical or psychological aggression.
- Safe, healthy and hygienic conditions in which to undertake their academic activities.
- A positive school environment that fosters mutual respect among students.
- Participate in school life through the channels established by the school.
- Contribute to the school's effective operation and school life through their class representatives on the Students' Council.
- Receive a personalised learning plan from the school in cases of long-term illness or accident.
- Receive educational and careers guidance.

2.3.2 Responsibilities Students at Colegio Internacional Meres must

- Attend classes daily and comply with school hours and the provisions of Annex V, the Protocol for Preventing and Responding to School Absenteeism and Partial Absences during the School Day.
- Attend school clean and correctly uniformed, taking care of their appearance and personal hygiene and avoiding any aspect that breaches the regulations.
- Participate and collaborate in maintaining a suitable climate of respect, positive relationships and study.
- Respect their classmates' right to learn.
- Respect freedom of conscience and moral and religious beliefs, and the dignity, integrity and privacy of all community members; avoid discrimination on the grounds of birth, race, sex, financial means, social background, physical, sensory or mental conditions, or any other personal or social circumstance.
- Show respect for all members of the Learning Community: students, families, teachers, and non-teaching and support staff.
- Participate actively in the learning activities provided for in the Educational Project.
- Respect teachers' personal integrity and dignity, and recognise their authority both in teaching and in enforcing school conduct rules.
- Take care of and use the school's learning spaces, furniture and materials appropriately.
- Use appropriate language, behave appropriately, show respectful manners and maintain a suitable appearance.
- Follow the Responsible Technology Use Protocol when using technological devices. Annex III.
- Comply with the School Transport Rules. Annex IV.
- When leaving school, follow the School Entry, On-site Attendance and Exit Protocol. Annex II.

2.4 Conduct contrary to school rules

- The school's conduct rules, guided by essential agreements among students, foster the freedom, responsibility, work and effort that enable everyone to achieve the best outcomes in their education.
- Breaches of school conduct rules will be assessed in light of the student's age, circumstances, and personal, family and environmental conditions. Any intervention will aim to provide guidance, encourage reflection and improve behaviour, while respecting the rights of all other members of the learning community.
- The consequence of a breach will take account of the student's reflection on it, including spontaneous acknowledgement of inappropriate behaviour, an apology, voluntary action to repair any harm caused, or lack of intent.
- Offences are classified as minor, serious or very serious. Their descriptions and consequences are set out below.
- There shall be no appeal against academic or disciplinary decisions taken by school management, other than those provided for by law.

2.5 Types of offence and consequences

1. Minor offences may occur in the school context and vary widely in nature. They will be addressed by the relevant teacher or tutor through a verbal warning to the student and notification to the family where appropriate.

Minor offences are small breaches of the rules and occasional instances of inappropriate conduct in the classroom, dining hall, playground, school transport, corridors or any activity organised by the school.

Examples of minor offences include

1. Occasional unjustified lateness to class.
2. Not having the required learning materials or PE uniform.
3. Having incomplete or undone homework after the deadline set by the relevant teacher.
4. Occasional failure to wear the uniform correctly.
5. Discourtesy towards any member of the school community.
6. Occasional disruption of normal academic activities.
7. Failure to follow the school exit protocol.

Educational measures

- A private verbal warning to the student and a discussion with the tutor to encourage reflection, with written or email notification to the family where appropriate.

All actions will include a process of student reflection, with activities appropriate to the type of offence.

Communication channels

- Families will be informed by telephone or email.

2. Serious offences are breaches of greater significance because of the act itself or its consequences.

Examples of serious offences include

1. Repeated minor offences despite appropriate school interventions and written notifications, such as uniform breaches or lateness to class.
2. Use of obscene language or swearing in any situation.
3. Serious disrespect towards any member of the school community, including teachers, students, families and staff.
4. Repeated behaviour that affects the classroom climate and prevents normal learning.
5. Deliberate academic underperformance resulting from a clear and sustained lack of interest and effort.
6. Deliberately missing class without a justified reason.
7. Leaving school premises without notifying the tutor, Coordinator or School Office.
8. Intentional or negligent damage to other students' or the school's resources, or to learning spaces.
9. Breaching the school's Academic Integrity Policy, including cheating in examinations, failing to respect authorship, plagiarism, misuse of artificial intelligence software, etc.
10. Impersonation or identity misuse in any form.
11. Taking, damaging or concealing the property or belongings of any member of the school community.
12. Bringing objects or items unrelated to school activities to school, and engaging in commercial activity, on or off school premises, involving members of the school community.
13. Entering offices, the staffroom or teaching and non-teaching staff workspaces without permission.
14. Bringing a mobile phone to school and failing to hand it over to the designated staff for safekeeping.
15. Bringing wireless earphones or smartwatches and using them during the school day, including the bus journey. Earphone use is restricted to language lessons.
16. Breaching the Technology Use Policy and misusing digital devices in a way that disrupts normal academic activity.

17. Damaging the reputation of the school or any member of its community through any analogue or digital medium.

18. Repeatedly attending school without the correct uniform and making an issue of any item of the uniform.

19. Attending school with exaggerated hairstyles, such as mohawks, mullets, skin fades, shaved sideburns, dyed hair, highlights or other unconventional styles, including eyebrow slits or shaved designs.

20. Inappropriate behaviour whose repetition may indicate bullying.

Educational measures

- Detention: remaining at school until 19:00 on the days deemed appropriate, and remaining at school on free afternoons in the first and second years of Bachillerato.
- An Inappropriate Conduct Report ("Orange Slip" in ESO and Bachillerato and a formal warning in Primary Years 5 and 6), accompanied by an educational measure appropriate to the seriousness of the offence. Accumulating two Orange Slips will result in a suspension of two to three days.
- Temporary suspension from school for three to five days, without detriment to the student's academic progress. If examinations fall within this period, they will be postponed until the student returns, or the student will attend solely to sit the examinations.
- Bringing a mobile phone to school without handing it to the designated staff results directly in a two-day suspension from school. If the phone is also being used, the suspension increases to five days. In both cases, the student must switch off the device before it is confiscated. It will be returned at the end of the day, and the family will be informed of the sanction.
- Opening a provisional disciplinary case, handled by the Guidance Council where appropriate.
- Initiating the anti-bullying protocol when necessary.
- Suspending the right to participate in curricular or extracurricular activities for a period determined by the school, never exceeding the academic year in which the incident occurs.
- Initiating a conditional enrolment review to assess whether the student may continue at the school in the following academic year.

All actions will include a process of student reflection, with activities appropriate to the type of offence.

Communication channels

- Families will be informed of these offences and the measures adopted by telephone and email.
- The incident will be recorded in the student's tutor record.
- A meeting with parents, the tutor and any other participants determined by the school.
- Notification to the Guidance Department where appropriate.

3. Very serious offences go beyond the previous category. Their severity will be assessed according to the nature of the act and its potential consequences.

Examples of very serious offences include

1. Repeated serious offences.
2. Acts of physical, verbal or psychological violence, or very serious insults directed at any member of the school community on grounds such as ethnicity, religion, sexual orientation, circumstances or physical appearance.
3. Theft of valuable objects or belongings from any school community member or from the school.

4. Taking, disseminating, reproducing or using school documents, examinations, reports, passwords, etc., in physical or digital form, for fraudulent purposes that breach academic integrity or cause harm to third parties or the school.
5. Behaviour that places the student or others in serious danger.
6. Illegal or extremely dangerous conduct.
7. Possession, consumption, sale or encouragement of the use of tobacco, alcohol, vapes or drugs, on or off the premises, or during any activity organised by or involving the school.
8. Bringing objects into school that pose a danger to the student and/or the school community.
9. Any act of serious indiscipline during school trips or activities that damages the school's reputation.
10. Misuse of the Internet or any technological resource that causes very serious harm to school community members, third parties or the school.
11. Bringing a mobile phone to school and using it during the school day. The nature, location and intention of its use will be taken into account.
12. Leaving school without permission during the school day.

Educational measures

- Temporary suspension from school for five to fifteen days.
- Confiscation and examination of the digital device by school management if necessary.
- Enrolment placed on hold.
- Opening the relevant disciplinary case, to be handled by the Guidance Council.
- Immediate exclusion from trips or activities and possible exclusion from future trips and activities.
- Permanent expulsion from the school.

All actions will include a process of student reflection, with activities appropriate to the type of offence.

Communication channels

- Written notification and a meeting with the family, recorded in the student's tutor record.
- Convening the Guidance Council and opening a disciplinary case where appropriate.
- Notification to the Education Authority where appropriate.
- Notification to the authorities where appropriate.

2.6 Families' rights and responsibilities

For the school to fulfil its educational role, families must build a relationship of trust with its professionals, support its teaching decisions and participate in its educational programmes.

2.6.1 Rights

Students' parents or guardians have the right to

- Receive information about their children's learning progress, social and educational integration, participation and behaviour in school life.
- Cooperate in their children's learning in accordance with school guidance.
- Have the school-related provisions of the court-approved agreement for legally separated or divorced parents respected.

2.6.2 Responsibilities

- Know our educational provision, principles and ethos.
- Accept the rules governing the different services offered by the school.
- Attend meetings arranged by the school and work with the tutor in their child's education.
- Supervise their child's correct use of school uniform and ensure the required standards of personal hygiene.
- Help ensure responsible technology use and compliance with the rules on mobile phones, earphones and smartwatches.
- Ensure attendance throughout the school day and maintain a cooperative, respectful approach to preventing absenteeism.
- Maintain regular, constructive communication with school staff.
- Inform the school of any situation affecting the normal course of school life.

3 REVIEW OF THE SCHOOL OPERATING AND INTERNAL ORGANISATION REGULATIONS

This document will be reviewed annually by the School Leadership Team. Any amendments are subject to COGNITA's Education Directorate for Spain and Europe.

Colegio Internacional Meres September 2026

ANNEX I SCHOOL UNIFORM

School uniform at Colegio Internacional Meres

School uniform is one of the distinguishing features of Colegio Internacional Meres. Wherever our students go, it is the school's first institutional image. Wearing it correctly conveys a message.

The school has chosen a uniform because, from Early Years to Bachillerato, it contributes to equality among students and helps create a sense of belonging and connection to the school.

It encourages classroom concentration by creating a more formal environment. It promotes good discipline by helping students respect rules and avoiding comparisons, which supports self-esteem. It also prepares students for future working environments in which many will need to wear a uniform or follow a dress code.

Standards of presentation matter at Meres. The following requirements apply when wearing the uniform

- Students must attend school clean and well groomed.
- Boys must keep their hair short and tidy and attend school clean-shaven.
- Girls must tie their hair back in the dining hall, during PE and in examinations.
- Girls may not wear make-up, false nails or nail polish.
- Hair dye and exaggerated or conspicuous hairstyles are not permitted.
- Girls may wear only a watch and earrings that do not extend beyond the earlobe as accessories.
- All uniform items must be clearly labelled.
- Boys and girls must keep their shirt or polo shirt tucked into their trousers at all times, and girls must wear their skirts at knee length.
- Altering any uniform item to change its original design is strictly prohibited.

The school considers it important that parents reinforce compliance with school rules with their children.

Repeated breaches of any rule concerning uniform or personal appearance may be considered a serious offence.

THE UNIFORM COMPRISES SUMMER AND WINTER UNIFORM

From Early Years to Primary Year 2 inclusive

Boys

- Blue Oxford shirt with embroidered school logo.
- Short-sleeved polo shirt with embroidered school logo (May to October).
- Long trousers or shorts with embroidered school logo.
- Raspberry V-neck jumper with embroidered school logo.
- Blue mid-season raincoat with embroidered school logo.
- Blue outer coat with embroidered school logo.
- Grey ribbed socks or stockings.
- Blue school smock with embroidered school logo.
- Brown belt.

- Brown boat shoes with hook-and-loop fastening or brown Kickers-style boots (not tobacco brown).

Girls

- Girls' blue Oxford shirt with embroidered school logo.
- Short-sleeved polo shirt with embroidered school logo (May to October).
- Two options in Primary Years 1 and 2:
- Raspberry bolero cardigan with embroidered school logo and grey pinafore dress.
- Raspberry V-neck jumper with embroidered school logo and grey skirt.
- Blue mid-season raincoat with embroidered school logo.
- Blue outer coat with embroidered school logo.
- Pink school smock with embroidered school logo.
- Grey ribbed stockings or tights.
- Brown boat shoes with hook-and-loop fastening or brown Kickers-style boots (not tobacco brown).

Primary Years 3 to 6 inclusive

Boys

- Blue Oxford shirt with embroidered school logo.
- Short-sleeved polo shirt with embroidered school logo (May to October).
- Long trousers or shorts with embroidered school logo.
- Raspberry V-neck jumper with embroidered school logo.
- Blue mid-season raincoat with embroidered school logo.
- Blue outer coat with embroidered school logo.
- Grey ribbed socks or stockings.
- School smock with embroidered school logo (up to Primary Year 3).
- Brown belt.
- Dark brown boat shoes, with or without hook-and-loop fastening (not tobacco brown).

Girls

- Girls' blue Oxford shirt with embroidered school logo.
- Short-sleeved polo shirt with embroidered school logo (May to October).
- Raspberry V-neck jumper with embroidered school logo.
- Grey skirt with embroidered school logo.
- Blue mid-season raincoat with embroidered school logo.
- Blue outer coat with embroidered school logo.
- School smock with embroidered school logo (up to Primary Year 3).
- Grey ribbed stockings or tights.
- Dark brown boat shoes, with or without hook-and-loop fastening (not tobacco brown).

From ESO to Bachillerato

Boys

- Blue Oxford shirt with embroidered school logo (October to May).
- Short-sleeved polo shirt with embroidered school logo (May to October).
- Blue V-neck knitted waistcoat with embroidered school logo (optional).
- Grey trousers with embroidered school logo.
- Blue Teba jacket (October to May).
- Tie (October to May).
- Blue mid-season raincoat with embroidered school logo.
- Blue outer coat with embroidered school logo.
- Grey socks.
- Brown belt.
- Dark brown boat shoes or navy blue or black loafers.
- Short-sleeved polo shirt with embroidered school logo (May to October).

Girls

- Girls' blue Oxford shirt with embroidered school logo (October to May).
- Short-sleeved polo shirt with embroidered school logo (May to October).
- Blue V-neck knitted waistcoat with embroidered school logo (optional).
- Grey skirt with embroidered school logo.
- Blue Teba jacket (October to May).
- Tie (October to May).
- Blue mid-season raincoat and blue outer coat, both with embroidered school logo.
- Grey ribbed stockings or tights.
- Dark brown boat shoes or navy blue or black loafers.

Winter uniform will be worn from October to May, subject to weather conditions and official school notification. ESO and Bachillerato students must attend school wearing a Teba jacket, shirt and tie. The knitted waistcoat and jumper are optional.

The coat or mid-season raincoat with embroidered school logo is compulsory as outerwear. One of the two may be optional.

Students from Primary Year 4 to ESO Year 3 inclusive must have a white coat for Art lessons and practical laboratory work.

ANNEX II SCHOOL ENTRY ON-SITE ATTENDANCE AND EXIT PROTOCOL

This document organises and regulates entry, on-site attendance and departure at Colegio Internacional Meres to improve attendance monitoring and the safety of students and staff working on the premises.

School hours are Monday to Friday, 09:00 to 16:50. Buses depart from school at 17:00.

School entry times

Students and staff must enter through the teachers' car park gate or the pedestrian entrance from the general car park.

- Students using the Early Drop-off Service may enter between 08:00 and 08:15. This service operates from 08:00 to 08:45.
- 08:40: the school gates open for students and staff arriving by bus, and for staff and students entering on foot through the pedestrian gate.
- 09:10: the car park gates close once the buses have left the school grounds after dropping students at their respective buildings.
- Primary, Secondary and Bachillerato students who do not use school transport must enter through the pedestrian gate from 08:40 and go to their classrooms, always using the pavement and pedestrian walkway. People who are not members of staff may not enter the school grounds.
- Families of Early Years students may take them to the entrance of their building, where a team member will receive them. People who are not members of staff may not enter the Early Years building.

Entry of students and non-staff visitors during the school day

- All students arriving after 09:10 must report the reason for their lateness at Reception so that the attendance register can be updated. The person responsible for Reception will inform the student's tutor via Teams of their arrival and return to class.
- Early Years students and those in Primary Years 1, 2 and 3 arriving during the school day must be accompanied to their buildings by the person bringing them to school. Students from Primary Year 4 to Bachillerato Year 2 must go to their classrooms themselves.
- Anyone who is not a school staff member and enters after 09:10 must report to Reception, sign the visitors' register and receive a badge, which must remain visible throughout their time on site. This includes maintenance contractors, visiting families, and any supplier or professional who needs to remain on the premises.

Departure of students and non-staff visitors during the school day

- Students in Primary Years 1, 2 and 3 who need to leave during the school day must be collected from the School Office. Families must record their departure at Reception.
- Students from Primary Year 4 to Bachillerato Year 1 must be collected from the Reception area, where families must sign the departure register.
- Bachillerato Year 2 students with appropriate written family authorisation do not need an adult to register their departure. They may enter their own details before being collected in the car park by their family or a responsible adult.

- Anyone collecting an Early Years student must record their arrival and obtain a badge at Reception before going to the Early Years building to collect the student at the entrance. They must then leave via Reception and record their departure.
- Important: students may not leave without a responsible adult, except for Bachillerato Year 2 students as described above. Leaving without completing the corresponding departure record will be considered a very serious offence under the School Operating and Internal Organisation Regulations, with the resulting measures that this entails.
- All visitors, including families, contractors and suppliers, must leave via Reception, return their badge and complete the departure register with their details.

Departure times

The students' school day ends at 16:50. Buses leave the school grounds at 17:00.

- At the end of lessons, students and staff using School Transport must go to the buses. Once everyone is on board and supervised by the relevant bus monitors, the Transport Coordinator will authorise departure.
- Early Years students who do not use school transport will be collected by their families from the Early Years building at 16:45.
- Students in Primary Years 1, 2 and 3 who do not use school transport must be collected by an adult from the School Office.
- From Primary Year 4 onwards, students who do not normally use school transport must be collected by the responsible adult from Reception/the car park.
- For safety reasons, as buses enter the school during this period, no student may leave the classroom between 16:15 and 16:45 without a teacher's supervision. Families arriving during this time must wait at Reception or in the car park.

School bus routes

Students from Early Years to Primary Year 4 inclusive must be collected at their bus stop by a family member or a previously authorised person. If no one is waiting, the family and Transport Coordinator will be contacted by telephone. The bus will continue its planned route until the monitor can hand the student over at a remaining stop or at the end of the route. If the family cannot be contacted, the Head of School will be called.

This protocol will be reviewed annually and made available to all members of the community.

Meres September 2026

ANNEX III RESPONSIBLE USE OF MOBILE DEVICES POLICY

1. All school technological devices (tablets, desktop computers and laptops), and any equivalent student-owned device that allows Internet and social media access at school, must be brought fully charged from home every morning. They may be used only for educational purposes and always with a teacher's authorisation.
2. The school's Technology Department may configure safe Internet access on students' devices when they connect through the school's own network.
3. The Technology Department will provide support and troubleshooting for students' devices only in relation to the general software configuration needed for academic use. It will not deal with hardware faults or issues arising from misuse.
4. The school will maintain a pool of loan laptops for students who need them because their own device is faulty or malfunctioning.
5. Students undertake not to disrupt school network traffic intentionally by using bandwidth for personal entertainment, such as downloading music or videos, online gaming, etc.
6. Video or music streaming, social media, instant messaging, chat and video games are not permitted during the school day unless they form part of classroom activities or activities authorised by a teacher.
7. Students' usernames and passwords are personal and non-transferable. They must not share them with others or use another person's credentials. Students who accidentally find such details must inform a teacher.
8. Students may not bring or use a mobile phone at school during the school day, including the bus journey. Students who need to bring one must hand it to their tutor or Coordinator first thing in the morning and collect it at departure time.
9. Creating, accessing, displaying, producing, storing, distributing or transmitting violent, pornographic, sexist or offensive material in any form or medium is prohibited and constitutes a very serious offence.
10. Deliberately introducing harmful software into the network, or deliberately bypassing the school's precautions against this, including using other devices to browse outside the school network, is strictly prohibited.
11. Recording images or sound anywhere on school premises, in any format, without appropriate teacher authorisation is strictly prohibited.
12. Entering the dining hall, changing rooms or toilets with any electronic device capable of being used inside is also strictly prohibited.
13. The school may limit, suspend or revoke access to its technology systems for students who fail to comply with the current Responsible Use of Mobile Devices Policy.
14. The school accepts no responsibility for the theft or removal of a student's personal device on school premises. Students must take appropriate measures to keep their personal devices under their control.
15. Colegio Internacional Meres and COGNITA accept no responsibility for students' access to controversial or inappropriate material, or for any harm caused by students' misuse of their own or school-owned digital devices.

This protocol shall be enforced under the School Operating and Internal Organisation Regulations, with the measures applicable to each situation.

October 2026

ESO and Bachillerato Student Council

School Management

ANNEX IV SCHOOL TRANSPORT RULES

General school transport rules

1. The School Operating and Internal Organisation Regulations apply both on the bus and at the bus stop. Mobile phones, smartwatches, earphones and other electronic devices may not be brought. If found, they will be confiscated and handed to the Stage Coordination team, and the relevant tutor and Coordinator will be informed. If this occurs on the journey home, the device will be handed to the family or student and the tutor and Coordinator will likewise be informed so that the matter can be addressed under the Regulations.
2. The teacher responsible for the bus shall accompany students from the first stop to the last and is responsible for their safety. Before leaving the bus at the end of the route, the teacher must check that no one remains on board and collect any items left behind. Bulky items, such as backpacks or folders, may be left with the driver in the luggage compartment until the following day.
3. The responsible teacher shall ensure that all students have fastened their seatbelts before the bus moves off.
4. The responsible teacher shall also ensure that backpacks and bags are stored correctly and do not obstruct aisles or doorways.
5. The responsible teacher shall get off at every stop to help students who need assistance boarding or alighting and ensure that they occupy their assigned seats, which must remain fixed.
6. The person responsible for the bus shall have a list of the students travelling, including their parents' addresses and telephone numbers, and must know how the vehicle's safety equipment works, including emergency exits and fire extinguishers.
7. Students must be informed that they must be at their stop five minutes before the scheduled time and may not use a different bus from the one assigned to them without the express permission of the School Transport Coordinator.
8. Students UNDER 12 YEARS OF AGE may never use the front-row seats or those behind the driver. If there is a centre seat in the last row, it may be used only by students over 16 years of age.
9. During September, newly enrolled Early Years students must wear an identification card showing their bus and stop.
10. On the afternoon journey, Early Years students and those in Primary Years 1, 2, 3 and 4 must be handed over by the responsible teacher to their parents or an authorised person. If no one is at the stop to collect them, the family will be called first. If there is no answer, the Transport Coordinator will be informed and the bus will continue to the last stop, where the student must be collected. If the family cannot be located, school management will be contacted.
11. Students must board and alight through the door closest to the driver, always under the supervision of the person responsible for the bus.
12. The responsible teacher must promptly inform the School Transport Coordinator of any incident. In cases of student misbehaviour, the teacher responsible for the bus will notify the student's tutor and relevant Stage Coordinator.
13. The School Transport Coordinator shall sit near the rear door or in the centre of the last row to facilitate supervision. Although this is the position established by law, we use front seats to remain close to the students who need the most support: Early Years and Primary. To date, school transport inspections have raised no objection. I believe it is important that everyone knows the law and also understands the safety reason why we travel in the front seats.
14. For safety reasons, because buses enter the school in the afternoon during this period, no students may be outside their classrooms between 16:15 and 16:45.

15. Early Years students and those in Primary Years 1 and 2 will leave their classrooms at 16:50 and be taken to their respective buses by their teachers.

16. Students from Primary Year 3 to Bachillerato Year 2 will leave their classrooms at 16:45, accompanied by their teachers to the outside of the buildings. Teachers will help ensure that students board their buses quickly and in an orderly manner.

Meres October 2026

ANNEX V SCHOOL ABSENTEEISM AND PARTIAL ABSENCES DURING THE SCHOOL DAY

1. Purpose

This protocol aims to explain students' right to a well-rounded, continuous education and promote regular attendance and effective participation in all scheduled lessons and learning activities.

Attendance is a duty of students and their families throughout compulsory schooling. Absence for a whole day or part of the school day adversely affects learning, disrupts the normal course of lessons and may hinder the group's academic progress by requiring previously taught content to be repeated.

During compulsory schooling, regular and punctual attendance is both a legal and an educational duty. Preparing for examinations or completing schoolwork at home does not justify absence from class. Education during the school day goes far beyond taking examinations: it includes explanations, clarification of questions, cooperative work, practical activities and learning experiences essential to students' overall development.

2. Scope

This protocol applies to all students in Early Years, Primary, Compulsory Secondary Education (ESO) and Bachillerato.

3. General principles

Regular and punctual class attendance is compulsory.

School hours cover the whole school day established by the school:

- Monday to Friday, 09:00 to 13:00 (part day) or 09:00 to 16:45 (full day) in Pre-School.
- Monday to Friday, 09:00 to 16:45, from Early Years Year 1 to ESO Year 4.
- Monday, Tuesday, Thursday and Friday, 09:00 to 16:45, and Wednesday, 09:00 to 14:30, for Bachillerato Year 1.
- Monday, Tuesday and Thursday, 09:00 to 16:45, and Wednesday and Friday, 09:00 to 14:30, for Bachillerato Year 2.

Absences must be duly justified by medical, family or exceptional personal circumstances.

The following shall not be considered justified reasons for absence:

- Studying independently at home during school hours.
- Arriving late to gain additional study time before examinations, assignment deadlines or similar commitments.
- Leaving early to prepare for examinations, assignments or similar commitments.

Teachers are responsible for providing instruction during the school day and need families' cooperation to prevent voluntary absence for the reasons listed above. The school cannot guarantee appropriate learning when students choose to miss particular classes to study independently.

Unjustified absence breaches the responsibilities set out in the School Operating and Internal Organisation Regulations for students—"Attend classes daily and comply with school hours and the rules to prevent absenteeism"—and for families—"Ensure attendance throughout the school day and maintain a cooperative, respectful approach to preventing absenteeism"—and may result in the appropriate educational measures.

4. Types of absence

4.1 Full-day absences

a. Justified absences

Absences arising from the following will be considered justified:

- Illness or medical appointments.
- Exceptional family circumstances.
- Official appointments or required appearances.
- Other circumstances assessed by school management.

The family must notify the absence through Toddle as far in advance as possible.

b. Unjustified absences

Absences will be considered unjustified where:

- There is no notification from the family.
- The explanation provided does not demonstrate that the absence was unavoidable.
- The absence is for reasons of personal convenience incompatible with regular attendance.

4.2 Partial absences during the school day

a. Early departures

Departure during the school day may be authorised only for duly justified reasons, such as:

- Medical appointments.
- Family emergencies.
- Exceptional circumstances authorised by school management.

b. Late arrivals

Arrival after the school day has begun must likewise be for justified reasons.

c. Early departure or late arrival to study or complete assignments at home during school hours

Early departures or late arrivals that cause students to miss lessons in order to gain an advantage for the following purposes are not permitted:

- Studying for examinations.
- Preparing assignments or projects.
- Revising at home.

The school considers that the best place for learning during school hours is the school itself, where students receive direct teaching support, develop appropriate study habits and participate in curriculum learning activities. Any action that disrupts attendance and, consequently, the normal academic progress of the year and students' learning will be addressed under the School Operating and Internal Organisation Regulations.

5. Academic responsibilities arising from absences

When a student is absent without justification, regardless of the reason:

- Teachers will not be required to repeat explanations, lessons or activities delivered during the absence.

- The student will be responsible for catching up on the content covered.
- Access to materials will be provided where possible, but this does not replace face-to-face teaching in the classroom.

If an absence affects examinations, assessments or assignment submissions:

- If the absence is UNJUSTIFIED, the assessment will not be rescheduled and the assignment may not be submitted; in either case, a failing grade will be awarded.
- If the absence is justified, the assessment or assignment will be postponed until the student's first day back. If several assessments coincide, they will be rescheduled from that first day back in the same order and at the same intervals as in the original calendar.
- Assessments taken at a later date will follow the school's general assessment rules and take place under the usual conditions.

6. Monitoring absences

The school will systematically monitor attendance through Toddle to identify any irregularities or patterns that may affect students' normal academic progress and learning.

When the following are detected:

- Repeated full-day absences.
- Frequent early departures.
- Recurring late arrivals.
- Patterns of absence linked to examination periods.

The absenteeism response protocol will be activated as follows:

Stage 1 Preventive communication

The tutor will contact the family to explain:

- The number of recorded absences.
- The academic impact identified, including any resulting actions such as postponed examinations and grades.
- The need to ensure regular attendance.

Stage 2 Meeting with the family

If the situation persists, a meeting will be arranged with the family and the relevant Stage Coordinator or Head of Stage to:

- Analyse the causes.
- Agree commitments to improve attendance.
- Record the agreements reached.

Stage 3 Intervention by school management

Where repeated absences continue and reach a percentage approaching the maximum established by law, school management may formally require the family to fulfil its schooling obligations.

Stage 4 Notification to the competent authorities

In cases of repeated absenteeism or indications of failure to fulfil compulsory schooling duties, the school will act in accordance with current regulations and may refer the situation to the competent services or authorities.

Meres October 2026